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**SPECIAL EDUCATION FISCAL & PROGRAM UPDATES
DBUG MEETING
October 20, 2022**

Special Education Revenue & Expenditures:

➤ Special Education Early Intervention Preschool Grant – Resource #6547:

- ◆ Funding is based on the number of 1st Graders with exceptional needs in the Fall 1 Census special education data multiplied by the per pupil rate
- ◆ Even though the Resource #6547 is a restricted State resource code, the funds are not restricted to student with disabilities
- ◆ Services to children with disabilities should be coded to the appropriate Goal #5xxx. The expenditures reported in the Goal #5xxx will be included in your MOE Report.
- ◆ Early intervention services, including preschool and supportive services for children from birth to five years of age, inclusive, who are not meeting age-appropriate developmental milestones and are at risk for being identified as eligible for special education and related services.
- ◆ An unallowable use of these funds is for transitional kindergarten (TK) or kindergarten. If a five-year-old is in TK or kindergarten these funds cannot be used to support the cost of the new activities and/or expand existing services
- ◆ If your LEA has preschoolers attending either a SCOE Program or Consortium, these funds can be used to support the cost

- ◆ SSC Fiscal Report – Using Early Intervention Preschool Grant for Inclusive Practices

➤ Out of Home Care Ending Balance Workgroup:

- ◆ There is a sufficient ending balance in the Out of Home Care Program within the SELPA AU Budget
 - The SELPA formed a workgroup to review and develop a process to distribute these funds to the LEAs. As well as make a recommendation to the Superintendents' Council for review and approval at their December 2022, Meeting

Special Education Data Reporting:

➤ Timelines & Due Dates:

- ◆ Excess Cost Calculation:
 - Was due to the SELPA, in hard copy form, on September 15, 2022
- ◆ Special Education Maintenance of Effort – SEMB & SEMA Reports & Subsequent Year Tracking Worksheet:
 - Was due to the SELPA, in hard copy form, on October 15, 2022

➤ **SCOE 6-22 & Preschool Severe Program Monthly Pupil Count:**

- ◆ October 1, 2022
- Preschool Fee for Service month

➤ **Special Education Information System (SEIS):**

- ◆ LEAs that have students attending a Consortium, SCOE or another LEA's Program can review their students in the SEIS
- ◆ Your LEA's CASEMIS Manager, can search for these students by adding the optional filter "Include students who are not served in the district, but are residents"
- ◆ For access to the SEIS, your CASEMIS Manager can create a "read only" password

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Using Early Intervention Preschool Grant for Inclusive Practices



BY ANJANETTE PELLETIER

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posted October 18, 2022

Ask SSC . . . Does School Services of California Inc. have guidance on how local educational agencies (LEAs) should be using Resource 6547—Early Intervention Preschool Grant funds? Some say there is supplement language, others say we can use the funds to pay for excess costs of regional programs, and we would like to reduce our General Fund contribution, but do not know if supplanting is allowed.

The Special Education Early Intervention Preschool Grant (SEEIPG) provides funds for LEAs to support the expansion of inclusive practices and access to educational services for preschool students in the least restrictive environment (LRE). Consistent with the original iteration of grant funds, and although the apportionments are generated using the count of first grade students eligible for special education, the grant is not restricted special education revenue, and there is no requirement to use these funds for services to students with disabilities (SWDs).

California Education Code Section (EC §) 56836.40 has language regarding supplementation of existing resources, which reads as follows:

The funds allocated pursuant to this section shall supplement existing special education resources currently required to be provided pursuant to federal and state law and promote a targeted focus on services and supports being offered in inclusive settings, to the extent practicable.

The EC § 56836.40 indicates funding “shall be used to provide services and supports in inclusive settings” and lists allowed uses, including:

- Early intervention services for students who do not qualify for special education
- One-time programs, services, or resources not required to provide a free appropriate public education, including wraparound services
- Strategies to improve outcomes for SWDs, including inclusive educational programming and expansion of inclusive practices in the LRE

- Professional development (PD) on evidence-based strategies to build capacity to serve SWDs in inclusive settings and to ensure access to the LRE

As noted, none of the allowed uses require special education coding, and none of the listed uses include payment for services required as part of an individual education program. The language of the EC § 56836.40 indicates that the funds “shall be used to provide services and supports in inclusive settings,” which may provoke consideration of whether regional programs or existing program offerings are inclusive.

As there is no requirement to use a special education goal code, and given the focus is on expanding inclusive practices and settings, LEAs should consider inclusive activities they are pursuing under their preschool, transitional kindergarten (TK), or Local Control and Accountability Plan (LCAP) activities to utilize these resources. Shifting expenses for PD, training, materials, or supplies, or preventative and early intervention supports from Resource 6500 to Resource 6547, could be a way to lower special education expenditures and could impact the maintenance of effort (MOE) obligation. Similarly, if an LEA were to utilize SEEIPG funds to support SWDs and uses Goal 5xxx to code expenditures, it will increase the MOE obligation. As non-restricted funds, the SEEIPG funds are flexible resources when considering MOE calculations. These funds could be expended for special education or non-special education purposes, and the MOE impact could swing from year to year as needed by the LEA to ensure passage of MOE or allowance for the use of MOE exemptions.

School Services of California Inc. encourages LEAs to consider the short- and long-term impact of using SEEIPG funds as special education expenditures, carefully considering the impact on, and avoiding unnecessary increase of the MOE obligation whenever possible. As these funds are not restricted to special education, and most LEAs are working towards inclusive practice for preschool, TK, or as part of the LCAP, the recommendation is to not artificially code SEEIPG activities into special education expenditures to reduce General Fund contribution. Expenditures using SEEIPG is a local decision, and there is nothing to prevent an LEA from using the funds for special education purposes. We recommend that LEAs consider how to use the dollars to benefit SWDs without using a special education code, which may still lower General Fund contributions by shifting expenditures to SEEIPG.

Sonoma County Office of Education
Student Support Services - Special Education

DOR	6-22 Pupil Count	6-22 Students with Shared Districts	Preschool Pupil Count	Preschool Students with Shared Districts
Alexander Vly				
Bellevue	14.5		3	
Bennett Vly	2			
Cinnabar				
Cloverdale	5			
CRPUSD	33			
Dunham				
Forestville	2			
Fort Ross				
Geyserville				
Gravenstein	2		1	
Guerneville	1			
Harmony	1			
Healdsburg	3		1	
Horicon				
Kashia				
Kenwood				
Liberty				
Mark West	6			
Monte Rio				
Montgomery				
Oak Grove	4			
Old Adobe	2		1	
Petaluma Elem	2			
Petaluma High	3.5			
Piner Olivet	6.5		2	
Rincon Vly	3			
Roseland	5		1	
Sebastopol	3			
Sonoma Valley	17			
SRCS Elem	23		6	
SRCS High	56.5			
Twin Hills	1			
Two Rock				
Waugh	1			
West County HSD	3			
West Side Union				
Wilmar				
Windsor	3			
Wright	12		1	
Total October 2022 Pupil Count	215		16	