



Federal Fiscal Grants Communities of Practice

Leading with courage, strategy, and confidence!



Idaho State Department of Education

DEBBIE CRITCHFIELD, SUPERINTENDENT OF PUBLIC INSTRUCTION

Agenda October 19th, 2023



- Congratulations, Celebrations and Shout Outs
- What's on your radar?
- Recap from September 2023 FFGCoP
- Creating Community Partnerships and Enhancing Educational Student Outcomes – Idaho PTA
- Hot Topics, News, and Legislation
- The Uniform Grant Guidance is Changing
- PD in 15 – Grants.gov funding opportunities



Shout-Outs & Celebrate Your victories



- Share a shout-out
- What's one victory or celebration you have experienced lately?
- Hired someone awesome?
- Finalized an SDE submission?
- Learned something new?



Congratulations, Celebrations and Shout Outs



Happy one-year
anniversary
to FFGCoP!



Red Tape to Red Cape



Communities of Practice focuses on teaching grant compliance and best practice strategies to improve efficiencies, effectiveness and build confidence while building a community of collaboration!

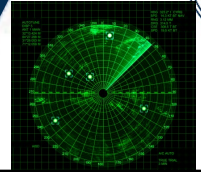


Year Two Goals for FFGCoP?



- More LEA perspectives and presentation collaborations
- Break-out room discussions on LEA experiences and best practice implementation
- Hot-Topics
- What do you want to see?

What's On Your Radar? October 2023



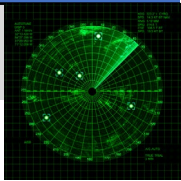
[Link to Data Acquisition Calendar](#)

DUE DATE	TITLE	APPLIES TO	REQUIRED BY	DETAIL	DEPARTMENT	CONTACT 1	CONTACT 2
10/01/23	Start of verification	Districts & Charters	Federal Regulations 7 CFR 245	Count applications that are approved for free or reduced-price meals and determine how many need to be pulled to verify; submit to confirming official to ensure the original determination was made correctly; send letter(s) to the applicants, requesting back up documentation to support the free or reduced-priced eligibility status.	Child Nutrition	Melissa Cook (208) 332-6830 Financial Specialist	N/A
10/01/23	EHCY McKinney-Vento/Homeless Sub-Grant Evaluation	Subgrantees	Federal Law 42 USC Ch. 119 Sec. 11432(f)(3)	Required for those who were awarded 3 yr. grants. This is completed in the McKinney-Vento/Homeless Education Application/Evaluation online tool. https://apps.sde.idaho.gov/HomelessSubGrant/Home/Home	Federal Programs	Emily Sommer (208) 332-6904 Title D & IX-A Coordinator	N/A
10/15/23	Final Income Count and Enrollment Numbers for New and Significantly Expanded Charter	Charters & LEAs	34 CFR 76.787	Used to calculate federal grant final allocations.	Federal Programs	Brian Butkus (208) 332-6900 Funding & Fiscal Accountability Specialist	Lisa Pofelski-Rosa (208) 332-6916 Financial Specialist, Principal
10/15/23	Special Education Policies and Procedures Adoption Form	New Charters & LEAs	Federal Regulations IDEA PL 108-446	Required for IDEA Part B fund eligibility.	Special Education	Lisa Pofelski-Rosa (208) 332-6916 Financial Specialist, Principal	N/A
10/16/23	ISEE Coding for Immigrant Students	Districts & Charters	EDGAR 34 CFR 76.731	District must code immigrant students based on the Federal definition for immigrant students. See https://boardofed.idaho.gov/k-12-education/isee-idaho-system-for-educational-excellence	Federal Programs	Todd King (208) 332-6937 Education Data Systems Reporting Manager	Maria Puga (208) 332-6905 ELP/Title III Coordinator
10/17/23	ISEE Coding for McKinney-Vento Students for data collection period 8/15/22 - 9/30/22	Districts & Charters	42 USC Sec. 11432(f)(1) & (3)	Districts/charters must code qualifying Homeless students and Unaccompanied Homeless youth based on the Federal McKinney-Vento definition for newly enrolled or returning students in their student information systems and reported via ISEE. Newly enrolled and/or identified MV students should be coded throughout the school year to be included in ISEE data uploads. The annual cumulative number of students identified/served is recorded regardless of if students move or find permanent housing.	Federal Programs	Emily Sommer (208) 332-6904 Title D & IX-A Coordinator	N/A
10/31/23	Verification, part 2	Districts & Charters	Federal Regulations 7 CFR 245	Count number of students approved for free or reduced-priced meals by category type; run Direct Certification to get the number of students eligible for SNAP benefits as of the last operating day in October.	Child Nutrition	Melissa Cook (208) 332-6830 Financial Specialist	N/A
10/31/23	School Improvement Plan	Districts & Charters	ESEA Sec. 1111(4)(D)(I) & Sec. 1003(b)(1)(A)	Schoolwide Improvement Plans (SWIP) are required of all schools that are identified as Comprehensive Support and Improvement for Underperforming Schools (CSI-UP) and Comprehensive Support and Improvement Graduation (CSI Grad) annually.	Federal Programs	Patty Dalrymple (208) 332-6917 Continuous School Improvement Coordinator	N/A

What's Coming Up In November?



