Budget Development and Intent of Base and Supplemental Funds –

IDEA Part B Application and Coordinated Early Intervening Services

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March 20, 2018
Agenda

- Introduction
- ISEP Base Funds
- Every Student Succeeds Act (ESSA) Supplemental Funds
- IDEA Part B Supplemental Funds
  - Coordinated Early Intervening Services
  - Cooperative Agreement Units
- Resources
PURPOSE

• To provide an understanding of the purpose of ISEP base funds and supplemental funds
• To provide an understanding of why a schoolwide plan is important
• To provide an understanding of why planning is important and critical to ensuring funds are utilized in an allowable and reasonable manner
• To have knowledge on the process for completing the IDEA Part B supplemental application
• To provide information on Coordinated Intervening Services
Introduction

- Student with disabilities are general education student first
- There are 176 BIE funded schools (22 BIE schools and 154 Tribally Controlled schools) and located across 23 states
- All schools receive ISEP and ESSA (Title 1) funds
- The BIE schools have identified 6308 students with disabilities
ISEP - Schoolwide Program Funding

ISEP Supplemental Funds
G&T and LEP/NLL

ISEP Funds The Base Program
minus 15% for Special Education
Indian School Equalization Program (ISEP)

Program Objectives

- The objective of the Indian School Equalization Program is to provide funding for elementary and secondary education.

Program Procedures

- The Bureau of Indian Education (BIE) Programs makes direct payments to federally recognized Indian tribal governments or tribal organizations currently served by a BIE-funded school. **Funds may be used for the education of Indian children in BIA-funded schools.** Funds may not be used for construction.

Activities Allowed

The expenditure of funds is restricted to those Federal programs covered by the grant. The Tribally Controlled Schools Act provides for the expenditure of funds by Indian tribes and tribal organizations under grants for education-related programs and activities, including **school operations, academic, educational, residential, guidance and counseling, and administrative purposes, and support services for the school, including transportation and maintenance and repair costs** (25 USC 2502).
ALL BIE-Funded Schools Operate Schoolwide Programs

The schoolwide program consists of:

- The Base Program (ISEP) activities which is coordinated with all supplemental program activities. The Base program is funded with ISEP formula funds.
- The 15% Special Education Set-aside.
- Additional programs funded through the Department of the Interior (DOI) Education Enhancements.
- The ISEP supplemental funding for Gifted and Talented and Language Development ELL/NLL.
What is the basic program?

<table>
<thead>
<tr>
<th>§39.2</th>
<th>Basic program means the instructional program provided to all students at any age level exclusive of any supplemental programs(^1) that are not provided to all students in day or boarding schools.</th>
</tr>
</thead>
</table>

\(^1\)Individual supplemental services means non-base academic services provided to eligible students. Individual supplemental services that are funded by additional WSUs are gifted and talented or language development services
Individuals with Disabilities Act 2004

- To ensure that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. 20 U.S.C. Sec. 1400(d).

- To ensure that the rights of children with disabilities and parents of such children are protected.

- To assist, local educational service agencies, to provide for the education of all children with disabilities.
Individuals with Disabilities Act 2004

- To ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services; and

- To assess, and ensure the effectiveness of, efforts to educate children with disabilities.
15% ISEP fund for Students with Disabilities (Base program)
ISEP Special Education Set-aside

| 25 CFR §39.104 | **How must a school's base funding provide for students with disabilities?**  
|                | (a) Each school must provide for students with disabilities by:  
|                | (1) Reserving 15 percent of academic base funding to support special education programs; and  
|                | (2) Providing resources through residential base funding to meet the needs of students with disabilities under the National Criteria for Home-Living Situations.  
|                | (b) A school may spend all or part of the 15 percent academic base funding reserved under paragraph (a)(1) of this section on school-wide programs to benefit all students (including those without disabilities) only if the school can document that it has met all needs of students with disabilities with such funds, and after having done so, there are unspent funds remaining from such funds. |
### 15% ISEP fund for Students with Disabilities (Base program)

