

COUNCIL FOR EXCEPTIONAL CHILDREN

FEDERAL  
OUTLOOK

*for*

Exceptional  
Children

**FISCAL YEAR**

**2015**



Council for  
Exceptional  
Children

The voice and vision of special education



CEC Recommendation FY 2015	FY 2014 Funding Level	FY 2013 Funding Level
\$1.029 Billion	\$438.500 Million	\$419.653 Million

## FUNDING CONSIDERATIONS

The Individuals with Disabilities Education Act (IDEA) Infants and Toddlers with Disabilities Program (Part C) is a voluntary grant program for states to develop and implement a statewide, comprehensive, coordinated, multidisciplinary, interagency system that provides early intervention services for infants and toddlers with disabilities, ages birth through 2 years, and their families.

Part C Funds are administered by a lead agency appointed by the governor of the state, with the participation of a state interagency coordinating council also appointed by the governor. Federal funds under this program are used for the planning, development, and implementation of a statewide system for the provision of early intervention services. Funds may also be used for the general expansion and improvement of early intervention services. Infants and toddlers are eligible for this program if they have a developmental delay or a diagnosed condition with a high probability of resulting in developmental delay. At state discretion, children who are at risk for developmental delay may also be included in the target population for the program. Early intervention services for each eligible child include:

1. A multidisciplinary evaluation and assessment; and
2. A written individualized family services plan (IFSP) developed by a multidisciplinary team which includes the parents. Services are available to each child and his or her family as stated in the IFSP. Teams must design and provide service coordination and the services based on individual developmental needs.

Over the last decade, 20% of states have narrowed their eligibility criteria and states are increasingly enacting systems that charge families for early intervention services. States and communities struggle to appropriately address the needs of young children with disabilities, especially in this vulnerable economy.

## CEC RECOMMENDATION

CEC urges Congress to strengthen its partnership with states by investing \$1.029 billion in the IDEA Infants and Toddlers with Disabilities Program (Part C) for FY 2015. This increase will assist states in planning, developing, and implementing statewide Early Intervention systems. The President recommended a \$3.3 million dollar increase for this program in his FY 2015 budget. A substantial federal commitment will help ensure that infants and toddlers and their families receive the services they need and deserve.



# 20%

Percent of states that have narrowed eligibility over the last decade

# 75%

Percent of states have charged families for services to assist with the costs of supporting programs under Part C

# 34%

Decrease in funding per child between 1992-2012



Sean Acker is enrolled in the Barber National Institute Bright Beginning Early Intervention program in Northwestern Pennsylvania. Sean is diagnosed with Congenital Fiber-Type Disproportion Myopathy, which is characterized by decreased muscle tone and generalized muscle weakness. Respiratory involvement, contractures, spinal deformities and feeding difficulties are common in this disorder.

Sean was referred for Early Intervention when he was just two months old. At that time, he was unable to hold his head up in any position. The family was having difficulty feeding him and they were concerned that he might choke and get formula into his lungs. His weight gain was slow. Sean began receiving Physical Therapy to improve his overall strength and help him gain control of his head. Because of continuing concerns about feeding and weight gain, Sean had a feeding tube inserted. After that, Occupational Therapy service was added to help increase the amount of thickened food in Sean's diet so that he didn't have to rely on the tube

feeding to get all of his calories. Sean receives services in his home with one or both of his parents present.

Since beginning therapy, Sean is now growing steadily and getting stronger. Like other toddlers his age, he is able to walk independently in the house and enjoys riding his ride-on toy. He continues to receive Physical Therapy to help him gain more strength and skills so that he will be able to play in the yard with his brothers.

Continued funding for Early Intervention programs will give children like Sean the help they need to achieve the best possible outcomes as they continue to grow.

