

A stylized graphic of a person with their arms raised, rendered in shades of gray and white. The figure is positioned on the left side of the slide, with a bright blue light source at the center of the raised arms, creating a lens flare effect. The background is dark blue with abstract, curved shapes.

Special Education Funding

Presented to: District Accountability Committee

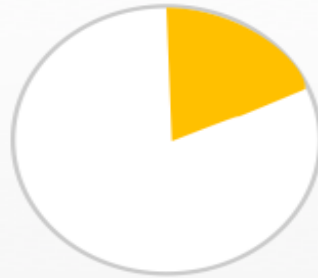
April 14, 2015

Special Education Funding, 2014-15



**Federal Funding
(IDEA)**

\$7,602,095



**State Funding
(ECEA)**

\$10,035,784



**DCSD
Supplement**

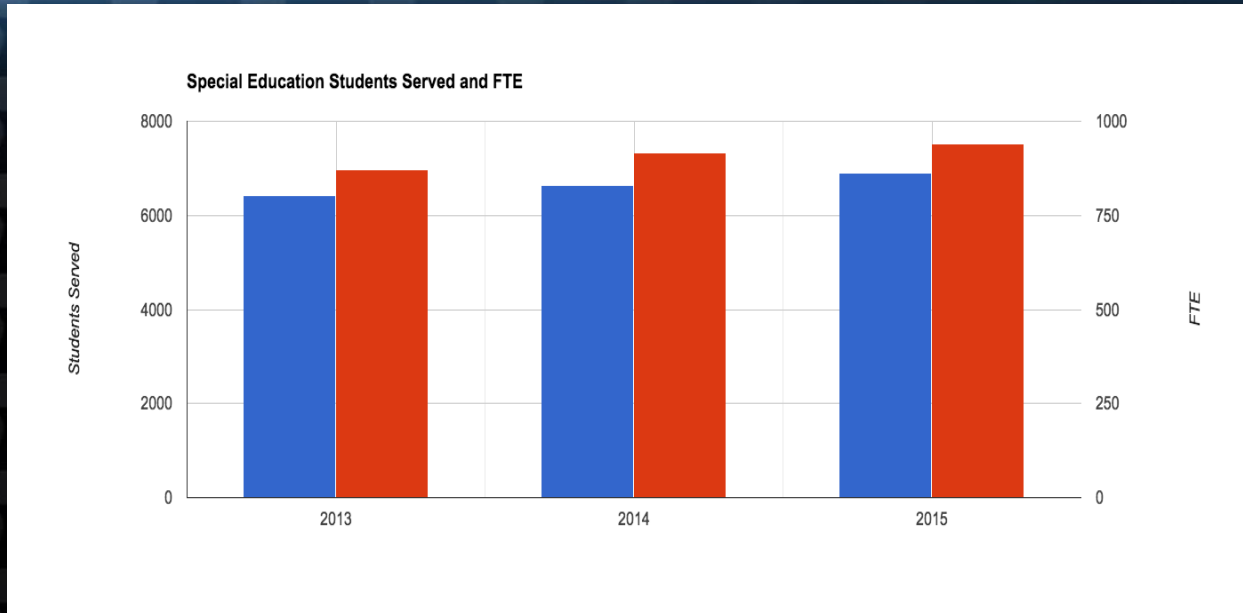
\$42,519,210



Total Budget

\$60,157,089

Students Served and FTE



	2013-14	2014-15	2015-16
Students	6416	6644	6900
FTE	872.65	915.73	941

Staffing Ratios/Comparisons



	Moderate Needs	Speech Language	Significant Support Needs
DCSD	25:1	25:1	12:1 15:1
Cherry Creek	Not reported	Not reported	Not reported
Littleton	18-20:1 22:1	25-30:1 30+:1	12:1
Jeffco	17:1 21:1 24:1	Staffed according to building enrollment	12:1

Funding Compliance



Maintenance of Effort (MOE):


- Must maintain or exceed state/local (non-federal) spend from year to year

FTE funding:

- Only positions allocated from the Special Education DBB (IDEA, ECEA, & local/district funding) can be used to meet services outlined in a student's IEP – this does not preclude a school's ability to add resources to support the global academic program at the school

Current State

ARRA Funding 2009:

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- One time federal funds
 - USDOE fund guidance
 - FTE purchased with ARRA funds

Post ARRA Funding:

- EA-III and Moderate Needs Teachers were funded ongoing (following expiration of ARRA funds) utilizing discretionary funds from SBBs
- Staff utilized were funded which resulted in an increase in MOE putting the district at-risk
- All student needs met through special education
- Hard to fill nature of special education positions including EAs

Desired State

A system that:

- Utilizes a MTSS as a model of support for all students
- Provides principals with the autonomy to meet the needs of their school community
- Allocates special education resources equitably and meets compliance requirements associated with each individual IEP
- Remains focused on continuous quality improvement of services for students who are entitled to special education
- Utilizes a split position process to meet building needs and district compliance with special education governance
- Provides a process for schools to access additional special education support in a fiscally responsible manner

Summary



Key Characteristics of Special Education Funding:

- Funds follow the student
- Need drives expenditures
- Federal funds flow through the state to districts
- Federal and state funding fails to meet FAPE expectations without local/district supplement
- In any particular fiscal year, the district must spend the same amount of state and local funds on special education as it did in the previous year (MOE)