DUE DATE	TITLE	APPLIES TO	REQUIRED BY	DETAIL	DEPARTMENT	CONTACT 1	CONTACT 2
11/01/23	General Supervision File Review	Districts & Charters	34 CFR Sec. 300.149 & 34 CFR Sec. 300.600-602	Compliance Tracking Tool (CTT) opens. LEAs can begin entering EDUIDs for students who underwent an internal review using GSFR checklists. For login issues contact Support at: (208) 332-6987.	Special Education	Debi Smith (208) 332-6915 Special Populations Coordinator	N/A
11/01/23	Open Enrollment Survey	Districts Only	State Law IC33-1402	Required of all districts offering open enrollment opportunities. Includes number of participants and denied applications, as well as program effectiveness.	School Choice	Michelle Clement Taylor (208) 332-6963 Director	N/A
11/03/23	Special Education Child Count	Districts & Charters	Federal Law 20 U.S.C. Sec. 1418, 20 U.S.C. 1416(a)(3)(B), & 34 CFR 300.173	Child Count is an unduplicated count of students ages 3-21 receiving special education and related services on the first Friday in November with current eligibility, active IEP, and actively receiving services. Students who are parentally placed in private schools and receiving services through a service plan should also be included as part of Child Count. For login issues contact Support at: (208) 332-6987.	Special Education	Alisa Fewkes (208) 332-6919 Data & Reporting Coordinator	N/A
11/10/23	2022-2023 Independent Audit Report	Districts & Charters	State Law IC 33-701(6)	Due after Board of Trustees' acceptance of audit report, but not later than November 10.	Public School Finance	Andrew Konopacky (208) 332-6846 Financial Specialist, Sr.	Morgan Phillips (208) 332-6840 Program Information Coordinator
11/15/23	Verification Summary Report of Free and Reduced Applications	Districts & Charters	Federal Regulations 7 CFR 245	Results of verification of free/reduced household income. Submitted in MyIdahoCNP.	Child Nutrition	Melissa Cook (208) 332-6830 Financial Specialist	Jennifer Butler (208) 332-6929 NSLP Coordinator
11/15/23	Title I-A Comparability Report	Districts & Charters	ESEA Section 1120A	Annually districts must submit documentation verifying Title I schools have met federal comparability requirements.	Federal Programs	Brian Butkus (208) 332-6900 Funding & Fiscal Accountability Specialist	N/A
11/15/23	Final Application and Budgets for IDEA Part B and Preschool Special Education Funds	Districts & Charters	Federal Regulations 34 CFR 300.200-300.204	Last day to submit application and budgets for 2022-2023 IDEA Part B and Preschool Special Education Funds. Required for eligibility for IDEA Part B and Preschool funds. http://www.sde.idaho.gov/sped/funding/	Special Education	Lisa Pofelski-Rosa (208) 332-6916 Financial Specialist, Principal	Israel Silva (208) 332-6910 Financial Specialist, Senior
11/17/23	ISEE Data Submission - November 2023	Districts & Charters	State Law IC 33-1002 & IC 33-1004D	Submission for data collecting period SY24 Start Date - 11/3/23. Data used for both funding and statistical purposes. This will be the default upload used for staff funding calculation. Reach out to the OSBE Regional ISEE Coordinators for technical assistance. .	Public School Finance	Dean Reich (208) 332-6983 Attendance & Enrollment Specialist	Branwyn Phillips (208) 332-6875 Staffing Data Specialist
11/18/23	ISEE Coding for McKinney-Vento Students for data collection period 8/15/22 - 11/4/22	Districts & Charters	42 USC Sec. 11432(f)(1) and (3)	Newly enrolled and/or identified MV students should be coded throughout the school year to be included in ISEE data uploads. The annual cumulative number of students identified/served is recorded regardless of if students move or find permanent housing.	Federal Programs	Emily Sommer (208) 332-6904 Title D & IX-A Coordinator	N/A





Recapping October 2023

- Grants Ending 9/30/2023
- The Audits are Coming
- Obligation Period
- Effective Communication Strategy



[FFGCoP Sept 2023 Recording](#)

[FFGCoP Sept 2023 PDF](#)

Grants Ending 9/30/2023



- SPED ARP IDEA Part B School aged
- SPED ARP IDEA Part B Preschool
- SPED Recruit, Hire, Retain
- SPED Indicator 14
- SPED Restraint & Seclusion Round 1
- SPED 2021 Regular Year IDEA School Aged and Preschool Grants
- ESSER II CRRSA
- 2020-2023 ESEA Title Grants



Obligation of Federal Funds



OBLIGATION OF FEDERAL FUNDS (EDGAR 34 CFR PART 76.707)
IT IS IMPORTANT TO UNDERSTAND THAT OBLIGATED DOESN'T
NECESSARILY MEAN "SPENT".

- Obligation occurs when the agency or an LEA has entered into a *binding commitment to pay out money*, such as entering into a contract to pay for supplies or services.
- Obligations means the amounts of orders placed, contracts and subgrants awarded, goods and services received, and similar transactions during a given budget period that will require payment by the grantee during the same or a future budget period.

Obligation Periods



If the obligation is for—

- (a) Acquisition of real or personal property
- (b) Personal services by an employee of the State or subgrantee
- (c) Personal services by a contractor who is not an employee of the State or subgrantee
- (d) Performance of work other than personal services
- (e) Public utility services
- (f) Travel
- (g) Rental of real or personal property
- (h) A pre-agreement cost that was properly approved by the Secretary under the cost principles in [2 CFR part 200, Subpart E—Cost Principles](#)

The obligation is made—

- On the date on which the State or subgrantee makes a binding written commitment to acquire the property.
- When the services are performed.
- On the date on which the State or subgrantee makes a binding written commitment to obtain the services.
- On the date on which the State or subgrantee makes a binding written commitment to obtain the work.
- When the State or subgrantee receives the services.
- When the travel is taken.
- When the State or subgrantee uses the property.
- On the first day of the grant or subgrant performance period.

