

PROGRAM DESCRIPTION

Department of Elementary and Secondary Education

HB Section(s): 2.245

Special Education Grant

Program is found in the following core budget(s): Special Education Grant

1a. What strategic priority does this program address?

Success-Ready Students & Workplace Development

1b. What does this program do?

This appropriation request is for the capacity to receive and disburse Part B federal grant award funds under the Individuals with Disabilities Education Act (IDEA) for students with disabilities ages 3-21. Grant funds are distributed in accordance with regulations in the following manner: allocated by formula to school districts for supplementing the costs of educating students with disabilities (88%); administration and supervision of special education programs (2%); and state targeted initiatives to improve special education services (10%). Early Childhood Special Education (ECSE) and High Need Fund (HNF) federal funds are also distributed through this appropriation.

2a. Provide an activity measure(s) for the program.

IDEA Part B funds provided to school districts are spent on special education instruction and related services for students with disabilities.

Student Information	FY 2020 Actual	FY 2021 Actual	FY 2022 Actual	FY 2023 Projected	FY 2024 Projected	FY 2025 Projected
Number of Students with Disabilities (December 1 federal reporting period)	132,638	125,995	125,588	126,844	128,112	129,393

NOTE: This chart indicates the number of special education students in the state. This is a one-day count and doesn't include the students that become eligible throughout the year.

IDEA Part B District Grant Information	FY 2020 Actual	FY 2021 Actual	FY 2022 Actual	FY 2023 Projected	FY 2024 Projected	FY 2025 Projected
Number of Districts Receiving IDEA Grant Funds	526	525	525	555	555	555
Funding Amount distributed through Entitlement Grants	208,087,618	214,559,939	216,446,467	216,662,913	216,879,576	217,096,456

NOTE: This chart indicates the number of school districts receiving federal special education funds and the total amount of funds allocated to districts.

Educator and Related Service Providers Information	FY 2020 Actual	FY 2021 Actual	FY 2022 Actual	FY 2023 Projected	FY 2024 Projected	FY 2025 Projected
Special Education Teachers (FTE)	9,717	9,539	9,522	9,532	9,541	9,551
Special Education Paraprofessionals (FTE)	10,980	10,502	10,660	10,671	10,681	10,692
Audiologists (FTE)	13	13	12	12	12	12
Speech Pathologists (FTE)	303	311	334	334	335	335
Interpreters (FTE)	129	125	130	130	130	130
Psychologists (FTE)	272	269	271	271	272	272
Occupational Therapists (FTE)	464	472	482	482	483	483
Physical Therapists (FTE)	161	153	166	166	166	166
School Social Workers (FTE)	168	173	177	177	177	178
Orientation and Mobility Specialists (FTE)	9	8	9	9	9	9

NOTE: This chart indicates the number of educators providing instruction and direct services to students with disabilities. Typically, these educators are paid with a portion of federal funds.

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IDEA Part B funds provided for state initiatives are spent on the following activities.

Statewide Initiatives to Improve Equitable Access and Provide Educator Support	BUDGETED FUNDING
Direct and Support Services	\$ 18,000,000
• Project Access - Autism related training and assistance for school districts	
• RPDC - regional professional development centers that provide technical assistance to school districts (98 FTE statewide system of support)	
• Social Emotional Learning for All - improve transition strategies and data collection for students graduating high school	
• Cochlear Implant Consultation - assist districts to meet the unique needs and challenges of students with cochlear implants	
• MPACT - parent mentor and training program	
• Virtual Learning Platform - improve instructional strategies through on-line professional development opportunities	
• Statewide Collaborative Initiative - improve learning for all students by establishing effective and efficient collaborative data teams	
• Special Education Connection Subscription for all Districts - increase knowledge in education administration and special education services	
• Surrogates - contracted individuals and volunteers to act as the educational decision maker for students with disabilities without guardians/parents	
• Transition Activities and Dropout Prevention - improve student transition	
Assessment Activities and Alternative Placements	\$ 3,000,000
• MAP-A - alternative assessment for students with disabilities	
• End of Course Exams - assessments with accommodations for students with disabilities	
• Grade Level Assessment - produce and administer grade level assessments	
Efficiency and Effectiveness and Capacity Building	\$ 2,000,000
• Consultant Log Data - reduce the time and effort of contractor reporting by utilizing a web-based system	
• Assistive Technology Devices for students with disabilities - improve educational outcomes for students with disabilities	
• eLearning for Educators - modules and on-line training for educators to reduce travel/out of district time	
• Web-based contract approval and monitoring system to reduce paperwork and internal routing time	
Monitoring and Enforcement	\$ 1,000,000
• Administrative Hearing Commission - assist with due process cases	
• Mediators - assist with mediation in child complaint cases	
• IEP Facilitators - assist parents and school districts with the IEP process and any disagreements on services	
• IMACs - web-based system for compliance management and school district monitoring	
Assist in Meeting Personnel Shortages	\$ 500,000
• Deaf/HH Scholarships - assist in meeting personnel shortages by providing scholarship funding for educators	
• Orientation and Mobility Scholarships - assist in meeting personnel shortages by providing scholarship funding for educators	