**ISEP Special Education Set-aside**

| 25 CFR §39.105 | (a) LEA/Schools may supplement the 15 percent base academic funding reserved under §39.104 for special education special with funds available under part B of the Individuals with Disabilities Education Act (IDEA). To obtain part B funds, the LEA/School must submit an application to OIEP (BIE/DPA). IDEA funds are available only if the LEA/School demonstrates that funds reserved under §39.104(a) are inadequate to pay for services needed by all eligible ISEP students with disabilities.  
(b) The Bureau will facilitate the delivery of IDEA part B funding by:  
   (1) Providing technical assistance to LEA/School in completing the application for the funds; and  
   (2) Providing training to Bureau staff to improve the delivery of part B funds. |
Process for Schoolwide Planning

- Development of the initial projected schoolwide budget should be driven by the Schoolwide plan
  - Needs Assessment – What did you stakeholders say?
  - Review last years plan and measures – What worked, what did not work
  - Develop SMART Goals – Measure – how will you know if it was successful? Create goals that align with your reform strategies
  - Develop Schoolwide Plan
  - Monitor

- SY 2018-19 budgets should be based on the amounts from the SY 2017-18 Allocations
LEA/School Completes the Schoolwide Budget

- The Schoolwide Budget should be completed by the Leadership Team with assistance from the Business Manager/Tech.

- Budgets **must include justification** to verify that:
  - Funds are coordinated in the schoolwide effort,
  - Costs are allowable, reasonable, and necessary;
  - Costs meet the intent of each program; and
  - Costs align with the plans (the SMART Goals)

- The budget should be planned **and reviewed** by the Principal/Administrator and Leadership Team (including Business Manager) prior to submitting with Assurances to the School Board for approval.
Necessary & Reasonable

Data driven decision making supports and justifies costs

Adjust Processes -> Conduct Needs Assessment -> Plan

Evaluate 

Implement

Continue to Improve

Update Needs Assessment 

Update Plan 

Implement

Evaluate
Every Student Succeed Act (ESSA)

ISEP Funds The Base Program

minus 15% for Special Education

ESSA Supplemental Program Funds
Title I-A, Title II-A, Title IV, and Title X

ISEP Supplemental Funds
G&T and LEP/NLL
The BIE Receives:

ESSA Title I – Improving the Academic Achievement of the Disadvantaged  (P.L. 107-110)

<table>
<thead>
<tr>
<th>Title I, Section 1001</th>
<th>The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.</th>
</tr>
</thead>
</table>
Title I Part A – Education for the Disadvantaged, P.L. 107-110

This program is intended to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging performance standards. Funds may be used for supplemental services and activities, most commonly for instruction in reading and mathematics to raise student achievement.
A schoolwide school generally may use Title I, Part A funds for any activity that supports the needs of students, as identified through a comprehensive needs assessment and included in a schoolwide plan (ESEA §1114(b)). However, Title I, Part A funds may not replace non-Title I funds that otherwise are necessary to carry out the basic educational program of the school.
The BIE Receives:

TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, OR OTHER SCHOOL LEADERS

Title II, Section 2001

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to—

- increase student achievement consistent with the challenging State academic standards;
- improve the quality and effectiveness of teachers, principals, and other school leaders;
- increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- provide low-income and minority students greater access to effective teachers, principals, and other school leaders.
ALL BIE-Funded Schools receive *supplemental* funding through:

**TITLE II, PART A**—Supporting Effective Instruction

[Title II, Part A Section 2103]

| TITLE II, PART A—Supporting Effective Instruction | (b) TYPES OF ACTIVITIES.—The programs and activities described in this subsection—
|                                                      | (1) shall be in accordance with the purpose of this title;
|                                                      | (2) shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students |
This program *increases student achievement* by elevating teacher and principal quality through recruitment, hiring and retention strategies, and using scientifically based professional development interventions and *holds districts and schools accountable for improvements in student academic performance*. Funds to be used for a wide array of interventions.
ADDITIONAL ESSA FUNDS

- Discretionary Funds
- Literacy
- Title VII
Other ESSA Funds

TITLE VI—INDIAN, NATIVE HAWAIIAN, AND ALASKA NATIVE EDUCATION, PART A—INDIAN EDUCATION

Subpart I—Formula Grants to Local Educational Agencies

- It is the purpose of this subpart to support the efforts of local educational agencies, Indian tribes and organizations, and other entities in developing elementary school and secondary school programs for Indian students that are designed to—
  - meet the unique cultural, language, and educational needs of such students; and
  - ensure that all students meet the challenging State academic standards. [Section 6111]

- TITLE IV—21ST CENTURY SCHOOLS, Part B—21ST Century Community Learning Centers

- MCKINNEY-VENTO HOMELESS ASSISTANCE ACT (42 U.S.C. 11301 et seq.)

