OMB NO. 1820-0030
Expires: 08/31/2009

ANNUAL STATE APPLICATION UNDER PART B OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT AS AMENDED IN 2004 FOR FEDERAL FISCAL YEAR 2009

CFDA No. 84.027A and 84.173A

ED FORM No. 9055

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION PROGRAMS
Washington, DC 20202-2600

__South Carolina__
State

Section I

A. Submission Statement for Part B of IDEA

Please select 1 or 2 below. Check 3 if appropriate.

___x__ 1. The State provides assurances that it has in effect policies and procedures to meet all eligibility requirements of Part B of the Act as found in PL 108-446, the Individuals with Disabilities Education Act and applicable regulations (IDEA). The State is able to meet all assurances found in Section II.A of this Application.

_____ 2. The State cannot provide assurances for all eligibility requirements of Part B of the Act as found in PL 108-446. The State has determined that it is unable to make the assurances that are checked as 'No' in Section II.A. However, the State assures that throughout the period of this grant award the State will operate consistent with all requirements of IDEA in PL 108-446 and applicable regulations. The State will make such changes to existing policies and procedures as are necessary to bring those policies and procedures into compliance with the requirements of the IDEA, as amended, as soon as possible, and not later than June 30, 2010. The State has included the date by which it expects to complete necessary changes associated with assurances marked 'No'. (Refer to Assurances found in Section II.A.)

Optional:

_____ 3. The State is submitting modifications to State policies and procedures previously submitted to the Department. These modifications are: (1) deemed necessary by the State, for example when the State revises applicable State law or regulations; (2) required by the Secretary because there is a new interpretation of the Act or regulations by a Federal court or the State's highest court; and/or (3) because of an official finding of noncompliance with Federal law or regulations.

B. Conditional Approval for Current Grant Year

If the State received conditional approval for the current grant year, check the appropriate statement(s) below:

1. Conditional Approval Related to Assurances in Section II.A:

_____ a. Section II.A provides documentation of completion of all issues identified in the FFY 2008 conditional approval letter.

_____ b. As noted in Section II.A, the State has not completed all issues identified in the FFY 2008 conditional approval letter.

2. Conditional Approval Related to Other Issues:

_____ a. The State previously submitted documentation of completion of all issues identified in the FFY 2008 conditional approval letter.

_____ b. The State is attaching documentation of completion of all issues identified in the FFY 2008 conditional approval letter. *(Attach documentation showing completion of all issues.)*

_____ c. The State has not completed all issues identified in the FFY 2008 conditional approval letter. *(Attach documentation showing completion of any issues and a list of items not yet completed.)*

Section II

A. Assurances Related to Policies and Procedures

The State makes the following assurances that it has policies and procedures in place as required by Part B of the Individuals with Disabilities Education Act. (20 U.S.C. 1411-1419; 34 CFR §§300.100-300.174)

Check and enter date(s) as applicable		
Yes (Assurance is given.)	**No** (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)	**Assurances Related to Policies and Procedures**
x		1. A free appropriate public education is available to all children with disabilities residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled, in accordance with 20 U.S.C. 1412(a)(1); 34 CFR §§300.101-300.108.
x		2. The State has established a goal of providing a full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. (20 U.S.C. 1412(a)(2); 34 CFR §§300.109-300.110)
x		3. All children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services in accordance with 20 U.S.C. 1412(a)(3); 34 CFR §300.111.
x		4. An individualized education program, or an individualized family service plan that meets the requirements of section 636(d), is developed, reviewed, and revised for each child with a disability in accordance with 34 CFR §§300.320 through 300.325. (20 U.S.C. 1412(a)(4); 34 CFR §300.112)
x		5. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily in accordance with 20 U.S.C. 1412(a)(5)(A)-(B); 34 CFR