NOTE: This chart indicates some of the initiatives funded by IDEA federal special education funds.

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2b. Provide a measure(s) of the program's quality.

Indicator	FY 2020 Actual	FY 2021 Actual	FY 2022 Actual	FY 2023 Projected	FY 2024 Projected	FY 2025 Projected
Child Complaints Filed	81	38	97	90	80	70
Percent of Child Complaints Filed Compared to Total Special Ed Students	0.06%	0.03%	0.08%	0.07%	0.06%	0.05%
Due Process Filed	64	38	76	70	60	50
Percent of Due Process Filed Compared to Total Special Ed Students	0.05%	0.03%	0.06%	0.06%	0.05%	0.04%

NOTE: This chart indicates that the number of complaints filed is very minimal compared to the total number of special education students served.

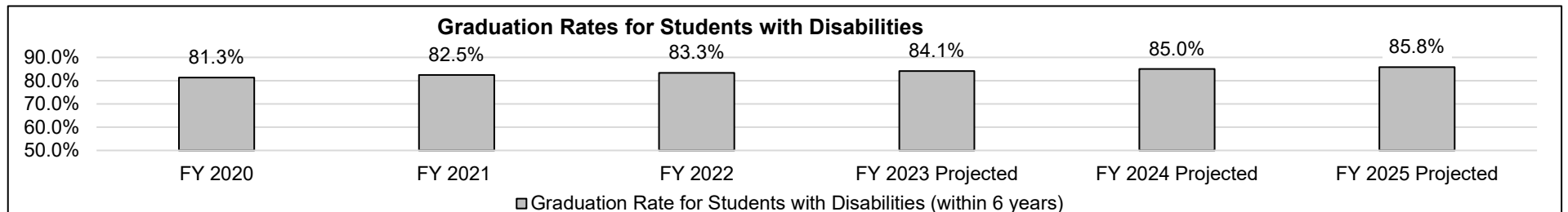
Indicator	FY 2020 Actual	FY 2021 Actual	FY 2022 Actual	FY 2023 Projected	FY 2024 Projected	FY 2025 Projected
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	76.6%	73.5%	73.1%	73.8%	74.6%	75.3%

NOTE: This chart indicates parents feel involved in their students educational improvement.

2c. Provide a measure(s) of the program's impact.

Indicator - Graduation Data for School Districts	FY 2020 Actual	FY 2021 Actual	FY 2022 Actual	FY 2023 Projected	FY 2024 Projected	FY 2025 Projected
Graduation Rate for Students with Disabilities (within 6 years)	81.3%	82.5%	83.3%	84.1%	85.0%	85.8%
Dropout Rate for Students with Disabilities	1.8%	2.5%	2.8%	1.4%	1.4%	1.4%
Percent of youth age 16 and above with an IEP that includes appropriate measureable postsecondary goals.	90.3%	95.2%	90.0%	90.9%	91.8%	92.7%
Student was enrolled in higher education or competitively employed within one year of leaving high school	65.0%	60.4%	56.0%	56.6%	57.1%	57.7%

NOTE: This chart indicates the graduation rate for students with disabilities, the drop out rate, and outcome data for students with disabilities.