Communication and Engagement



- Invest in training each other (terminology, rules, timing)
- Communicate regularly about budgets and situational changes (delays on work to be performed such as contracts, changes in plans, Medicaid claim timing)
- Keep a meeting log, memo or minutes of what was discussed, next steps, expectations and deadlines
- Be engaged, responsive, and empowered!

Single Audit?



Did your pandemic funding put you in a single audit threshold?

- Under 2 C.F.R. § 200.501(a), a non - Federal entity (LEA) that expends \$750,000 or more during the non -Federal entity 's fiscal year in Federal awards must have *a single or program-specific audit conducted for that year* in accordance with the Uniform Guidance provisions.
- Under 2 C.F.R. § 200.501(b), a non - Federal entity (LEA) that expends \$750,000 or more during the non -Federal entity 's fiscal year in Federal awards *must have a single audit conducted in accordance with the scope of the audit requirements* in § 200.514 except when it elects to have a program - specific audit conducted in accordance with 2 C.F.R. § 200.501(c).



Enhance Audit Outcomes



- Organize documentation for sampling (avoid last minute lost docs)
- Appoint team members to work together for enhanced performance and accountability
- Believe in your staff & present your best





Creating Community Partnerships and Enhancing Educational Student Outcomes With Your Idaho PTA



It Takes A Village



- Enhancing educational outcomes requires thinking outside the box and developing strong community partnerships and collaborations.
- Ever wondered how to grow and develop community engagement and relationships?



Welcome Idaho PTA

President Alexis Morgan



Idaho State Department of Education

DEBBIE CRITCHFIELD, SUPERINTENDENT OF PUBLIC INSTRUCTION

Building a Community (Family Engagement)



Schools are at the heart of every community, and the PTA is right there building the connections between teachers, school staff, students, parents, neighbors and the wider community to support their students. Through events, programs, fundraising and community outreach efforts, PTAs across the country are building their communities and creating ties to the school in fun, engaging and innovative ways.



What is the PTA?



- The PTA is a national membership organization made up of parents, teachers, school administrators and community leaders devoted to child advocacy. PTAs are typically affiliated with both their state’s PTA organization and the National PTA. There are more than 20,000 PTAs across the U.S. with close to 3 million members, according to the [National PTA](#).
- “PTA is a powerful voice for all children, a relevant resource for families and communities and a strong advocate for public education,” says Anna King, past-president of the National PTA.
- The PTA – founded in 1897 as the National Congress of Mothers – is the nation’s oldest and largest child advocacy association, says King. Its historical achievements include advocating for the establishment of public school kindergarten, child labor laws, and the federal school lunch program.



What is the Difference Between PTA & PTO?

- A PTA and a PTO on a local level have shared goals: to help their school community.
- Different history.
 - Idaho Congress of Mothers—1905 (aka PTA). Affiliated with National PTA.
 - PTO started in 1999 as a magazine, for-profit entity. Before 1999 started by individual.
- Varying approaches.
 - PTO focuses on its own school community, mainly fundraising.
 - PTA focuses on kids, parent-teacher partnerships, creating change, and advocating on state level.
- Both entities are locally run, determine how their funds will be used, and set their own priorities, policies, and goals.
- PTAs are a larger organized network of units around the state of Idaho, that are supported by regional, state, and national board members.

Idaho PTA aka Idaho Congress of Parents & Teachers



Organizational Structure:

- Provide local units with training, support, and guidance
- Nationwide network of parents.
 - Local-Region-State-National
- Strong relationships with state officials
- Offer help in critical situations

Connecting Parents & Schools:

- Foster partnerships with parents, schools, & districts
- **Resources** on how to foster parent engagement and knowledge (ex. SPED)
- Offer specific grants for this purpose
- Podcast: Notes from the Backpack

Grants + Programs:

- Over \$600,000 grants available
- Programs for Schools:
 - Reflections (art), STEM + Families, PTA Connected, School of Excellence

Local Units Receive:

- Non-profit status, 501(c)3
- Group insurance rates--require insurance for each local unit
- Reminders of IRS filing requirements
- Help to avoid fraudulent activity



Resources for SPED parents



Taken from the National PTA website: <https://www.pta.org/home/family-resources/Special-Education-Toolkit>



Special Education Toolkit

In This Section

[Run Your PTA](#)

[Advocacy](#)

[Family Resources](#)

[Parent Toolkit](#)

[COVID-19 \(Coronavirus\)
PTA Resources](#)

[Notes from the Backpack
Podcast](#)

[Our Children Magazine](#)

[Parents' Guide to Student
Success](#)

[Family Guides](#)

[Center for Family
Engagement](#)

[College and Career](#)

[Home](#) / [Family Resources](#) / [Special Education Toolkit](#)

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This toolkit helps make sense of an often confusing system and educates families of newly diagnosed children with special needs on how to get the best special education, services and resources available to them.

Getting Started: An introduction to the Special Education process and how to advocate for your child.

From Pre-K to Graduation: Transitioning your student throughout his or her school career and preparing them for college or the workforce after graduation.

Understanding Federal Policy: An overview of federal disability and special needs policies, including the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

A Parent's Dictionary: Key terms to know when getting started in special education.

