

Archived Information

GRANTS TO STATES AND PRESCHOOL GRANTS PROGRAMS— IDEA PART B

Goal: To improve results for children with disabilities by assisting state and local educational agencies to provide children with disabilities access to high-quality education that will help them meet challenging standards and prepare them for employment and independent living. Legislation: Individuals with Disabilities Education Act (IDEA), Part B	Funding History (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
	1985	\$1,640	2000	\$5,380
	1990	\$1,794	2001	\$6,730
	1995	\$2,683	2002 (Requested)	\$7,730

Program Description

State Grant Program for Children with Disabilities: The Grants to States program provides formula grants to assist the 50 States, the District of Columbia, Puerto Rico, the Secretary of the Interior, and outlying areas in meeting the excess costs of providing special education and related services to children with disabilities. In order to be eligible for full funding, states must serve all children with disabilities between the ages of three and 21, except for children 18-21 years of age if services are inconsistent with state law or practice or order of any court.

Most funds provided to states must be passed on to local educational agencies. A portion of the funds may be used for state-level activities such as administration, monitoring, mediation, direct and support services, developing plans for the State Improvement Program, and helping local educational agencies address personnel shortages. Funds that are not used for state level activities must be passed through to local educational agencies either by formula or as special subgrants for capacity building and improvement. Subject to certain maximum and minimum funding requirements, funds are distributed among States based first on the amount each State received in fiscal year 1999. The balance of funds are distributed based on the number of children in the general population and living in poverty in the age range for which each State mandates services.

Preschool Grants Program for Children with Disabilities: The Preschool Grants program provides the formula grants to all states, the District of Columbia, and Puerto Rico to make available special education and related services for children with disabilities in the three through-five-year-old age range. A state that does not make a free appropriate public education (FAPE) available to all children with disabilities aged three through five cannot receive funds under this program or funds attributable to this age range under the Grants to States program or grants under IDEA National Activities pertaining solely to children aged 3 through 5. Funding under the Preschool Grants program supports early childhood programs that provide services needed to prepare young children with disabilities to enter and succeed in school. For children that participated in the Grants for Infants and Families program, the Preschool Grants program provides a developmental bridge between early intervention services and elementary school.

In order to be eligible for Part B preschool grants, states must have an approved eligibility document under Part B of the Individuals with Disabilities Education Act (IDEA), and an approved application. Currently, every state is making FAPE available to all disabled three to five year-old children.

The Individuals with Disabilities Education Act Amendments of 1997 substantially revised the formula for allocating funds under this program, changing it from a child count driven formula to one based on general population and poverty. States must distribute the bulk of their grant awards to local educational agencies, although they may retain a limited amount of funds for state-level activities.

Program Performance

OBJECTIVE 1: ALL PRESCHOOL CHILDREN WITH DISABILITIES RECEIVE SERVICES THAT PREPARE THEM TO ENTER SCHOOL READY TO LEARN.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: Unable to judge. Explanation: Data received for 1998-99 constitute the baseline data for this indicator.	Source: State-reported data. <i>Frequency:</i> Annually. <i>Next collection update:</i> 1999-00. <i>Date to be reported:</i> 2001. Validation Procedure: Verified by ED attestation process and ED <u>Standards for Evaluating Program Performance Data</u> . ED's Office of Inspector General is conducting a review of state data reporting under IDEA Part B. Limitations of Data and Planned Improvements: 1998-99 was the first year of data collection. New state data collections typically take 5 years to achieve reliability. The Department is taking steps to reduce the amount of time for collecting and reporting data.
1998-99:	41.4%	No target set		
1999-00:	No Data Available	No target set		
2000-01:		No target set		
2001-02:		Continuing increase		
Indicator 1.2 Readiness skills: The percentage of preschool children receiving special education and related services who have readiness skills when they reach kindergarten will increase.				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: Unable to judge. Explanation: This is a new data collection. Data are not available from another source. Baseline data will be collected in 2002-03 and will be available in 2003.	Source: Preschool/Elementary Longitudinal Study). <i>Frequency:</i> 5-year intervals. <i>Next collection update:</i> 2002-03. <i>Date to be reported:</i> 2003. Validation Procedure: Data to be validated by an experienced data collection contractor. Limitations of Data and Planned Improvements: Because data are obtained from a longitudinal survey, updates will be infrequent.
1998-99:	No Data Available	No target set		
1999-00:	No Data Available	No target set		
2000-01:		No target set		
2001-02:		No target set		
2002-03:		Baseline to be set		
2007-08:				

OBJECTIVE 2: ALL CHILDREN WHO WOULD TYPICALLY BE IDENTIFIED AS BEING ELIGIBLE FOR SPECIAL EDUCATION AT AGE 8 OR OLDER AND WHO ARE EXPERIENCING EARLY READING OR BEHAVIORAL DIFFICULTIES RECEIVE APPROPRIATE SERVICES EARLIER TO AVOID FALLING BEHIND THEIR PEERS.