¹These funds are administered through the Office of Indian Education (OIE) in Washington, DC
Education of Homeless Children and Youth (McKinney-Vento Homeless Assurance Act), P.L. 107-110

This program is intended to ensure that homeless children and youths should have access to the education and other services they need to meet the same challenging academic achievement standards to which all students are held.
PURPOSE.—The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that—
• provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;
• “offer students a broad array of additional services, programs, and activities…”
• offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development. [Section 4201]
Title IV – Part B 21st Century Community Learning Centers, P.L. 107-110

This program provides services, during non-school hours or periods, to students and their families for academic enrichment, including tutorial and other services to help students, particularly those who attend low-performing schools, to meet state and local student academic achievement standards.
Individuals with Disabilities Education Act (IDEA)

ISEP Funds The Base Program

minus 15% for Special Education

ISEP Supplemental Funds
G&T and LEP/NLL

ESEA Supplemental Program Funds
Title I-A, Title II-A, Title IV, and Title X

IDEA Part B Supplemental Program Funds
IDEA Part B Supplemental Funds

To be used IF the 15% ISEP does not cover the special education budget for the current year and specific to students IEPs

- All Part B funds must be obligated within the year the funds are received.
- IDEA funds are highly regulated and must demonstrate the funds are utilized to improve the academic and functional outcomes of student with disabilities.

20 U.S.C. 1215 (b) & 34 C.F.R. 76.709
Fiscal Management and Programmatic

- Compliance is important but improving results and outcomes for our students is just as important.
- School must demonstrate how IDEA Part B supplemental funds are utilized to help the school to improve academic outcomes for student with disabilities.
When determining whether the cost is an excess cost:

1. In the **absence** of special education needs, would this cost exist?
   - No, then the cost **is** an excess cost and may be eligible
   - Yes, then is the cost **is not** excess cost and is not allowable
When determining whether the cost is an excess cost:

2. Is this cost also generated by student **without** disabilities?
   - No, then the cost **is** an excess cost and may be eligible
   - Yes, then the cost **is not** an excess cost and is not allowed.
When determining whether the cost is an excess cost:

3. If it is a child specific services, is the service **documented** in the student’s IEP?
   - Yes, then the cost **is** an excess cost and may be eligible
   - No, then the cost **is not** an excess cost and is not allowable.
IDEA Part B Supplemental Funding

- All Part B funds must be obligated within the year the funds are received.
- School must supplement and not supplant.

20 U.S.C. 1215 (b) & 34 C.F.R. 76.709

Use of IDEA funds

- IDEA funds may only be used to pay for excess cost of providing education and related services for children with disabilities.

34 CFR §300.202(a)(2)
Allowable Costs - IDEA Part B Funds

Local Education Agency (LEA) may use Part B funds for:

- Direct services and provision of special education and related services to children with disabilities
  - Special Education Residential & Juvenile Detention Placement.
  - Extended School Year Program salaries.
  - Related Services staff contracts or salaries
  - High School Transition program and staff salaries

- Enhance its capacity to make Free Appropriate Public Education (FAPE) available to all children with disabilities

Special education and related services that:

- Are provided at public expense;
- Meet State standards;
- Include an appropriate preschool, elementary, or secondary school education;
- Are provided in conformity with an IEP.