Kathy Schreckengost  
Physical Therapist

CEC Recommendation FY 2015	FY 2014 Funding Level	FY 2012 Funding Level
\$1.125 Billion	\$353.28 Million	\$353.28 Million

### FUNDING CONSIDERATIONS

The Individuals with Disabilities Education Act (IDEA) Preschool Grant Program (also known as Part B Section 619) is intended to help states ensure that all preschool-aged children with disabilities receive special education and related services. In 1986, before this program existed, only half of the states provided services to preschoolers with disabilities.

Funds are used to provide the full range and variety of appropriate preschool special education and related services to children with disabilities 3 through 5 years of age. State education agencies (SEAs) receive this funding, and through them, local education agencies (LEAs) and educational service agencies are eligible for grants under this program.

Over the last two decades, the enrollment of preschool children with disabilities receiving services provided by IDEA has grown by over 420,000 or 60%, while federal funding has only increased by 25%, without taking into account inflation. Over the last decade alone, funding has decreased by over \$15 million. In 1992, the federal government spent \$803 dollars per child; by 2013 it was only spending \$507 dollars per child, a decrease of 37%. Without a sustained commitment to funding, it will be extremely challenging to ensure children will receive appropriate services, particularly in these difficult economic times. Thus, the reality is that when federal funding fails to keep pace with program growth, children, families, schools, and states bear a disproportionate share of the financial burden.

States and districts have had to bear the brunt of these increased costs while seeing no increase in the federal share. In many cases, local education agencies have taken the hardest hit. The impact has resulted in increases in costs to states and local districts to continue to support federally mandated services. In many situations ongoing state and district services have had to be cutback or local taxes have had to increase in order to comply with federal regulations and mandates around IDEA.

### CEC RECOMMENDATION

CEC urges Congress to reverse course and follow the advice of our nation's leading researchers and practitioners by making a substantial investment in preschool children with disabilities.

A federal investment of \$1.125 billion is critical to the success of this program and the children, families, and communities it serves.



# \$803

Federal dollars spent per child  
on Section 619 in 1992

# \$471

Federal dollars spent per  
child on Section 619 in 2013

# 41%

Amount of decrease in federal spending  
per child over the last 21 years



Justice Coleman was placed in the Inclusive Placement Opportunities for Preschoolers (IPOP) classroom at Kenneth Culbert Elementary School in Loudoun County, Virginia. IPOP is a preschool program that fosters appropriate communication, social, motor, and cognitive skills in an inclusive setting, serving students with delays or special needs alongside students who are typically developing.

Justice has significant developmental delays including cerebral palsy, laryngeal malacia, tracheal malacia, vision and hearing impairments and agenesis of the corpus callosum. She began receiving services shortly after birth through Early Intervention (EI) and received physical, occupational and vision therapies.

Justice's classroom had an equal number of children with and without disabilities which promotes positive social interactions. Justice has worked to make her vision more functional, fully utilize her assistive technology, and spontaneously greet her friends. Physically she has worked to activate the promethean board with switches, engage in vocalizations, and develop

controlled use of her fingers, hands and arm for ball throwing, coloring, painting and music activities.

IDEA has provided part of the funding, supports and services Justice benefited from which form the foundation of her education and have allowed Justice to gain access to typically developing peers. Being in an inclusion setting with typically developing peers has been highly motivating and encouraged her to maximize her skills.

Cara Coleman, Mother

Colleen Whalen Johnson, Special Education Supervisor, Loudoun County Public Schools

CEC Recommendation FY 2015	FY 2014 Funding Level	FY 2013 Funding Level
\$12.906 Billion	\$11.473 Billion	\$10.975 Billion

### FUNDING CONSIDERATIONS

When Congress enacted the Individuals with Disabilities Education Act (IDEA) formerly known as, The Education for All Handicapped Children Act P.L. 94-142, in 1975, it authorized the federal government to pay 40% of each state's "excess cost" of educating children with disabilities. That amount – commonly referred to as the "IDEA full funding" amount – is calculated by taking 40% of the national average per pupil expenditure (APPE) multiplied by the number of children with disabilities served under IDEA in each state.