Indicator 2.1 Earlier identification and intervention: The percentage of children served under IDEA ages 6 or 7, compared to ages 6 to 21, will increase.				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: Unable to determine. Explanation: This indicator is under review by the Department. Therefore no targets have been shown after 1999-00.	Source: State-reported data. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2000-01. <i>Date to be reported:</i> 2001. Validation Procedure: Data to be validated by an experienced data collection contractor. ED Office of Inspector General is conducting a review of state data reporting under IDEA Part B. Limitations of Data and Planned Improvements: None.
1997-98:	13.0%			
1998-99:	13.4%	No target set		
1999-00:	12.8%	14% (See explanation)		
2000-01:		No target set (see explanation)		
2001-02:		No target set (see explanation)		

OBJECTIVE 3: ALL CHILDREN WITH DISABILITIES HAVE ACCESS TO THE GENERAL CURRICULUM AND ASSESSMENTS, WITH APPROPRIATE ACCOMMODATIONS, SUPPORTS, AND SERVICES, CONSISTENT WITH HIGH STANDARDS.

Indicator 3.1 Regular education settings (school age): The percentage of children with disabilities ages 6 to 21 who are reported by states as being served in the regular education classroom at least 80 percent of the day will increase.				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: Positive movement toward target. Explanation: The percentage of children served in regular education classrooms at least 80 percent of the day increased from 46.4 percent in 1997-98 to 47.4 percent in 1998-99. The 2000-01 target has been raised from 48.0 percent to 48.5 percent.	Source: State-reported data. <i>Frequency:</i> Annually. <i>Next collection update:</i> 1999-00. <i>Date to be reported:</i> 2001. Validation Procedure: Verified by ED attestation process and ED <u>Standards for Evaluating Program Performance Data</u> . ED Office of Inspector General is conducting a review of state data reporting under IDEA Part B. Limitations of Data and Planned Improvements: ED will pursue strategies to decrease the amount of time between collection, reporting, and availability of data. The Department is taking steps to reduce the amount of time for collecting and reporting data.
1996-97:	45.7%			
1997-98:	46.4%			
1998-99:	47.4%	48%		
1999-00:	No Data Available	47.5%		
2000-01:		48.5%		
2001-02:		48.8%		

Indicator 3.2 Performance on National Assessment of Educational Progress (NAEP): The percentage of students with disabilities who meet or exceed basic levels in reading, math, and science in the NAEP will increase. The number of students with disabilities who do not meet basic standards will decrease. The percentage of students who are excluded from the NAEP because of their disabilities will decrease.

Targets and Performance Data				Assessment of Progress	Sources and Data Quality
Actual Performance: Percentage who met or exceeded basic levels				Status: Unable to judge. Explanation: For Math and Science the percentage excluded from NAEP includes public and private school students. For Reading the percentage includes only public school students. The percentage reported for 8 th grade Math who met or exceeded basic levels has been corrected to 26.8 percent based on an error in reporting last year's data. Math and Science numbers for children who did not meet basic levels have been revised based on additional analysis of NAEP data.	Source: Analysis of data from National Assessment of Educational Progress (NAEP). Frequency: Varies, depending on subject area. Next collection update: 2000. Date to be reported: To be determined. Validation Procedure: Verified by the Department of ED attestation process and ED Standards for Evaluating Program Performance Data. Limitations of Data and Planned Improvements: Data on children with disabilities who meet or exceed basic standards and those who do not meet basic standards are based on very small sample sizes, and, therefore, have a low level of reliability.
Grade	Reading (1998)	Math (1996)	Science (1996)		
4 th	24%	43.3%	38.6%		
8 th	28%	26.8%	16.7%		
12 th	34%	9.4%	16.3%		
Actual Performance: Number who did not meet basic level					
4 th	387,016	275,907	298,778		
8 th	321,330	308,728	351,326		
12 th	200,173	241,110	223,672		
Actual Performance: Percentage excluded from NAEP					
4 th	6%	4%	6%		
8 th	5%	3%	4%		
12 th	Not available	3%	3%		
Performance Targets					
1998-99:	No target set				
1999-00:	Continuous improvement				
2000-01:	Continuous improvement				
2001-02:	Continuous improvement				

Indicator 3.3 Suspensions or expulsions: The percentage of children with disabilities who are subject to long-term suspension or expulsion, unilateral change in placement, or change in placement if their current placement is likely to result in injury to someone, will decrease.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: Unable to judge. Explanation: These data were first collected during school year 1998-99, and were reported by states in November 1999. A validity study conducted to assess the quality of the data has determined that the data are not valid. The data collection forms are being revised accordingly.	Source: State-reported data. Frequency: Annually. Next collection update: 2000-01. Date to be reported: 2002. Validation Procedure: Data to be validated by an experienced data collection contractor. ED Office of Inspector General is conducting a review of state data reporting under IDEA Part B. Limitations of Data and Planned Improvements: The Department is taking steps to reduce the amount of time for collecting and reporting data.
1998-99:	No Data Available	No target set		
1999-00:	No Data Available	No target set		
2000-01:		Baseline to be set		
2001-02:		No target set		

OBJECTIVE 4: SECONDARY SCHOOL STUDENTS WITH DISABILITIES RECEIVE THE SUPPORT THEY NEED TO COMPLETE HIGH SCHOOL PREPARED FOR POSTSECONDARY EDUCATION OR EMPLOYMENT.

