



IDEA Grant Application



Delaware Department of Education IDEA Application FFY 2026

Public Meetings:

Community Meetings (hybrid): April 15 and 29, 2026 (host location Department of Education, Townsend Building Dover)

GACEC Advisory Council: March 17 and April 21, 2026

Special Education Leadership: March 18, 2026

Assurances Related to Policies and Procedures

- FAPE for students with disabilities 3 to 22 years of age, including students who have been suspended or expelled. (Exit Criteria in Regulations, Indicator 4)
- Goals of providing a full educational opportunity to students with disabilities. (Indicators 5/6/7, continuum of services, LEA on-site monitoring)
- Child Find (Indicators 11/12, 508 MTSS regs)
- Individualized Education Program - IEP (Indicators 4/9/10/13, Needs-Based Funding, On-site monitoring, dispute resolution process, procedural safeguards)
- Least Restrictive Environment – LRE (Indicators 5/6)
- Procedural Safeguards (dispute resolution process, Indicator 15/16)
- Evaluation procedures and timelines (Indicator 11/12, on-site monitoring)

Assurances Related to Policies and Procedures Slide 2

- Confidentiality of information (FERPA, HIPPA)
- Transition of children from Part C to Part B (Indicator 12)
- Equitable Services for Parentally-placed Private School Children (Consolidated Grant Process, December Count, Proportionate Share, On-site monitoring)
- State monitors Part B regulations (SEA Tiered Monitoring System)
- Interagency collaboration and agreements are in place (current MOUs)
- Reasonable notice and hearing before withdrawing assistance (Regulations)
- DOE establishes qualifications and personnel are adequately trained to carry out responsibilities under IDEA (Professional Standards Board, Educator Excellence Workgroup, Certification)
- Goals established for the performance of students with disabilities (Indicator 3/7)
- All students with disabilities are included in the state and district-wide assessments (Indicator 3, Assessment and Accountability approval of accommodations and Alt. Assessment process)

Assurances Related to Policies and Procedures Slide 3

- Funds are expended in accordance with IDEA (Consolidated Grant Process, MOE, Excess Cost, On-site monitoring-fiscal)
- State will not reduce the amount of funds due to excess cost below previous year's funds (Maintenance of Effort-MOE, Finance)
- Prior to changes or additions to policies, opportunity for public comment will take place (Public Meetings, Open Comment Period)
- State will not use federal funds to fund State-mandated obligations (Consolidated Grant Process, Finance)
- State establishes and maintains an advisory council....GACEC
- State examines and disaggregates data to determine significant discrepancy for students who are suspended or expelled (Indicator 4)
- State adopts Accessible Instructional Materials (AIM) and provides accessible materials and abides by their regulations (AIM Contract and CIPD - SORA)

Assurances Related to Policies and Procedures Slide 4

- State establishes policies and procedures to prevent over-identification of students with disabilities by race, ethnicity or disability. (Indicator 9/10, CEIS/CCEIS)
- State shall prohibit LEA from requiring a child to obtain a prescription of controlled substance as a condition of attending school (Regulations)
- Distribute federal funds according to a formula and maintain fiscal accounting procedures (Finance, Fiscal Monitoring-procurement procedures, time and effort, budget vs. expenditure, property records, proportionate share, high needs subgrants, CEIS/CCEIS)
- Provide data as requested to OSEP

Maintenance of State Financial Support

Total Amount of State Financial Support Made Available for Special Education and Related Services for Children with Disabilities

SFY 2016	\$313,437.6
SFY 2017	\$346,860.3
SFY 2018	\$378,540.9
SFY 2019	\$400,253.7
SFY 2020	\$433,565.3
SFY 2022	\$461,139.3
SFY 2023	\$473,538.1
SFY 2024	\$514,590.3
SFY 2025	\$569,447.6
SFY 2026	\$632,176.2

Significant Disproportionality

Citation:

Regulation § 300.646 of the *Individuals with Disabilities Education Act* (IDEA) requires that each state that receives assistance under Part B of the IDEA must provide for the collection and examination of data to determine if disproportionality based on race and ethnicity is occurring in the state and the local education agencies (LEA) of the state with respect to:

- the **identification** of children as children with disabilities, including identification of children with particular disabilities;
- the **placement** of children in particular educational environments; and
- the incidence, duration, and type of **disciplinary actions**, including suspensions/expulsions.