Unfortunately, Congress has never fulfilled this promise, and in recent years, the Federal share for IDEA funding has steadily fallen. As the law itself continues to thrive, the intended federal/state/local cost-sharing partnership has not been realized because Congress never fulfilled its financial obligation. As a result, states and local communities have been forced to pay a higher proportion of the special education costs. But ultimately, it's the six million students with disabilities and their families who are shortchanged.

### CEC RECOMMENDATION

When IDEA funding is reduced or remains stagnant, it is increasingly difficult for schools to provide the special education services needed by children and youth with disabilities. Moreover, when states confront deep deficits, education funding and the services it ensures are jeopardized, making an increased federal investment even more important.

Therefore, CEC calls on Congress to increase federal spending on IDEA. Congress should also make IDEA funding mandatory, instead of discretionary, which would ensure the certainty and consistency these programs need and children deserve.

Today, more than ever, children with disabilities learn alongside their general education peers. In fact, nearly 60% of students with disabilities are in general education classrooms for 80% or more of their school day. To effectively implement IDEA, funding is needed to improve the process of collaboration between special and general education. To support this environment, IDEA encourages and supports, among other priorities, comprehensive teacher training, and development of new materials and resources for teachers and students, including those that employ universal design for learning elements. These improvements cannot be made or sustained without a meaningful increase in federal funding.

CEC calls on Congress to give IDEA funding the high priority it requires. An appropriation of \$12.906 billion for FY 2015 would represent an important reaffirmation of the federal commitment to IDEA. Congress should fulfill its 39-year old promise: IDEA funding should be available and mandatory.



# 6 million

Students with disabilities are served by  
IDEA

# 83%

of special educators say funding cuts  
impact the delivery of services

# 15.3%

Congress's current investment in special  
education, far from the 40% promised in  
1975

Kayleigh Oxandabourne was a Kindergartener at Pine Tree Hill Elementary School in Camden, South Carolina. She has Developmental Delays and was fully included in the Kindergarten classroom.

Kayleigh has benefited from IDEA's programs since she was a baby when she received services from an early interventionist, physical, occupational, and speech therapists. When she was three, she transitioned into a public preschool class for students with developmental delays.

Kayleigh entered school with limited motor control. She could not take care of her personal needs, relied on others to move her around the classroom, was pushed in a stroller around the school, required special equipment to help her sit up in class and was totally non-verbal. Through it all, Kayleigh entered school with a great family support system and a personal attitude of "I CAN DO IT MYSELF!"

Kayleigh fully participates in all classroom activities and has a personal assistant, continues to receive OT, PT and speech therapies, and utilizes assistive technology to ensure access to the general education curriculum. She now walks with her class and has developed friendships that transcend the classroom. This is because of collaborative partnerships, insightful planning, a strong support system, quality early intervention, and a little girl who always knew she could do it!

Kayleigh exemplifies the positive impact of IDEA in the lives of children with exceptional learning needs. IDEA has partially funded Kayleigh's interventions and services. The money invested in Kayleigh is now saving much more as she needs few adaptive devices and less support. Most importantly fully funding IDEA will result in better outcomes for all children, including Kayleigh.

Jennifer Watson  
Teacher



The IDEA National Activities to Improve Education of Children with Disabilities Program (Part D) provides the critical infrastructure, training, research and development functions necessary to drive improvements in all aspects of special education practice through professional development, technical assistance, and parent information centers, among other initiatives.

According to the U.S. Department of Education, nearly every state has a shortage of special education professionals, a trend that has continued for decades and is further compounded by the growing number of children and youth with disabilities who have complex needs. IDEA Part D programs provide states, school districts and schools with the tools needed to address this challenge, when adequately resourced. Although these programs serve a critical function in the delivery of special education services, the total investment is a paltry 2% of the IDEA federal funding budget.