Acronyms: An overview of acronyms used in special education and disability policies and programs.

Resources: A directory of tools and organizations that families can access for assistance.

Idaho's Parent Teacher Association



Every Child. One Voice

- PTA's mission is to make every child's potential a reality by engaging and empowering families and communities to advocate for all children.

The Mission of the PTA is Threefold

1. To support and speak on behalf of children and youth in the schools, in the community, and before governmental bodies and other organizations that make decisions affecting children; and
2. To assist parents in developing the skills they need to raise and protect their children; and
3. To encourage parent and public involvement in the public schools of this nation.

Who's Serving in the PTA in Idaho?



President
Alexis Morgan
idahoptapresident@gmail.com



Secretary
Bobbi Gewalt



VP of Membership
Cambrea Bowles



Treasurer
Leah Bonstead

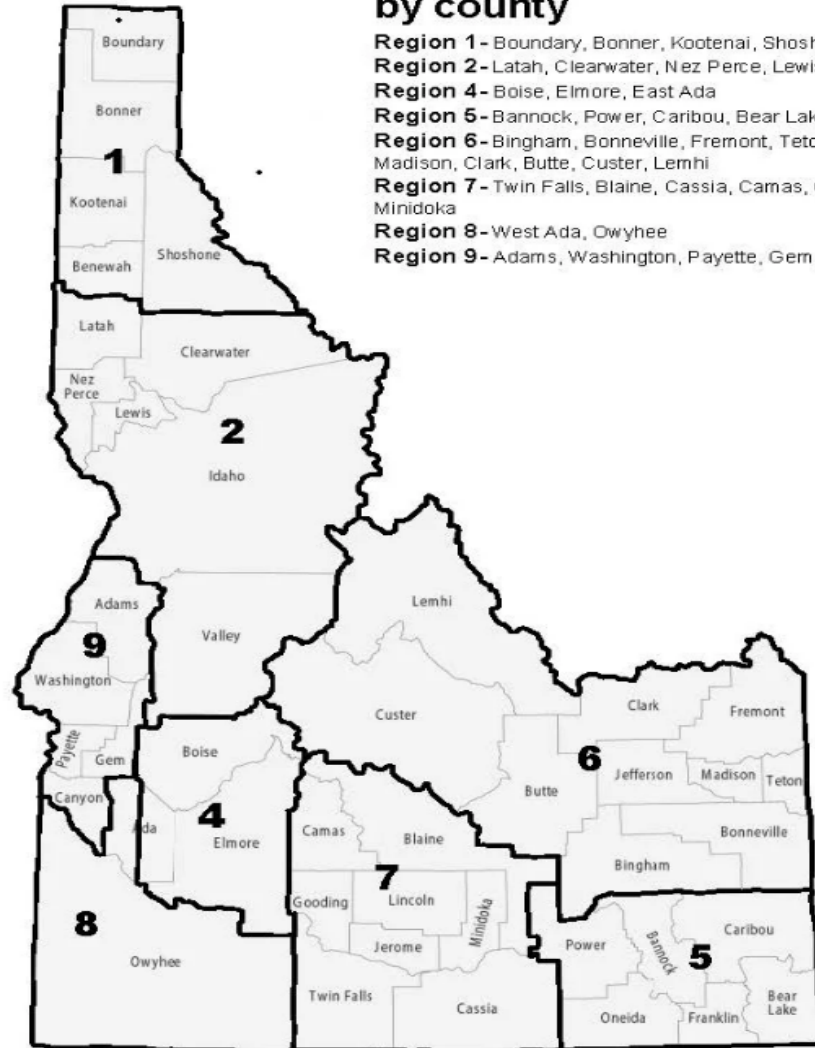
- **Region 1 Director – Miki Welsh**
• idahoptaregion1@gmail.com
- **Region 2 Director – Michelle Norton**
• idahoregion2pta@gmail.com
- **Region 4 Director – Kelly Hendrickson**
• idahoregion4pta@gmail.com
- **Region 5 Director – VACANT**
• idahoptaboard@gmail.com
- **Region 6 Director- Jacquelynn Morrow**
• idahoptaregion6@gmail.com
- **Region 7 Director – VACANT**
• idahoptaboard@gmail.com
- **Region 8 Director – Angela Craft**
• idahoptaregion8@gmail.com
- **Region 9 Director –Nicol Callah**
• idahoptaregion9@gmail.com

Idaho PTA Region Boundaries



Idaho PTA Region boundaries by county

- Region 1** - Boundary, Bonner, Kootenai, Shoshone, Benewah
- Region 2** - Latah, Clearwater, Nez Perce, Lewis, Idaho, Valley
- Region 4** - Boise, Elmore, East Ada
- Region 5** - Bannock, Power, Caribou, Bear Lake, Franklin, Oneida
- Region 6** - Bingham, Bonneville, Fremont, Teton, Jefferson, Madison, Clark, Butte, Custer, Lemhi
- Region 7** - Twin Falls, Blaine, Cassia, Camas, Gooding, Jerome, Minidoka
- Region 8** - West Ada, Owyhee
- Region 9** - Adams, Washington, Payette, Gem, Canyon



How Does Idaho PTA Engage Community?



- Community Newsletter
- Social Media outreach
- School board involvement
- School district & Charter events
- Community events
- Grant opportunities
- Fundraising efforts





Idaho PTA's most recent integration:

*A Call to Action—we will send emails to members that will allow them to easily know which bills will impact them, know who their reps are, how to contact them and help them draft correspondent to them.