Significant Disproportionality Slide 2

Identification:

Significant disproportionality in “identification: is defined as students ages 3-21 in a particular racial/ethnic group being at a considerably greater risk of being:

- Identified as a student with a disability or
- Identified within a particular disability category

Delaware’s definition of significant disproportionality in Identification:
Significant Disproportionality is determined to exist when the percentages of students within a race/ethnicity group or racial/ethnic group within a specific disability category exceeds a risk ratio 3.0 for three consecutive years. A minimum “n” size has been established of 30 or more students.

Significant Disproportionality Slide 3

Placement in Particular Education Settings:

Significant disproportionality in “placement” is defined as students ages K-21 in a particular racial/ethnic group (i.e., American Indian or Alaskan Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, White, or Two or More Races) being at a considerably greater risk of being placed in one of the following Educational Environment placement categories than all other racial/ethnic groups:

- Inside the regular classroom less than 40 percent of the school day
- In separate schools and residential

Placements in homebound/hospital settings, correctional facilities, or placements by the parent of a student in private schools are not included in this examination. Placements inside the regular classroom for more than 41 percent of the day are not examined.

Delaware’s definition of significant disproportionality in Placement:

Significant Disproportionality is determined to exist when the percentages of students within a race/ethnicity group or racial/ethnic group within an educational setting exceeds a risk ratio 2.0 for three consecutive years. A minimum “n” size has been established of 30 or more students.

Significant Disproportionality Slide 4

Discipline:

Significant disproportionality in “discipline” is defined as students with disabilities ages 3-21 in a particular racial/ethnic group being at a considerably greater risk of being subjected to disciplinary action during the school year than all other racial/ethnic groups. The discipline categories used to calculate significant disproportionality are listed below:

- In-school suspensions of 10 days or less (ISS > 10 days)
- In-school suspension of greater than 10 days (ISS < 10 days)
- Out-of-school suspensions/expulsions of 10 days or less (OSS > 10 Days)
- Out-of-school suspensions/expulsions of greater than 10 days (OSS < 10 days)
- Total number of disciplinary removals

All discipline data is reviewed based on cumulative days during the school year.

Delaware’s definition of significant disproportionality in Discipline:

Significant Disproportionality is determined to exist when the percentages of disciplinary action for students within a race/ethnicity group or racial/ethnic group when the disciplinary action exceeds a risk ratio of 3.0 for three consecutive years. A minimum “n” size has been established of 30 or more students.

Significant Disproportionality Slide 5

What happens if an LEA is identified with Significant Disproportionality?:

The DDOE requires that LEAs identified with Significant Disproportionality must:

- Conduct a Root-Cause Analysis;
- Review/Revise Policies, Procedures and Practices related to the identification;
- Publicly Report Revisions of Policies, Procedures and Practices related to the identification;
- Allocate 15% of IDEA Special Education (Part B, Section 611 & 619) funds within the upcoming Consolidated Grant Application (CGA) Process for Comprehensive Coordinated Early Intervening Services (CCEIS) to address the root cause of the determination. Students with and without Special Education Services can be support but not just Students with Disabilities only. These early intervening services can support students in ages 3-21.
- Reporting requirement: LEA is required to track the number of students receiving CCEIS support for a two-year period.

Reasonable Progress

- State may choose to set a standard for measuring reasonable progress
- State may choose not to identify a district if it has demonstrated reasonable progress each of the two prior consecutive years
- 34 C.F.R. §300.647(d)(2)
 - States are not required to identify an LEA with significant disproportionality if the LEA has demonstrated reasonable progress, as determined by the state, in lowering the risk ratio (or alternate risk ratio) for the group and category of analysis in each of the two prior consecutive years.
 - This flexibility exists so that States need not interrupt successful efforts in meaningfully reducing significant disproportionality.