Specifically, the IDEA National Activities Program invests in:

1. **State Personnel Development Grants:** Competitive grants to help states reform and enhance systems for personnel preparation and professional development in the areas of early intervention, educational, and transition services to improve results for children with disabilities. Thirty-seven states currently receive a SPDG grant.
2. **Technical Assistance and Dissemination:** Competitive grants that provide educators, policymakers, other service providers and parents of children with disabilities with information on effective practices for meeting the needs of children with disabilities and their families.
3. **Personnel Preparation:** Competitive grants to increase the pipeline of well-prepared special education teachers, early interventionists, administrators, and related service personnel by providing financial assistance to individuals to access college and gain expertise, who are required to “pay back” through two years of service in a high-need area for every year of federal support; a wise use of federal funding.
4. **Parent Training and Information Centers:** Provide parents with the training and information they need to work with professionals in meeting the early intervention and special education needs of their children with disabilities.
5. **Educational Technology, Media and Materials Program:** Competitive grants for research, development, and other activities that promote the use of technology, including universal design features, in providing special education and early intervention services.



# 2%

Of the total IDEA budget is  
invested in the Part D  
National Activities

# 5

IDEA Part D Funding Supports  
Five Overarching Programs

# 50

Every state receives IDEA Part D  
funding to support educators,  
families, and children with disabilities.

CEC calls on Congress to dramatically increase the investment for the IDEA National Activities Program (Part D) to \$853.931 million. This investment would enable IDEA's research and development program to be funded at a rate comparable to the industry standard. Currently, IDEA Part D receives only 2% of the total IDEA federal funding budget while the private sector – recognizing the importance of R&D – invests 10%. CEC's recommendation takes a slightly more conservative approach by recommending an overall funding level for IDEA Part D at 7% of the total IDEA federal investment.

Specifically, CEC recommends the following:

<b>IDEA National Activities Programs</b>	<b>FY 2015 CEC Recommendation (in millions)</b>	<b>FY 2014 Appropriation (in millions)</b>
<b>State Personnel Development Grants</b>	\$158.135	\$41.630
<b>Technical Assistance and Dissemination</b>	\$168.678	\$44.345
<b>Personnel Preparation</b>	\$316.270	\$83.700
<b>Parent Training and Information Centers</b>	\$105.424	\$27.404
<b>Education Technology, Media, and Materials</b>	\$105.424	\$28.047
<b>IDEA National Activities Programs (Part D) Total</b>	<b>\$853.931</b>	<b>\$225.126</b>

### IDEA National Activities Programs In Action!

- Over 1.1 Million Families and Professionals Received Individual Assistance from IDEA's Parent Training and Information Centers from 2010-2011.
- Of the 37 states currently receiving a State Personnel Development grant, Kansas has used this investment to support implementation of multi-tiered system of support across the state which has resulted in dramatic academic achievement in reading and math.
- The Center on Positive Behavioral Supports and Interventions – one of IDEA's Technical Assistance and Dissemination Grants – has supported the implementation of PBIS in over 16,000 schools nationwide. Research has shown PBIS improves academic and behavioral outcomes for all students.
- Bookshare – a grantee of the Educational Technology, Media and Materials program – has provided over 190,000 accessible books/textbooks to over a quarter million users.
- The Personnel Preparation program provides financial assistance to approximately 8,000 scholars annually, all of whom are preparing for a career to serve children and youth with disabilities, which they "pay back" through a service obligation in a high-need school.

CEC Recommendation FY 2015	FY 2014 Funding Level	FY 2013 Funding Level
\$200.305 Million	\$54.0 Million	\$47.295 Million

## FUNDING CONSIDERATIONS

Research in special education and its dissemination to practitioners in the field is critical to supporting the academic achievement and development of America's six million children and youth with disabilities. Additionally, practitioners are required by the Individuals With Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act/No Child Left Behind (NCLB) to use evidence-based interventions, many of which come as the result of research supported by the National Center for Special Education Research (NCSEER), one of four center within the Institute for Education Sciences, the research arm of the U.S. Department of Education.