20 U.S.C. 1401(9).
Allowable Costs - IDEA Part B Funds

Allowable Costs for IDEA

Bureau of Indian Education
September 2017
LEA/School IDEA Part B Application Process

Schools must indicate one of the three funding choices:

**Complete**

1. Needs Assessment
2. Schoolwide Plan
3. IDEA Part B Application
   - None, Partial or All
   - Optional: Participation in Coordinated Early Intervening Services (CEIS)
   - Optional: Participation in Cooperative Agreement Unit (CAU)
   - Upload signed Certification page 6 into Native Star tool
4. Schoolwide Budget – Upload budget in Native Star tool
Frequently Asked Question

1. What if our school does not need IDEA Part B supplemental funds?

   A. **IF** a school has sufficient funds with the 15% ISEP and selects **not** to receive IDEA supplemental funds, the school **MUST** complete the IDEA Part B application in its entirety to demonstrate that the school will follow the IDEA regulatory requirements.
IDEA Part B Application Deadline

- The application and all required documents must be uploaded into Native Star by deadline of May 31, 2018.
- Schools will be able to uploaded the required documents into Native Star beginning April 2, 2018.
- Documents are to be uploaded in the required folder - SY2018-19 IDEA Part B folder
Who is responsible in completing the documents?

- School Administrator in cooperation with the Special Education Coordinator and/or Lead Special Education teacher, Leadership team and the Business manager/Business technician.

- The School Administrator has the responsibility to ensure to provide Native Star access and completion of the documents.
THINGS TO REMEMBER

- Ensure funds will demonstrate an increase and improvement of academic outcomes for your students
- Use the funds for its intended purpose
- Provide clear and succinct justifications.
- Plan with all stake holders (community, parents, school board, tribe, and staff)
- Funds are to be utilized in the year it was received.
- Demonstrate that the funds are supplemental
Why Leveraging Funds is Important

- Maximizes the impact of available funding
- Avoids duplication
- Promotes better planning of how available funding sources can be used to improve results for all students, including student with disabilities.
Key Programs That Provide Funds to BIE Schools

- Indian School Equalization Act (ISEP) Program
- ISEP Special Education
  15% Set Aside
- ISEP Supplemental Gifted and Talented
- ISEP Supplemental Language Development (ELL/NLL)
- IDEA Part B, CEIS,
- ESEA/ESSA Title I, II, IV, VII, & X
- IT, Facilities Maintenance and Operations, etc.
COORDINATED EARLY INTERVENING SERVICE (CEIS)

• Purpose of CEIS
• Requirements of CEIS
(a) The Secretary of the Interior may allow each elementary school and secondary school for Indian children operated or funded by the Secretary of the Interior to use not more than 15 percent of the amount the school receives under Sec. 300.707(b) for any fiscal year, in combination with other amounts (which may include amounts other than education funds), to develop and implement coordinated, early intervening services, which may include interagency financing structures, for children in kindergarten through grade 12 (with a particular emphasis on children in K through grade 3) who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment, in accordance with section 613(f) of the Act.
COORDINATED EARLY INTERVENING SERVICES (CEIS) –

Voluntary - LEAs/Schools can choose to use a portion of their IDEA Part B funds for services to a defined group of at-risk students.

Groups Served – Only children who are not currently identifies as needing special education or related services.

Funds – Up to 15 percent of IDEA Part B funds
COORDINATED EARLY INTERVENING SERVICES (CEIS) –

Permitted Activities

• Professional Development for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction and, where appropriate, instruction on the use of adaptive and instructional software

• Educational and behavioral evaluations, services, and supports including scientifically based literacy instruction
Coordinated Early Intervening Services

Nothing in this section shall be construed to either limit or create a right to FAPE under Part B of the Act or to delay appropriate evaluation of a child suspected of having a disability.
Coordinated Early Intervening Services

*Coordination with ESSA.* Funds made available to carry out this section may be used to carry out coordinated, early intervening services aligned with activities funded by, and carried out under the ESSA if those funds are used to supplement, and not supplant, funds made available under the ESSA for the activities and services assisted under this section.
Appropriate Use of IDEA Part B Funds
Allowed activities for implementation of CEIS

- Professional development for staff who provide CEIS. In addition:
- Salaries for general education teachers or other properly certified staff who provide academic and behavioral interventions, assessments, progress monitoring data
- Salaries for support staff such as a paraprofessional to the extent that they support the delivery of CEIS academic and behavioral intervention (support tracking student progress, service delivered, reporting, and financial accounting support.)
Unallowable activities for implementation of CEIS

