

Enclosure B

IDEA Grants to States Program (Part B, Section 611)

Explanation of the FFY 2009 Allocation Table

Total Grant Award (Column B)

Column B shows your total grant award for the Grants to States program for Federal Fiscal Year (FFY) 2009. This includes funds from the Omnibus Appropriations Act, 2009, which is the regular appropriation, and funds from the American Recovery and Reinvestment Act of 2009 (ARRA). Funds from the regular appropriation and ARRA were combined for the purpose of calculating State allocations. Column C shows the individual State allocation amounts under just the ARRA, and Column D shows the individual State allocation amounts under just the regular Grants to States appropriation.

The ARRA funds (Column C) will be awarded in two allocations: 50% of the funds in March, 2009 (Column M) and the remaining 50% by September 30, 2009 (Column N). The totals in Columns M and N are slightly different due to rounding.

State total grants are calculated as follows: States are first provided an amount equal to the amount they received in FFY 1999. Of the total funds, including the regular allocation and ARRA allocation, in excess of the FFY 1999 level, 85% are allocated to States on the basis of their relative populations of children aged 3 through 21 who are the same age as children with disabilities for whom the State ensures the availability of a free appropriate public education (FAPE) and 15% on the relative populations of children of those ages who are living in poverty. The statute also contains a number of floors and ceilings below and above which a State's allocation may not fall. Most States' allocations are subject to one of these floors or ceilings.

State regular grants are calculated with the same methodology above, using only regular funds in place of total funds. This determines the allocations States would have had if no additional funds were made available by the ARRA. State ARRA funds are then calculated as the difference between State regular grants and State total grants.

Section 611 Base Allocation to LEAs (Column E)

Column E is the portion of the local educational agency (LEA) flow-through amount that must be distributed to LEAs based on the amounts that the LEAs would have received from FFY 1999 funds had the State educational agency (SEA) flowed through 75% of the State award to LEAs. Note that this amount is less than the minimum amount that States were required to provide to LEAs from FFY 1999 funds. The Part B regulations at 34 CFR 300.705(b)(2) clarify how adjustments to the base payment amounts for LEAs are made.

Maximum Set-Aside for Administration (Column F)

Column F includes the maximum State set-aside amount for administration. Before the IDEA was amended by the Individuals with Disabilities Education Improvement Act of 2004, the maximum set-aside for administration was taken as a percentage of the amount available for State-level activities. The maximum amount available for administration is now calculated separately from the amount for other State-level activities. States may reserve not more than the greater of the maximum amount the State was eligible to reserve for State administration for fiscal year 2004 or \$800,000, as adjusted for inflation based on the Consumer Price Index For

All Urban Consumers (CPIU), published by the Bureau of Labor Statistics of the Department of Labor. The maximum amount available for administration for each State for FFY 2009 is an increase of about 3.66% over the maximum amount that was available for FFY 2008.

Each outlying area may reserve for each fiscal year not more than 5% of the amount the outlying area receives under this program or \$35,000, whichever is greater.

Maximum Set-Aside Available for Other State-Level Activities (Columns G - J)

The maximum level of funding that may be set aside from a State's total allocation for State-level activities, other than administration, is contingent upon the amount that the State actually sets aside for administration and whether the State opts to establish a LEA high-risk pool under IDEA, section 611(e)(3). For FFY 2009:

- (1) If the actual amount a State will set aside for State administration is over \$850,000 and the State will use funds from its award to support a high-risk pool, the maximum amount the State may set aside of its total award for State-level activities (other than administration) is 10.0% of its FFY 2006 award as adjusted for inflation based on the CPIU.
- (2) If the actual amount a State will set aside for State administration is over \$850,000 and the State will not use funds from its award to support a high-risk pool, the maximum amount the State may set aside of its total award for State-level activities (other than administration) is 9.0% of its FFY 2006 award as adjusted for inflation based on the CPIU.
- (3) If the actual amount a State will set aside for State administration is \$850,000 or less and the State will use funds from its award to support a high-risk pool, the maximum amount the State may set aside of its total award for State-level activities (other than administration) is 10.5% of its FFY 2006 award as adjusted for inflation based on the CPIU.
- (4) If the actual amount a State will set aside for State administration is \$850,000 or less and the State will not use funds from its award to support a high-risk pool, the maximum amount the State may set aside of its total award for State-level activities (other than administration) is 9.5% of its FFY 2006 award as adjusted for inflation based on the CPIU.

SEAs are required to use some portion of these State set-aside funds on monitoring, enforcement, and complaint investigation and to establish and implement the mediation process required by Part B, section 615(e), including providing for the costs of mediators and support personnel. In addition, States setting aside funds for a high-risk pool, as provided for under section 611(e)(3), must reserve at least 10% of the amount the State reserved for State-level activities for the high-risk pool.

SEAs also may use State set-aside funds: (1) for support and direct services, including technical assistance, personnel preparation, and professional development and training; (2) to support paperwork reduction activities, including expanding the use of technology in the individualized education program process; (3) to assist LEAs in providing positive behavioral interventions and supports and mental health services to children with disabilities; (4) to improve the use of technology in the classroom by children with disabilities to enhance learning; (5) to support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities; (6) for development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of students with

disabilities to post-secondary activities; (7) to assist LEAs in meeting personnel shortages; (8) to support capacity building activities and improve the delivery of services by LEAs to improve results for children with disabilities; (9) for alternative programming for children with disabilities who have been expelled from school, and services for children with disabilities in correctional facilities, enrolled in State-operated or State-supported schools, and in charter schools; (10) to support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities, in accordance with sections 1111(b) and 6111 of the Elementary and Secondary Education Act (ESEA) of 1965; and, (11) to provide technical assistance to schools and LEAs, and direct services, including supplemental educational services as defined in section 1116(e) of the ESEA of 1965 to children with disabilities, in schools or LEAs identified for improvement under section 1116 of the Elementary and Secondary Education Act of 1965 on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement to meet or exceed the objectives established by the State under section 1111(b)(2)(G) of the ESEA of 1965.

Section 611 Population/Poverty

The minimum amount that a State must flow through to LEAs based on population/poverty equals the total award (Column B) minus the LEA base allocation (Column E), the maximum amount available for administration (Column F), and the maximum amount available for other State-level activities (Column G, H, I, or J). Of this amount, 85% is distributed on a pro rata basis to LEAs according to public and private elementary and secondary school enrollment, and 15% on a pro rata basis to LEAs according to the number of children in LEAs living in poverty, as determined by the State.