



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Special Education Funding

1. Purpose:

The state provides additional funding dedicated to special education services for serving students with disabilities. The 2019-20 funding model provided funding through the use of a single special education excess cost multiplier. As a result, the funding that school districts received for special education services was not well aligned with their expenditures, leaving some districts to rely on local levies to supplement their special education programs. With the passing of Senate Bill 5091 (SB 5091) in 2019, a two-tiered multiplier will be implemented during the FY 2021 (2020-21 school year). Implementation of a two-tiered multiplier serves dual purposes: 1) targeting funds to individual student needs; and, 2) promoting inclusionary practices, all while reducing/removing the need for districts to access local levels to provide special education services.

2. Description of services provided:

Special education is specially designed instruction that addresses the unique needs of eligible students with an Individualized Education Program (IEP). Special education is provided at no cost to parents and includes the related services a student needs to benefit from special education. These services are determined as needed by the IEP team, and ensures the student receives a Free Appropriate Public Education (FAPE) and accesses and progresses in grade-level learning standards.

3. Criteria for receiving services and/or grants:

Two primary sources of state revenue support special education services to students: basic education and special education. The model to calculate state special education funding takes the annual average headcount of students ages Kindergarten-21 enrolled in special education, times the district's Basic Education Allocation (BEA) rate, times the special education excess cost multiplier (see below).

Beginning with the 2020-21 school year, a two-tiered multiplier was implemented. For those students placed in a general education setting less than 80% of their day, the multiplier remains at 0.995 and increases to 1.0075 for those spending 80% or more of their in the general education setting. This model delivers funding for each student with disabilities in full-time equivalent (FTE) attendance and promotes inclusion in the general education classroom.

As per the guidance in

<https://www.k12.wa.us/sites/default/files/public/safs/ins/enr/2021/2020-21EnrollmentHandbook.pdf>, districts submit a monthly P223 enrollment report to OSPI that includes the student-specific data needed to calculate the two-tiered multiplier. Report 1220

displays district enrollment reported on Form P-223H which is used to determine special education funding.

Beneficiaries in 2019-20 School Year:

Number of School Districts: *Enter total number of school districts*
Number of Schools: *Enter total number of schools*
Number of Students: *Enter total number of students*
Number of Educators: *Enter total number of educators*
Other: *Name other...* *Enter total number of "other"*

Number of OSPI staff associated with this funding (FTEs): 0

Number of contractors/other staff associated with this funding: 0

FY20 Funding: State Appropriation: \$30,746,000
Federal Appropriation: \$0
Other fund sources: \$0
TOTAL (FY20) \$30,746,000

4. **Are federal or other funds contingent on state funding?**

- No
- Yes, please explain.

Under the federal Individuals with Disabilities Education Act (IDEA), a maintenance of state fiscal support condition must be met to receive the IDEA funds allocated to WA. The requirement included on the federal fund application includes the following assurance: "The State will not reduce the amount of State financial support for special education and related services for children with disabilities, or otherwise made available because of the excess costs of educating those children, below the amount of that support for the preceding fiscal year, unless a waiver is granted, in accordance with 20 U.S.C. 1412(a)(18)(A)-(D); 34 CFR §§300.163 through 300.164."

5. **State funding history:**

Fiscal Year	Amount Funded	Actual Expenditures
FY20	\$30,746,000	\$30,746,000

6. **Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:**

Fiscal Year	Number of School Districts	Number of Schools	Number of Students	Number of Educators
FY20				

7. **Programmatic changes since inception (if any):**
The first year of implementation is 2020-21, which has just started. No programmic changes are noticeable at this time; however, child count data will be collected in November 2020 and will be compared to previous annual data.
8. **Evaluations of program/major findings:**
The first year of implementation is 2020-21, which has just started. No evaluation has been conducted at this time.
9. **Major challenges faced by the program:**
The first year of implementation is 2020-21, which has just started. No major challenges are evident at this time, other than delays in district data reporting software being updated to report the newly required data by November 2020. OSPI has provided district with alternate reporting formats in the event that their district-selected software has not been updated.
10. **Future opportunities:**
N/A; in the first year of implementation.
11. **Statutory and/or budget language:**
Budget Proviso: ESSB 6168 Section 507(12) \$30,746,000 of the general fund-state appropriation for fiscal year 2020 is provided solely for changes to the special education cost multiplier as specified in E2SHB 5091 (special education funding)
12. **Other relevant information:**
Click or tap here to enter text.
13. **Schools/districts receiving assistance:**
See [OSPI's Grantee List](#)
14. **Program Contact Information:**
Name: Tina Pablo-Long
Title: Director of Operations, Special Education
Phone: 360-725-6075
Email: tina.pablo-long@k12.wa.us