NCSEER funded research has made numerous significant contributions, such as:

- Autism: Building Comprehensive School-based Interventions to Improve Child Outcomes
- Early Identification and Intervention: Optimizing Developmental Outcomes and School Readiness
- Closing the Achievement Gap in Reading
- Building a Strong Foundation in Mathematics
- Improving Outcomes for Children with Disabilities through Technology and Small Business Innovations
- Understanding the Needs of Adolescents with Disabilities
- Improving Response to Intervention Models
- Improving Social, Emotional, and Behavioral Skills with Targeted Interventions

In FY 2011, federal funding for research in special education was cut by 30% -- \$20 million. As a result, NCSEER was forced to reduce its investment in new research by 75% for 2013.

Educators and early interventionists rely on research findings by NCSEER to expand and enhance their knowledge, understanding, and services for children and youth with disabilities. A significant increase in funding is crucial to ensure that children and youth with disabilities and the professionals who work on their behalf have access to the evidence-based practices they deserve.

## CEC RECOMMENDS

To support research in special education and early intervention for infants, toddlers, and children with disabilities, CEC recommends an appropriation of \$200.305 million for special education research for FY 2015. This additional funding would support grants that focus on understanding the needs of children with disabilities. Furthermore, it would enable practitioners to access scientifically/evidence-based research, as mandated by IDEA and NCLB.



# -75%

**Due to a 30% funding cut in FY 2011,  
NCSEER was forced to reduce its  
investment in new research by 75% in  
2013**

# 60%

**Of highly ranked special education  
research grants NOT funded due to  
budget cuts in 2013**

## CLOSING THE ACHIEVEMENT GAP IN READING

The gap in reading performance between students with disabilities and their nondisabled peers is wide: 64% of eighth grade students with disabilities read below the basic level compared to 20% of their peers without disabilities.

To address this gap, NCSER supports research on effective reading instruction for students with or at risk for disabilities from kindergarten through grade 12. Seminal reports, such as the National Reading Panel report, recommend that effective reading instruction incorporate five critical skills: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

However, questions remain about how to best teach these skills to improve literacy outcomes of students with a wide range of disabilities. Through NCSER funding, scientists develop and rigorously evaluate targeted, intensive interventions to determine which are most effective for improving reading outcomes and closing the gap between students with disabilities and their peers.

Findings from the NCSER investment in reading research indicate that intensive interventions in the five critical skills mentioned above improve reading outcomes for early elementary students with or most at risk for reading disabilities compared to interventions typically provided by schools. Further, interventions that feature an interactive approach and frequent instructional adjustments may provide advantages that extend into subsequent grades. Intervention research on developing the critical reading skills extends to students with intellectual disabilities.

Historically, students with intellectual disabilities received literacy instruction limited to isolated skills or specific sight words deemed important for daily living. With support from NCSER, scientists began developing a body of work that investigates whether students with intellectual disabilities show gains when provided comprehensive, explicit, systematic instruction that includes word-level and comprehension skills as well as sight-word instruction. Investigators demonstrated that students with intellectual disabilities can acquire phonological awareness and phonics skills, strong predictors of learning to read, and that comprehensive reading instruction produces better reading outcomes compared to instruction that only includes sight words. These findings are consistent with knowledge on effective, scientifically-based reading instruction for typically-developing students and suggest it may be applicable for students with intellectual disabilities. However, to reach basic levels of literacy, students with intellectual disabilities may need instruction that lasts two to three years longer than that provided to typically-developing students.

NCSER also funds reading research with other groups of students. For example, NCSER researchers are developing and evaluating the promise of a reading intervention that incorporates critical components of early reading and also addresses the challenges with memory, expressive language, and motivation often exhibited by children with Down syndrome. NCSER also supports promising approaches for teaching the critical components of reading to young students who are deaf or hard of hearing. Preliminary results suggest that children who are deaf or hard of hearing can learn sound and letter correspondence.