*Track and Share Bills the we are following during the legislation session.

*Allow Idaho PTA to directly email and text members.

Recent Grant Funding Notifications



Idaho PTA is in Boise.

August 20 · Instagram · 🌐

Did you know you can apply for grants with WalMart? Go to [Walmart.org](https://www.walmart.org) and click on the tab "How We Give". Applications are given on a quarterly basis and range from lots of different amounts.



DID YOU KNOW WALMART GIVES GRANTS TO SCHOOLS?

GRANTS ARE ACCEPTED ON A QUARTERLY BASIS.

FOLLOW THE DIRECTIONS ON THE WEBSITE TO APPLY ON WALMART.ORG UNDER THE TAB "HOW WE GIVE".

IdahoPTA

Walmart 
GRANT OPPORTUNITY
TO HELP
YOUR SCHOOL

IdahoPTA



Idaho PTA

July 21 · Instagram · 🌐

Do you know how to get money for your school? [#greenlightsgrantinitiative](https://www.instagram.com/greenlightsgrantinitiative) is bringing awareness to this subject and helping to make it easier! Check out what [@officiallymconaughey](https://www.instagram.com/officiallymconaughey) is doing to help!



Introducing THRIVE



Growing your PTA offers more Community and Parent Engagement opportunities

Welcome to Thrive: The PTA Volunteer Learning Community

Thrive is PTA's new online learning community for volunteers. Thrive brings PTA leadership development to you. Through Thrive's engaging, short courses, you can take training at your own time and place—even from football practice, a dance studio or a soccer field.



Contact the Idaho PTA



Website:

<https://www.idahopta.org/>

Phone: (208) 344-0851

Address: PO Box 50009 Boise, ID 83705

Email:

idahoptaboard@gmail.com

idahoptapresident@gmail.com



@idahopta



Idaho PTA



Alexis Morgan--Instagram @the.alexis.morgan



- Advocate and Podcaster
- Purpose: Demystify the local education landscape and learn how to foster a thriving school community.
- Designed: For parents, teachers, administrators, school board trustees, and community members.
- Topics: Building school communities, understanding students, dissecting policy, stakeholder roles, and equipping you with the knowledge and tools to be an active participant.
- Not just a podcast, a tool for change.
- We can shape an inclusive, supportive, and thriving school community.
- Recent Episode: Discover the Influence of Your Vote on Education: How to Select the Right School Board Members



Hot Topics, News, Legislation

Idaho and Beyond



Idaho State Department of Education

DEBBIE CRITCHFIELD, SUPERINTENDENT OF PUBLIC INSTRUCTION

Federal Education Budgets



- The House proposed a \$12.1 billion reduction in FY24 funding for Education compared to FY23.
- The Senate's \$79.6 billion budget remains flat, falling more than \$10 billion short of Biden's \$90 billion proposal.
- The House proposes eliminating the Office of Communication entirely and funding for teacher training programs and reducing the Office for Civil Rights budget by 25%.

Some of the Senate Federal Proposals



- The U.S. Senate bill proposed advancing \$15 million more toward teacher development programs via the Teacher Quality Partnership Program and the Hawkins program to train minority elementary school teachers at HBCUs and other minority-serving institutions (MSIs).
- The U.S. Senate also prioritized K12-higher education pipelines through such initiatives as GearUP, a federal grant program that prepares students for post-secondary education and through their first year of college.

[Read more - University Business](#)

A Few House Proposals



- Proposed cuts to Title I funding due to unspent COVID relief money
- Proposed changes for Title II (professional development to teachers)
- Steady funding for the Individuals with Disabilities Education Act (IDEA), Impact Aid, CTE, School Safety
- Proposed boost for federal Charter schools Program to expand charter schools

What's Next?



- Continuing Resolution – 45 days
- The Senate voted 88-9 to approve a stopgap spending bill to fund the federal government through Nov. 17, 2023
- The House needs a Speaker



The 2024 Idaho Legislative Session

- 105 legislative seats are on the ballot
- Clarifications to Open Enrollment?
- School funding formula?



We'll be watching – what are you watching for?

Other Idaho Education Updates



- [Idaho Launch](#) is live \$74 million, \$8,000 covering up to 80% of tuition and fees at Idaho colleges and technical schools for students pursuing degrees and certifications in fields designated as "[in-demand](#)" by the state of Idaho's Workforce Development Council.
- [Empowering Parents Program](#) is open - grant funds to purchase education-related resources and services for their students



The Uniform Grant Guidance is Changing in 2024



UGG Changes Announcement



The Office of Management and Budget (OMB) is proposing to revise sections of OMB Guidance for Grants and Agreements. This proposed revision reflects comments received from Federal agencies and those received in response to the OMB Notice of Request for Information published in the Federal Register in February 2023.



Open for Public Comment



- The proposed [updates to the Uniform Grants Guidance](#) are currently available for public inspection at the Federal Register [here](#). They will be published for public comment on October 5 for a period of 60 days.
- The docket number for public comments will be OMB-2023-0017.
- December 2023 final version



Why the Change?



- In response to Federal agency and public input, OMB is proposing revisions intended in many cases to reduce agency and recipient burden.
- OMB proposes both policy changes and clarifications to existing guidance including plain language revisions.
- OMB also proposes to update the guidance to reflect recent OMB priorities related to Federal financial assistance.
- Finally, OMB is proposing revisions to improve Federal financial assistance management, transparency, and oversight through more accessible and readily comprehensible guidance.