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Assistive Technology Grant Program Goals	FY 2022 Data	Goal Status
95% of Grant funds will be distributed to meet assistive technology needs of student in school districts	98%	Met
A minimum of 35 school districts in non-metro counties will receive grant funds	37	Met
At least 230 students with disabilities will receive assistive technology through the program	217	Met

NOTE: This chart shows the impact of the assistive technology program and that program goals have been met.

2d. Provide a measure(s) of the program's efficiency.

Districts are highly compliant with IDEA requirements.

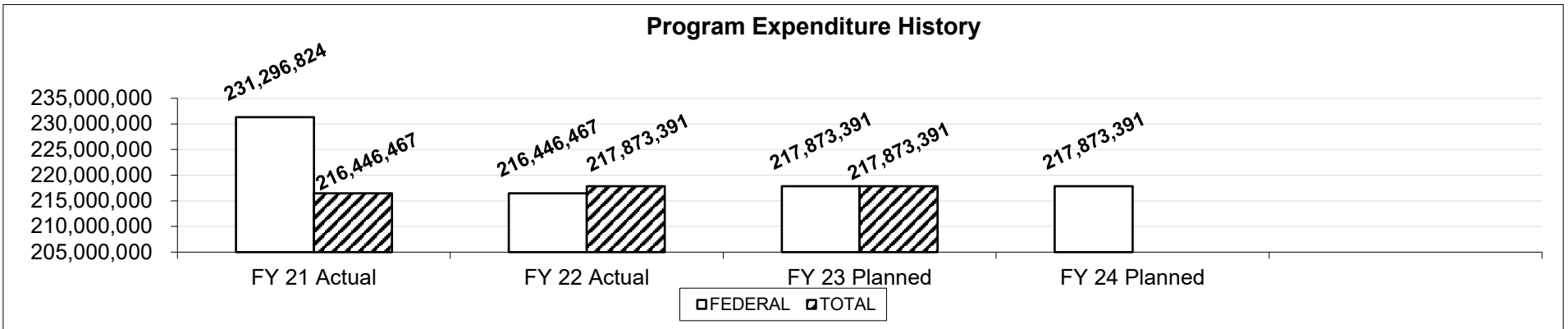
Indicator - Compliance Data for School Districts	FY 2020 Actual	FY 2021 Actual	FY 2022 Actual	FY 2023 Projected	FY 2024 Projected	FY 2025 Projected
Percent of Compliance in Meeting Initial Evaluation Timelines	99.2%	98.4%	98.6%	99.6%	99.6%	99.6%
Percent of Compliance in Meeting C to B Transition Timelines	99.8%	96.8%	99.0%	100.0%	100.0%	100.0%
Percent of Compliance in Completing Postsecondary Transition Plans	90.3%	95.2%	90.0%	95.9%	95.9%	95.9%

NOTE: This chart indicates districts are compliant with IDEA requirements.

Indicator - Compliance with Grant Timelines	FY 2020 Actual	FY 2021 Actual	FY 2022 Actual	FY 2023 Projected	FY 2024 Projected	FY 2025 Projected
Percent of IDEA Part B federal funds expended within required timeframe	100%	100%	100%	100%	100%	100%

NOTE: This chart indicates DESE is compliant in spending federal funds within the required timeframe.

3. Provide actual expenditures for the prior three fiscal years and planned expenditures for the current fiscal year. (Note: Amounts do not include fringe benefit costs.)



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4. What are the sources of the "Other " funds?

N/A

5. What is the authorization for this program, i.e., federal or state statute, etc.? (Include the federal program number, if applicable.)

IDEA - 20 U.S.C §1400 et seq., as amended in 2004; Part B Regulations - 34 CFR 300-301

6. Are there federal matching requirements? If yes, please explain.

There are Maintenance of Effort (MOE) requirements to budget the same amount of state funds for special education as expended the previous year. The threshold must be maintained or the state will lose a portion of the federal grant award.

7. Is this a federally mandated program? If yes, please explain.

Yes. The state is federally mandated as long as the state applies for Part B funding through IDEA.