Questions remain, though, regarding the most effective instructional approaches for intervening with students who continue to show little to no improvement in reading outcomes despite receiving intensive intervention. The questions are particularly pronounced for students in late elementary school through high school. Little is known about what instruction should look like for these students with respect to content, delivery mechanisms, intensity, length, and setting. With NCSER's recently completed *Accelerating the Academic Achievement of Students with Learning Disabilities Research Initiative*, a network of scientists and educators will further build a science of intensive instruction for older students.

*Adapted from the National Center for Special Education Research, Summary of Research Findings 2006-2012*



CEC Recommendation FY 2015	FY 2014 Funding Level	FY 2013 Funding Level
\$20.0 Million	\$5.0 Million	\$0

### FUNDING CONSIDERATIONS

Although there has been a substantial focus on closing achievement gaps at lower levels of performance, policy makers have given little attention to the growing *excellence gap*, the difference between disadvantaged students and their more advantaged peers at the top levels of achievement. Recent research analyzing data derived from the National Assessment of Educational Progress (NAEP) and state assessments demonstrates the existence of an *excellence gap* in every state which will take up to a century to close among various subgroups.

Unfortunately, federal and state policy makers have largely ignored the *excellence gap*, investing few resources into gifted education programs. In the absence of federal support, states – and more often, local school districts – are forced to decide if and how much to invest in gifted education. State commitments to gifted education vary dramatically with some states mandating and funding gifted education and others remaining virtually silent on the issue. Furthermore, a closer look at the distribution of gifted education programs within states – including those states with mandates and funding – expose a concentration of gifted programs in more affluent school districts, thereby neglecting students with high potential from disadvantaged backgrounds. A trend further confirmed by the Office of Civil Rights, U.S. Department of Education.

Although the Jacob K. Javits Gifted and Talented Student Act seeks to directly address this issue, its funding was eliminated in FY 2011, but partially restored to \$5.0 million in FY '14.

### CEC RECOMMENDATION

At a time when the nation recognizes the importance of remaining globally competitive, Congress has eliminated funding for the only federal program that addresses the educational needs of students with gifts and talents, the Javits Act.

CEC recommends reversing course and investing in the Javits Act by allocating an appropriation of \$20 million to enable the Javits program to better support its research, and state and local grant initiatives.



## \$5 Million

Federal investment to support gifted education

## 3 million

Number of students with gifts and talented throughout the country

## 50

Every state has an “excellence gap”, the achievement gap at the top levels of performance between students from disadvantaged backgrounds and their more advantaged peers

## SCALING UP JAVITS GRANTS: HOW SMALL GRANTS WITH BROAD IMPACT ARE CHANGING THE LIVES OF STUDENTS ACROSS THE COUNTRY

The purpose of the Javits Act is to identify best practices in gifted education for students traditionally underrepresented in gifted education programs – such as students from low socioeconomic backgrounds, students with disabilities, and English language learners.

Over the 20-year existence of the Javits Act, federal funds have been used to conduct over 125 research grants to determine effective strategies for identifying and serving underrepresented students in gifted education, including providing professional development for teachers to better recognize and differentiate instruction to promote higher order thinking skills.

The strategies developed as a result of the Javits Act have resulted in increased standardized test scores, increased mastery of content and higher order concepts, and changes in teaching practices to better serve high ability students – particularly students from disadvantaged backgrounds.

Although the Javits program does not provide funding for scale up or dissemination activities, many strategies discovered and tested through the Javits Act have been replicated throughout the nation, such as:

- **Gifted Education Curriculum Developed by the College of William and Mary:** In 1988, the College of William and Mary received its first Javits grant to develop tailored curriculum units for low-income, minority students. Over the course of 20 years, and multiple Javits grants, the curriculum developed – which focuses on science, language arts (reading comprehension), and social studies – has impacted 600,000 students, distributed to school districts in all 50 states and 28 countries, and has trained 60,000 teachers. Results include:
  - Improved student performance on standardized assessments, including for students who are eligible for Title I;
  - African-American students had greater growth trajectories on achievement tests (ITBS) and critical thinking assessments;
  - Enhanced expectations for all students;
  - Lasting professional development.*More info: <http://www.eric.ed.gov/PDFS/ED506369.pdf>*

- **Project U-STARS~PLUS:** Originally, this grant was a collaboration between the University of North Carolina – Chapel Hill and three rural districts in North Carolina to use high-quality science instruction to support the early recognition of high potential for K-3 students from economically disadvantaged and/or culturally and linguistically diverse families.