Check and enter date(s) as applicable		
Yes (Assurance is given.)	**No** (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)	**Assurances Related to Policies and Procedures**
		§§300.114-300.120.
x		6. Children with disabilities and their parents are afforded the procedural safeguards required by 34 CFR §§300.500 through 300.536 and in accordance with 20 U.S.C. 1412(a)(6); 34 CFR §300.121.
x		7. Children with disabilities are evaluated in accordance with 34 CFR §§300.300 through 300.311. (20 U.S.C. 1412(a)(7); 34 CFR §300.122)
x		8. Agencies in the State comply with 34 CFR §§ 300.610 through 300.626 (relating to the confidentiality of records and information). (20 U.S.C. 1412(a)(8); 34 CFR §300.123)
x		9. Children participating in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under this part, experience a smooth and effective transition to those preschool programs in a manner consistent with section 637(a)(9). By the third birthday of such a child, an individualized education program or, if consistent with 34 CFR §300.323(b) and section 636(d), an individualized family service plan, has been developed and is being implemented for the child. The local educational agency will participate in transition planning conferences arranged by the designated lead agency under section 635(a)(10). (20 U.S.C. 1412(a)(9); 34 CFR §300.124)
x		10. To the extent consistent with the number and location of children with disabilities in the State who are enrolled by their parents in private elementary schools and secondary schools in the school district served by a local educational agency, provision is made for the participation of those children in the program assisted or carried out under this part by providing for such children special education and related services in accordance with the requirements found in 34 CFR §§300.130 through 300.148 unless the Secretary has arranged for services to those children under subsection (f) [By pass]. (20 U.S.C. 1412(a)(10); 34 CFR §§300.129-300.148)
x		11. The State educational agency is responsible for ensuring that the requirements of Part B are met according to 34 CFR §300.149 and that the State monitors and enforces the requirements of Part B in accordance with 34 CFR §§300.600-300.602 and 300.606-300.608.

Check and enter date(s) as applicable		
Yes (Assurance is given.)	**No** (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)	**Assurances Related to Policies and Procedures**
		(20 U.S.C. 1412(a)(11); 34 CFR §300.149)
x		12. The Chief Executive Officer of a State or designee of the officer shall ensure that an interagency agreement or other mechanism for interagency coordination is in effect between each public agency described in subparagraph (b) of 34 CFR §300.154 and the State educational agency, in order to ensure that all services described in paragraph (b)(i) that are needed to ensure a free appropriate public education are provided, including the provision of such services during the pendency of any dispute under clause (iii). Such agreement or mechanism shall meet the requirements found in 20 U.S.C. 1412(a)(12)(A)-(C); 34 CFR §300.154.
x		13. The State educational agency will not make a final determination that a local educational agency is not eligible for assistance under this part without first affording that agency reasonable notice and an opportunity for a hearing. (20 U.S.C. 1412(a)(13); 34 CFR §300.155)
x		14. The State educational agency has established and maintains qualifications to ensure that personnel necessary to carry out this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities as noted in 20 U.S.C. 1412(a)(14)(A)-(E); 34 CFR §300.156.
x		15. The State has established goals for the performance of children with disabilities in the State that meet the requirements found in 20 U.S.C. 1412(a)(15)(A)-(C); 34 CFR §300.157.
x		16. All children with disabilities are included in all general State and districtwide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs as noted in 20 U.S.C. 1412(a)(16)(A)-(E); 34 CFR §300.160.
x		17. Funds paid to a State under this part will be expended in accordance with all the provisions of Part B including 20 U.S.C. 1412(a)(17)(A)-(C); 34 CFR §300.162.