• Legal cost and fees, construction costs, remodeling, equipment, rent, utilities, special education services, universal screening, and child find activities for special education

• RtI – universal structure, framework, screening materials, supplies, assessments, prevention and pre-referral interventions
Allowable Costs - IDEA Part B Funds - CEIS

Allowable Costs for IDEA Coordinated Early Intervening Services (CEIS)

Bureau of Indian Education
September 2017
BIE CEIS REPORTING REQUIREMENTS
OSEP began collecting CEIS data in May 2011 for FFY2009. The department started collecting the data for three reasons

- Determine the amount of Part B funds received CEIS;
- Exercise fiduciary responsibilities to prevent fraud, waste and abuse and to ensure the effective use of Part B funds; and
- Provide information to Congress and the public regarding LEAs that took advantage of CEIS and MOE flexibilities.
OESEP has used the data to:

- Inform Congress of the implementation and use of the CEIS and MOE reduction provisions in IDEA;
- Monitor States on the implementation of CEIS and MOE reduction; and
- Report to the public via data file and the Annual Report to Congress.
CEIS Reporting Requirements

- Sec. 300.711 Early intervening services.

  (b) Each elementary school and secondary school for Indian children operated or funded by the Secretary of the Interior that develops and maintains coordinated early intervening services in accordance with section 613(f) of the Act and Sec. 300.226 must annually report to the Secretary of the Interior in accordance with section 613(f) of the Act.
Coordinated Early Intervening Services

Reporting Requirement:
An LEA/School is required to report to the State (DPA) and the State (DPA) is required to report to the U.S. Department of Education the following:

1. Fiscal Data
2. Student Data
Data to be Collected for IDEA Part B CEIS Report (formerly 618, Table 8):

- **Fiscal Data:**
  - Voluntary use up to 15% of IDEA Part B funds for CEIS in current year and all subsequent years.
  - Funds allocated for voluntary CEIS

- **Student Data:**
  - The number of children served under this section who received early intervening services; and
  - The number of children served under this section who received CEIS and subsequently received special education and related services under Part B of IDEA the preceding two year period.
Potential Warnings/Errors LEAs/Schools can avoid in implementing CEIS

- Exceeding above the 15% threshold of current School Year IDEA Part B allocation (Part B first distribution + Unmet Needs + Pro Rata second distribution)
- Checks box on the Part B application of participation in CEIS however does not complete CEIS Plan
- Non-identification of fund amount reserved for voluntary CEIS in Part B application
- *No data in NASIS to identify students participating in CEIS
- Incomplete Schoolwide Budget Special Part B tab of CEIS Budget
Where will the BIE get the information for reporting?

From NASIS, Special Education Spending Plan and IDEA Part B Application.

- We will review the CEIS information input by the schools, for each year the school utilized CEIS in their school program.
- We will ask schools to verify Part B funding reserved/used for CEIS.
- We will ask schools to verify numbers of students that are/have participated in CEIS, as well as numbers of students who were subsequently identified for special education services.
  - As an example, from information submitted by the school, the school indicates they spent $$ on CEIS yet we find no students identified as receiving CEIS in NASIS. We will ask the school to clarify.
Potential Warnings/Errors LEAs/Schools can avoid in implementing CEIS

- Exceeding above the 15% threshold of current School Year IDEA Part B allocation (Part B first distribution + Unmet Needs + Pro Rata second distribution )
- Checks box on the Part B application of participation in CEIS however does not complete CEIS Plan
- Non-identification of fund amount reserved for voluntary CEIS in Part B application
- *No data in NASIS to identify students participating in CEIS
- Incomplete Schoolwide Budget Special Part B tab of CEIS Budget
For Midyear CEIS Plan Adjustments -

Once all funds are received – the BIE may request that the LEA/School adjust the exact amount of CEIS funds in IDEA Part B Application.

- In Native Star Print the PDF of the LEA/School IDEA Part B Application under the Submit Forms/Reports tab.

- Make adjustments to the CEIS Plan by crossing out estimated amount and # of students participating.

- Then write the actual amount, up to 15% of Part B Allocation, and identify actual # of students receiving CEIS.