Although grant funding has ended, U-STARS~PLUS has proved to be a self-sustaining program that continues to expand. It is currently being implemented in 38 school districts and 100 schools in North Carolina, Colorado, Louisiana, Ohio, Illinois, and Wisconsin. Over 1,000 kindergarten through third-grade teachers are involved and more than 21,000 young children have been impacted. The original team at UNC-Chapel Hill continues to provide contact support to teachers participating in U-STARS~PLUS.

*More info: [http://www.fpg.unc.edu/~snapshots/Snap61\\_USTARS.PDF](http://www.fpg.unc.edu/~snapshots/Snap61_USTARS.PDF)*

- **Project M3: Mentoring Mathematical Minds:** Project M3 math curriculum for students in Grades 3-5 is used in 46 states and foreign countries including Singapore and Korea, though its original focus was on 10 schools of varying socioeconomic levels in Connecticut and Kentucky. Additionally, M3 has been modified for younger students as part of a National Science Foundation Grant.

M3 consists of a series of advanced math curriculum – one to two grades levels beyond the general education curriculum – and focuses on the development of critical and creative thinking skills in problem solving. *More info: <http://www.projectm3.org/>*

## FY 2015 Appropriation Recommendations for Federal Programs for the Education of Exceptional Children Dollars (in thousands)

Programs	Appropriation FY 2010	Appropriation FY 2011	Appropriation FY 2012	Appropriation FY 2013	Appropriations FY 2014	CEC Recommended FY 2015
<b>Individuals with Disabilities Education Act (IDEA)</b>						
• State and Local Grant Program	\$11,505,211	\$11,482,200	\$11,577,860	\$10,974,866	\$11,473	\$12,906,093
• Preschool Grants Program	\$374,099	\$373,351	\$372,645	\$353,238	\$353,238	\$1,125,000
• Infants and Toddlers with Disabilities Program (Part C)	\$439,427	\$438,548	\$442,710	\$419,653	\$438,500	\$1,029,427
• Part D Support Programs						
• State Personnel Development Grants	\$48,000	\$46,846	\$43,900	\$41,630	\$41,630	\$158,135
• Personnel Preparation	\$90,653	\$88,466	\$88,300	\$83,700	\$83,700	\$316,270
• Technical Assistance, Demonstration Projects, Dissemination of Information, and Implementation of Scientifically Based Research	\$49,549	\$48,806	\$46,800	\$44,345	\$44,345	\$168,678
• Parent Information Centers	\$28,028	\$27,972	\$28,900	\$27,404	\$27,404	\$105,424
• Technology Development, Demonstration and Utilization, and Media Services	\$43,973	\$28,644	\$29,600	\$28,047	\$28,047	\$105,424
• Part D Support Programs Total	\$260,203	\$240,734	\$237,500	\$225,126	\$225,126	\$853,931
<b>IDEA TOTAL</b>	<b>\$12,578,940</b>	<b>\$12,578,940</b>	<b>\$12,630,715</b>	<b>\$11,972,883</b>	<b>\$12,489,864</b>	<b>\$15,914,451</b>
<b>Education Sciences Reform Act (ESRA)</b>						
• Research in Special Education	\$70,585	\$50,983	\$49,900	\$47,295	\$54,000	\$200,305
<b>Elementary and Secondary Education Act (ESEA)</b>						
• Jacob K. Javits Gifted and Talented Students Education Act	\$7,463	\$0	\$0	\$0	\$5,000	\$20,000