Who is Proposing the Changes?



- The Office of Management and Budget (OMB) proposes to revise several parts of the OMB Guidance for Grants and Agreements located in title 2 of the Code of Federal Regulations (CFR) to further clarify and update guidance to Federal agencies on the *consistent and efficient use of Federal financial assistance.*

But Why?



- OMB generally reviews the Uniform Guidance every five years in accordance with 2 CFR 200.109. OMB made further revisions to the Uniform Guidance in 2020. 85 FR 49506 (Aug. 13, 2020).
- The 2020 revisions addressed topics including program development and design, as well as measuring recipient performance to assist Federal awarding agencies and non-Federal entities to *improve program goals and objectives, share lessons learned, and adopt of promising performance practices*.
- OMB proposes plain language revisions to simplify the guidance text, avoid or reduce technical jargon where feasible, provide greater consistency, and make the text more succinct.

Whose Authority?



- The proposed revisions align with OMB's authority to:
- (i) issue guidance promoting consistent and efficient use of Federal financial assistance instruments; and
 - (ii) (ii) provide overall direction and leadership to Federal agencies on policies and requirements related to Federal financial assistance. See 31 U.S.C. 6307 and 31 U.S.C. 503(a)(2).

Objectives



OMB's objectives for the current proposed revisions to several parts of subtitle A of 2 CFR include:

- (1) incorporating statutory requirements and administration priorities;
- (2) reducing agency and recipient burden;
- (3) clarifying sections that recipients or agencies have interpreted in different ways; and
- (4) rewriting applicable sections in plain language, improving flow, and addressing inconsistent use of terms.



What Might Change?

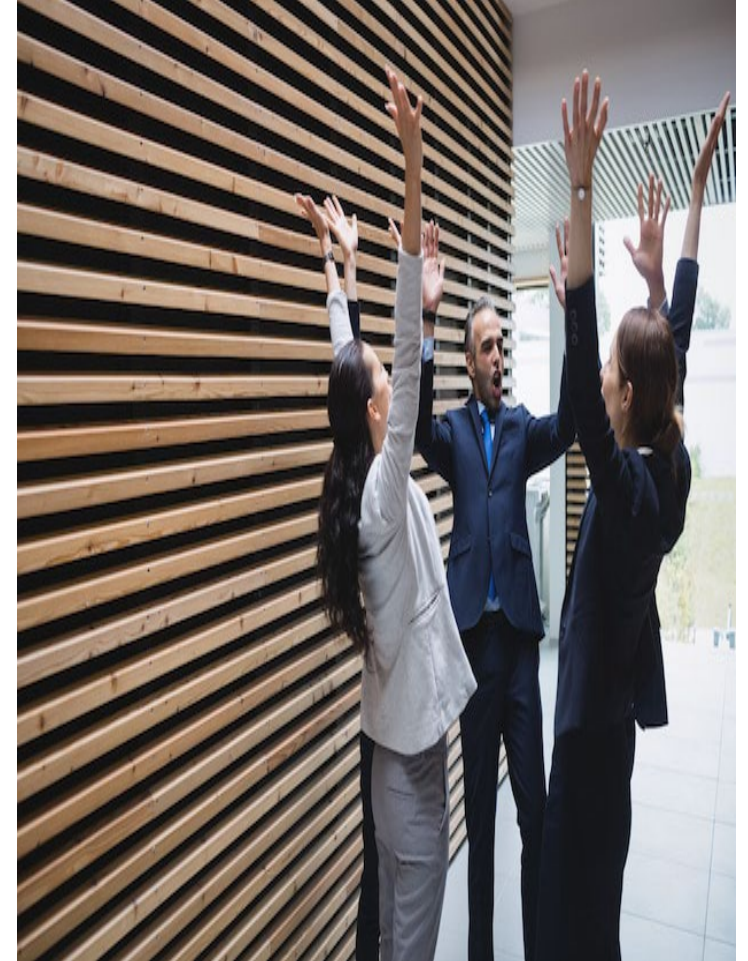


- OMB proposes increasing the single audit threshold from \$750,000 to \$1,000,000
- Increasing the amount of subaward costs that can be counted within the MTDC base from \$25,000 to \$50,000;
- Increasing the de minimis indirect cost rate from 10 to 15 percent over MTDC; and
- Equipment threshold to \$10,000
- Removing the “simplified acquisition threshold” cap for fixed amount subawards that is currently in place.

How Does this Affect Me?



- Higher thresholds for a single audit might mean you don't have one anymore
- Higher purchasing equipment thresholds may affect your indirect cost & capitalization
- Since the Uniform Grant Guidance is changing, LEAs will need to update their policies & procedures



Don't Fret



The SDE is staying informed of the proposed changes and will provide training to LEAs on the official adopted changes.





Professional Development (PD) in 15: Introducing Grants.gov



More Federal Grant Opportunities



Introducing [Grants.gov](https://grants.gov)

The screenshot shows the Grants.gov search results page. The search criteria are: Keyword(s): special education, Opportunity Number: (empty), CFDA: (empty). The search results are sorted by Relevance (Descending) and the date range is All Available. The results table shows 25 of 912 matching results.