- Write your initials, and the date next to the adjustment.

- Finally upload to Native Star IDEA Part B SY 18-19 folder and label as “SY 2018-19 CEIS Adjustment”.
What should the school do if it decides not to implement CEIS?

If the school initially selected to participate in CEIS and then decides not to utilize the funds for CEIS, the school will:

- **Step 1**: Write a memo on school letterhead describing the reason why the school decided not to participate in CEIS.
- **Step 2**: Present the letter to the school board for review and approval. Obtain appropriate signatures from the school board and school administration on the letter.
- **Step 3**: Post the letter in the Native Star, IDEA Part B SY 17-18 as “Memo Non Participation CEIS SY??.” Notify via email to DPA Special Education staff.
CEIS is:

- A general education activity
- Voluntary use of up to 15% of IDEA, Part B funds.
- Supplemental funds to ensure that services provided are in addition to, and do not replace or supplant services that students would otherwise receive.
- Specific to Kindergarten through grade 12 (with emphasis on grades K-3)
CEIS is not:

- A special education activity or program
- Mandatory for Bureau of Indian Education (BIE) funded schools
- Used to provide intervening services to students who are currently identified as needing special education and related services.
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RESOURCES
• Federal Uniform Guidance – 2 CFR 200

• IDEA Allowable Cost Document – available on the BIE website

• CEIS Allowable Cost Document – available on the BIE website
GAO Reports of the BIE


Anyone knowing of fraud, waste, or abuse involving U.S. Department of Education funds or programs should call, write, or e-mail the Office of Inspector General.

Call toll-free:
The Inspector General Hotline
1-800-MISUSED (1-800-647-8733)

Or write:
Inspector General Hotline
U.S. Department of Education
Office of Inspector General
400 Maryland Avenue, S.W.
Washington, DC 20202

Or e-mail:
oig.hotline@ed.gov

Your report may be made anonymously or in confidence.
WHISTLEBLOWER PROTECTIONS UNDER THE RECOVERY ACT

Section 1553 of the American Recovery & Reinvestment Act provides protections for certain individuals who make specified disclosures relating to Recovery Act funds.

Who is protected?
Employees of non-Federal employers receiving recovery funds, including State and local governments, contractors, subcontractors, grantees, professional membership organizations, or any person acting in the interest of recovery fund recipients.

What are whistleblowers protected from?
Covered employees are protected from being discharged, demoted, or otherwise discriminated against as a reprisal for making a protected disclosure.

What kinds of disclosures are protected?
To be protected, the disclosure must be made by the employee to the Recovery Accountability and Transparency Board, an Inspector General, the Comptroller General, a member of Congress, a State or Federal regulatory or law enforcement agency, a person with supervisory authority over the employee, a court or grand jury, the head of a Federal agency, or their representatives.

In addition, the disclosure must involve information that the employee reasonably believes is evidence of:
- gross mismanagement of an agency contract or grant relating to recovery funds;
- a gross waste of recovery funds;
- a substantial and specific danger to public health or safety related to the implementation or use of recovery funds;
- an abuse of authority related to the implementation or use of recovery funds; or
- a violation of law, rule, or regulation related to an agency contract or grant relating to recovery funds.

How to report a whistleblower reprisal complaint:
If you have a whistleblower reprisal complaint related to Recovery Act funds provided by the U.S. Department of Education, contact the OIG Fraud Hotline:
Phone: 1-800-MISUSED
Email: oig.hotline@ed.gov
Or write: Inspector General’s Hotline
Office of Inspector General
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-1500
Uploading Document in Native Star
NS Document Upload

The Document Upload folder is on the right hand corner of the school page (Red Arrow).
- Click on the folder

The following documents must be uploaded:

1. Page 6 of Signed Application by School Board and ADD/ELO representative
2. CAU document if applicable: Narrative, Scope of Work and Budget.
3. CSW-SPED Spending Plan Sy2017-18
Document Upload

Click on Upload new file
Document Upload

Use drop down menu to locate IDEA Part B SY2017-18
Complete description of the document

And who uploaded the document.
Go back to main list of folder & ensure the document is uploaded into the correct folder

Do not create New Folders