Indicator 4.1 Graduation: The percentage of children with disabilities exiting school with a regular high school diploma will increase, and the percentage who drop out will decrease.

Targets and Performance Data				Assessment of Progress	Sources and Data Quality
Year	Actual	Target	Actual	Target	<p>Status: Target exceeded.</p> <p>Explanation: From 1997-98 to 1998-99, the number of children with disabilities who graduated with a high school diploma increased from 55.4 percent to 57.4 percent, while the number who dropped out decreased from 31.0 percent to 28.9 percent. Figures do not total to 100 percent because some children exit school in other ways, such as graduating with a certificate or aging out. The 2000-01 targets have been revised and 2001-02 targets have been set based on better than anticipated performance in 1998-99.</p> <p>Validation Procedure: Verified by ED attestation process and ED Standards for Evaluating Program Performance Data. ED's Office of Inspector General is reviewing state data reporting under IDEA Part B.</p> <p>Limitations of Data and Planned Improvements: Children who move and who are not known to continue services are not included in these numbers. Supplemental descriptive information will be provided by the National Longitudinal Study II. The Department is taking steps to reduce the amount of time for collecting and reporting data.</p>
	Graduate		Drop out		
1995-96:	52.6%		34.1%		
1996-97:	53.5%		32.7%		
1997-98:	55.4%		31.0%		
1998-99:	57.4%	56%	28.9%	31%	
1999-00:	No Data Available	57%	No data available	30%	
2000-01:		59%		27%	
2001-02:		60%		26%	

Indicator 4.2 Postsecondary education: The percentage of students with disabilities who are enrolled in some type of postsecondary school, including 2-year community colleges and technical schools, within 2 years of leaving high school will increase.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p>Status: Unable to judge.</p> <p>Explanation: In school year 1986-87, 14 percent of students with disabilities were enrolled in some type of postsecondary school, including 2-year community colleges and technical schools, within 2 years of leaving high school. (Source: National Longitudinal Transition, Study I). Because no longitudinal study on this population has been conducted since 1987, there will be no additional data to report until 2004, when the next study will yield results. However, NCES reports that 6 percent of undergraduates in postsecondary education reported having a disability.</p> <p>Validation Procedure: Data to be validated by an experienced data collection contractor.</p> <p>Limitations of Data and Planned Improvements: Because data are obtained from a longitudinal survey, updates will be infrequent.</p>	
1986:	14%			
1998:	No Data Available	No target set		
1999:	No Data Available	No target set		
2002:				
2003:		20%		

OBJECTIVE 5: STATES ARE ADDRESSING THEIR NEEDS FOR PROFESSIONAL DEVELOPMENT CONSISTENT WITH THEIR COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD).

Indicator 5.1 Qualified personnel: The number of states and outlying areas where at least 90 percent of special education teachers are fully certified in the area in which they are teaching will increase.					Assessment of Progress		Sources and Data Quality	
Year	Targets and Performance Data				Status: Unable to judge.			
	Actual	Target	Actual	Target				
	No. of States Serving Ages 3-5		No. States Serving Ages 6-21		<p>Explanation: The number of states and outlying areas where at least 90 percent of special education teachers are fully certified decreased for both age ranges in this indicator, apparently a negative trend away from the target. However, as noted last year, a decrease such as this in a particular year may reflect the clustering of states around the 90 percent goal in the indicator, which may result in unpredictable changes from year to year. However, evidence of a positive trend is expected to be evident over a 5- to 7-year period. The 2000-01 targets have been revised downward and the 2001-02 targets have been set based on actual performance in 1998-99.</p>	<p>Source: State-reported data. <i>Frequency:</i> Annually. <i>Next collection update:</i> 1999-2000. <i>Date to be reported:</i> 2001.</p> <p>Validation Procedure: Verified by ED attestation process and ED Standards for Evaluating Program Performance Data. ED Office of Inspector General is currently conducting a review of state data reporting under IDEA Part B.</p> <p>Limitations of Data and Planned Improvements: In 2000, ED clarified this data collection by specifying that the data is intended to count the number of teachers who are certified in the areas in which they are teaching. The Department is taking steps to reduce the amount of time for collecting and reporting.</p>		
1995-96:	34		39					
1996-97:	36		38					
1997-98:	38		40					
1998-99:	36	40	37	44				
1999-00:	No Data Available	41		42				
2000-01:		40		42				
2001-02:		40		42				