Opportunity Number	Opportunity Title	Agency	Opportunity Status	Posted Date	Close Date
ED-GRANTS-072023-004	Institute of Education Sciences (IES): National Center for Special Education Research (NCSEER): Special Education Research and development Center, Assistance Listing Number (ALN) 84.324C	ED	Posted	07/20/2023	01/11/2024
ED-GRANTS-091123-001	Institute of Education Sciences (IES): National Center for Education Research (NCER): Research Training Programs in The Education Sciences, Assistance Listing Number (ALN) 84.305B	ED	Posted	09/11/2023	01/11/2024
ED-GRANTS-091123-002	Institute of Education Sciences (IES): National Center for Education Research (NCER): Statistical and Research Methodology in Education, Assistance Listing Number (ALN) 84.305D	ED	Posted	09/11/2023	01/11/2024
ED-GRANTS-091123-003	Institute of Education Sciences (IES): National Center for Education Research (NCER): Research Networks Focused on Critical Problems of Education Policy and Practice, Assistance Listing Number (ALN) 84.305N	ED	Posted	09/11/2023	01/11/2024

Search for Grants



- HOME
- LEARN GRANTS
- SEARCH GRANTS
- APPLICANTS
- GRANTORS
- SYSTEM-TO-SYSTEM
- FORMS
- CONNECT
- SUPPORT

GRANTS.GOV > Search Grants

VIEW GRANT OPPORTUNITY



ED-GRANTS-072023-004

Institute of Education Sciences (IES): National Center for Special Education Research (NCSER): Special Education Research and development Center, Assistance Listing Number (ALN) 84.324C
Department of Education

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General Information

Document Type: Grants Notice	Version: Synopsis 1
Funding Opportunity Number: ED-GRANTS-072023-004	Posted Date: Jul 20, 2023
Funding Opportunity Title: Institute of Education Sciences (IES): National Center for Special Education Research (NCSER): Special Education Research and development Center, Assistance Listing Number (ALN) 84.324C	Last Updated Date: Jul 20, 2023
Opportunity Category: Discretionary	Original Closing Date for Applications: Jan 11, 2024 Posting Date: July 20, 2023. Application Package Available: September 21, 2023. Deadline for Transmittal of Applications: January 11, 2024. For Further Information Contact: Katherine Taylor, U.S. Department of Education, Institute of Education Sciences, e-Mail: Katherine.Taylor@ed.gov, Telephone: (202) 987-0071.
Opportunity Category Explanation:	Current Closing Date for Applications: Jan 11, 2024 Posting Date: July 20, 2023. Application Package Available: September 21, 2023. Deadline for Transmittal of Applications: January 11, 2024. For Further Information Contact: Katherine Taylor, U.S. Department of Education, Institute of Education Sciences, e-Mail: Katherine.Taylor@ed.gov, Telephone: (202) 987-0071.
Funding Instrument Type: Cooperative Agreement Grant	Archive Date: Feb 10, 2024
Category of Funding Activity: Education	Estimated Total Program Funding:
Category Explanation:	Award Ceiling:
Expected Number of Awards:	Award Floor:
CFDA Number(s): 84.324 – Research in Special Education	
Cost Sharing or Matching Requirement: No	

Eligibility Requirements & Purpose



Eligibility

Eligible Applicants: Others (see text field entitled "Additional Information on Eligibility" for clarification)
Nonprofits having a 501(c)(3) status with the IRS, other than institutions of higher education
Native American tribal organizations (other than Federally recognized tribal governments)
Special district governments
Independent school districts
Public and State controlled institutions of higher education
County governments
City or township governments
For profit organizations other than small businesses
Native American tribal governments (Federally recognized)
Nonprofits that do not have a 501(c)(3) status with the IRS, other than institutions of higher education
Private institutions of higher education
State governments

Additional Information on Eligibility: NCSEER Competitions 1. Eligible Applicants: Applicants that have the ability and capacity to conduct scientifically valid research are eligible to apply. Eligible applicants include, but are not limited to, nonprofit and for-profit organizations and public and private agencies and institutions of higher education, such as colleges and universities.