Reasonable Progress Based on Stakeholder Recommendation

- Using three years of data, Delaware has chosen to adopt Reasonable Progress when an LEA decreases by .25 over a 2 year period with no increase in any year
- Reasonable Progress will not be applied if an LEA is at a 5.0 threshold or higher

FFY 2025 Funds – 611 and 619

611 Funds

- FFY 2025 - \$44,206,559 – (FFY 2024 - \$44,304,842)
- LEAs – \$38,444,543
- Administrative Costs – \$850,000
- State Set-aside 611 Funds – \$4,912,016
 - Other State Level Payroll – \$1,397,662 (Salaries/OECs)
 - Other State Level Activities - \$3,016,776 (Required & Initiatives)
 - High Needs Funds – approx. \$497,578

619 Funds

- FFY 2025 – \$1,387,906 (FFY 2024 – \$1,387,906)
- LEAs - \$1,262,906
- State Set-aside 619 Funds - \$125,000

High Needs Funds

Establish, in consultation and coordination with representatives from LEAs, a definition of a high need child with a disability that, at a minimum:

- ✓ Addresses the financial impact a high need child with a disability has on the budget of the child's LEA; and
- ✓ Ensures that the cost of the high need child with a disability is greater than 3 times the average per pupil expenditure;
- ✓ Establish eligibility criteria for the participation of an LEA that, at a minimum, takes into account the number and percentage of high need children with disabilities served by an LEA;

High Needs Funds Slide 2

- ✓ Establish criteria to ensure that placements supported by the fund are consistent with the requirements of Sec. 300.114 through 300.118;
- ✓ Develop a funding mechanism that provides distributions each fiscal year to LEAs that meet the criteria developed by the State under paragraph(c)(3)(i)(B) of this section;
- ✓ Establish an annual schedule by which the SEA must make its distributions from the high-cost fund each fiscal year; and

High Needs Funds Slide 3

- ✓ The costs associated with educating a high need child with a disability, as defined under paragraph (c)(3)(i)(A) of this section, are only those costs associated with providing direct special education and related services to the child that are identified in that child's IEP,
- ✓ The State must make its final State plan available to the public not less than 30 days before the beginning of the school year, including dissemination of such information on the State Web site.

Remaining Funds

Authorized Activities –

For support and direct service in professional development, training, technical assistance, personnel preparation, Positive Behavior Supports, activities that improve service delivery, capacity building, technology and/or assistive technology to enhance learning and to provide access to general curriculum, accommodations, research-based interventions, universal design for learning, transition, alternative programming for students expelled or in correctional facilities, etc. ...all in the name of improving results and outcomes for children with disabilities.

Delaware Initiatives supported through IDEA

DE MTSS Technical Assistance Center

- Universal Design for Learning Professional Learning
- SPEACs – Communication and Literacy
- Delaware IEPs
 - Standards-based IEP Professional Learning
 - Educational Benefits Professional Development

UD – AIM

UD – SPARC

- IEP Mediation
- IEP Facilitation

UD – SEAL

AIR – MTSS Re-launch

Parent Information Center of Delaware

Educational Surrogate Parent Program

New Teacher Mentoring Program

Delaware Initiatives supported through IDEA Slide 2

Transition Initiatives

- PIPEline to Career Success for SWD
- Self-Determination
- Post School Outcomes Survey

Transition Cadre

Division of Visually Impaired

Administrative Complaint and Due Process

Monitoring Part B regulations

Restraint and Seclusion Reporting

Delaware Initiatives supported through IDEA Slide 3

Contracted services for technical assistance and training

Sponsor Community of Practice for Early Childhood special education itinerant teachers

Review and revision of guidance manuals for Early Childhood Outcomes and Early Childhood special education

Technical training on online screening system

National Technical Assistance Conferences

Input on IDEA spending by stakeholders and public comments

Public Comments

**Questions, Comments, Suggestions to:
dale.matusevich@doe.k12.de.us**

Public review and comment period:

Application posted by March 20, 2026

Public Comment Open March 20 – May 18, 2026

Public Meetings to be held:

Community Meetings : April 15 and 29, 2026 (host location Delaware Department of Education, Townsend Building Dover)

GACEC Advisory Council: March 17 and April 21, 2026

Special Education Leadership: March 18, 2026

Grant application can be found at: <https://www.doe.k12.de.us/ideagrant>