Additional Information

Agency Name: Department of Education

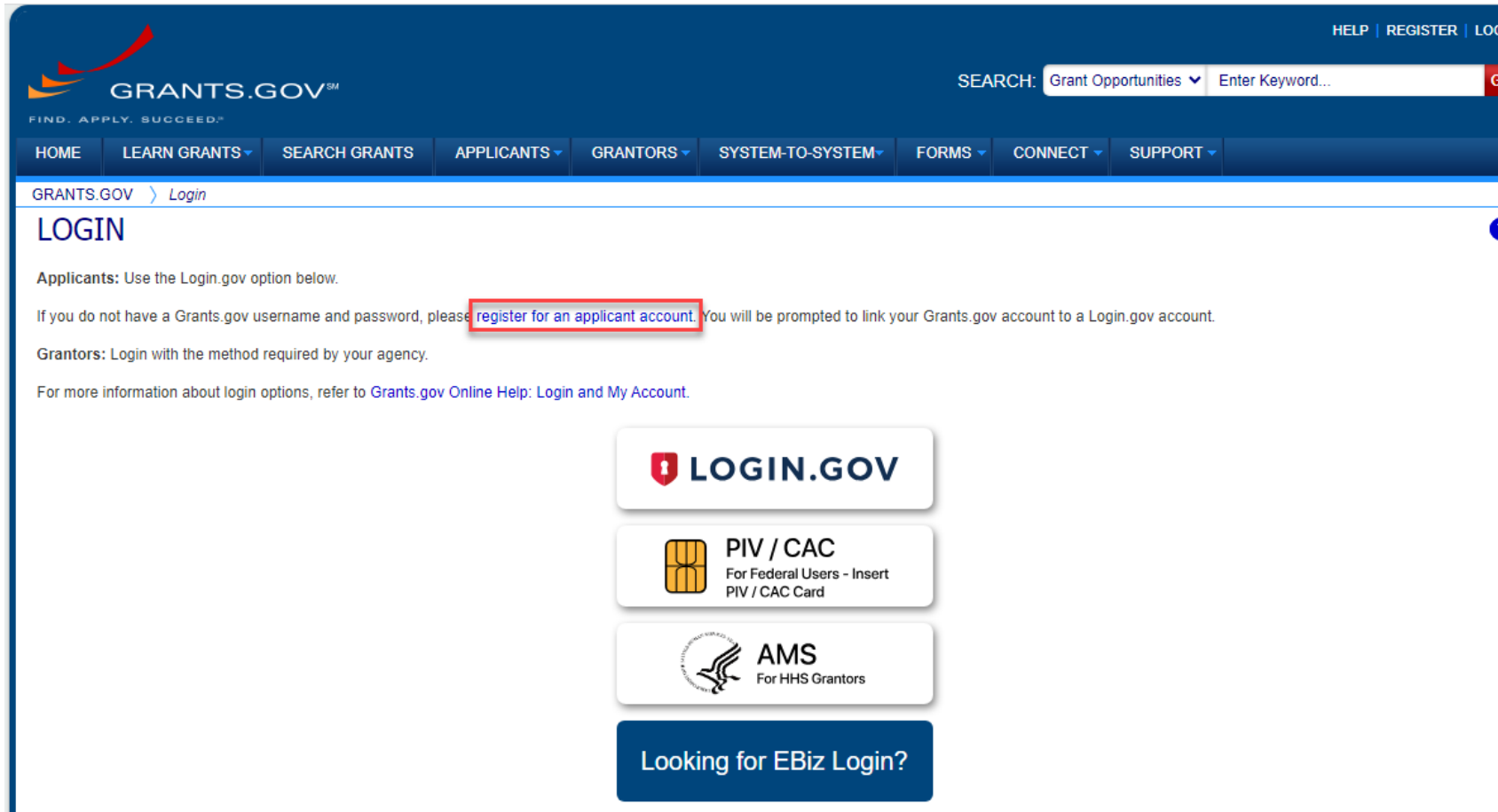
Description:

Note: Each funding opportunity description is a synopsis of information in the Federal Register application notice. For specific information about eligibility, please see the official application notice. The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at: <http://www.access.gpo.gov/nara/index.html>. Please review the official application notice for pre-application and application requirements, application submission information, performance measures, priorities and program contact information.

For the addresses for obtaining and submitting an application, please refer to our Revised Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on December 7, 2022.

Purpose of Program: In awarding the research grants, the Institute of Education Sciences (IES) intends to provide national leadership in expanding knowledge and understanding of (1) developmental and school readiness outcomes for infants and toddlers with or at risk for a disability, (2) education outcomes for all learners from early childhood education through postsecondary and adult education, and (3) employment and wage outcomes when relevant (such as for those engaged in career and technical, postsecondary, or adult education). The IES research grant programs are designed to provide interested individuals and the general public with reliable and valid information about education practices that support learning and improve academic achievement and access to education opportunities for all learners. These interested individuals include parents, educators, learners, researchers, and policymakers. In carrying out its grant programs, IES provides support for programs of research in areas of demonstrated national need. In awarding research training grant programs, IES aims to prepare individuals to conduct rigorous and relevant education and special education research that advances knowledge within the field and addresses issues important to education policymakers and practitioners.

Register for an Account



The screenshot shows the Grants.gov website interface. At the top, there is a navigation bar with the Grants.gov logo and the tagline "FIND. APPLY. SUCCEED.™". A search bar is visible with the text "SEARCH: Grant Opportunities ▾ Enter Keyword...". Below the navigation bar, there is a menu with options: HOME, LEARN GRANTS ▾, SEARCH GRANTS, APPLICANTS ▾, GRANTORS ▾, SYSTEM-TO-SYSTEM ▾, FORMS ▾, CONNECT ▾, and SUPPORT ▾. The main content area is titled "LOGIN" and includes instructions for applicants and grantors. A red box highlights the link "register for an applicant account". Below the text are three login options: LOGIN.GOV, PIV / CAC (For Federal Users - Insert PIV / CAC Card), and AMS (For HHS Grantors). A blue button at the bottom says "Looking for EBiz Login?".

HELP | REGISTER | LOGIN

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GRANTS.GOV > Login

LOGIN

Applicants: Use the Login.gov option below.

If you do not have a Grants.gov username and password, please [register for an applicant account](#). You will be prompted to link your Grants.gov account to a Login.gov account.

Grantors: Login with the method required by your agency.

For more information about login options, refer to [Grants.gov Online Help: Login and My Account](#).

LOGIN.GOV

PIV / CAC
For Federal Users - Insert
PIV / CAC Card

AMS
For HHS Grantors

Looking for EBiz Login?

Don't forget to follow your LEA rules and guidance for applying for any funding opportunities.

Making A Difference



- Imagine the inspiration
- Imagine the impact
- Imagine the possibilities
- Imagine enhanced student outcomes

Stay Focused, Stay Super!



Reach Out to the SDE – Federal Programs



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Thank you for attending FFGCoP! Leading with courage, strategy, and confidence!



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DEBBIE CRITCHFIELD, SUPERINTENDENT OF PUBLIC INSTRUCTION

FFGCoP 10/19/2023 | 60