Check and enter date(s) as applicable		
Yes (Assurance is given.)	**No** (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)	**Assurances Related to Policies and Procedures**
x		18. 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 in accordance with 20 U.S.C. 1412(a)(18)(A)-(D); 34 CFR §300.163.
x		19. Prior to the adoption of any policies and procedures needed to comply with this section (including any amendments to such policies and procedures), the State ensures that there are public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities. (20 U.S.C. 1412(a)(19); 34 CFR §300.165)
x		20. In complying with 34 CFR §§300.162 and 300.163, a State may not use funds paid to it under this part to satisfy State-law mandated funding obligations to local educational agencies, including funding based on student attendance or enrollment, or inflation. (20 U.S.C. 1412(a)(20); 34 CFR §300.166)
x		21. The State has established and maintains an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State as found in 20 U.S.C. 1412(a)(21)(A)-(D); 34 CFR §§300.167-300.169.
x		22. The State educational agency examines data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities in accordance with 20 U.S.C. 1412(a)(22)(A)-(B); 34 CFR §300.170.
x		23a. The State adopts the National Instructional Materials Accessibility Standard for the purposes of providing instructional materials to blind persons or other persons with print disabilities, in a timely manner after the publication of the National Instructional Materials Accessibility Standard in the Federal Register in accordance with 20 U.S.C. 1412(a)(23)(A) and (D); 34 CFR §300.172.
		23b. *(Note: Check either "23b.1" or "23b.2" whichever applies.*
x		23b.1 The State educational agency coordinates with the National Instructional

Check and enter date(s) as applicable		
Yes (Assurance is given.)	**No** (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)	**Assurances Related to Policies and Procedures**
		Materials Access Center and not later than 12/03/06 the SEA as part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials enters into a written contract with the publisher of the print instructional materials to: • require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Access Center, electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard; or • purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats. (20 U.S.C. 1412(a)(23)(C); 34 CFR §300.172)
		23b.2 The State Educational Agency has chosen not to coordinate with the National Instructional Materials Access Center but assures that it will provide instructional materials to blind persons or other persons with print disabilities in a timely manner. (20 U.S.C. 1412(a)(23)(B); 34 CFR §300.172)
x		24. The State has in effect, consistent with the purposes of the IDEA and with section 618(d) of the Act, policies and procedures designed to prevent the inappropriate over identification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in 34 CFR §300.8. (20 U.S.C 1412(a)(24); 34 CFR §300.173)
x		25. The State educational agency shall prohibit State and local educational agency personnel from requiring a child to obtain a prescription for a substance covered by the Controlled Substances Act (21 U.S.C. 812(c)) as a condition of attending school, receiving an evaluation under 34 CFR §§300.300 through 300.311, or receiving services under the IDEA as described in 20 U.S.C. 1412(a)(25)(A)-(B); 34 CFR §300.174.

B. Other Assurances

The State also makes the following assurances:

Yes	Other Assurances
x	1. The State shall distribute any funds the State does not reserve under 20 U.S.C. 1411(e) to local educational agencies (including public charter schools that operate as local educational agencies) in the State that have established their eligibility under section 613 for use in accordance with this part as provided for in 20 U.S.C. 1411(f)(1)-(3); 34 CFR §300.705.
x	2. The State shall provide data to the Secretary on any information that may be required by the Secretary. (20 U.S.C. 1418(a)(3); 34 CFR §§300.640-300.645.)
x	3. The State, local educational agencies, and educational service agencies shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds. (34 CFR §76.702)
x	4. As applicable, the assurance in OMB Standard Form 424B (Assurances for Non-Construction Programs), relating to legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards; wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all Federal laws, executive orders and regulations.

C. Certifications

The State Educational Agency is providing the following certifications:

Yes	
x	1. The State certifies that ED Form 80-0013, *Certification Regarding Lobbying*, is on file with the Secretary of Education. With respect to the *Certification Regarding Lobbying,* the State recertifies that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; that the State shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and that the State Agency shall require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all sub awards at all tiers.
x	2. The State certifies that certifications in the Education Department General Administrative Regulations (EDGAR) at 34 CFR §80.11 relating to State eligibility, authority and approval to submit and carry out the provisions of its State application, and consistency of that application with State law are in place within the State.
x	3. The State certifies that the arrangements to establish responsibility for services pursuant to 20 U.S.C. 1412(a)(12)(A); 34 CFR §300.154 are current. This certification must be received prior to the expenditure of any funds reserved by the State under 20 U.S.C. 1411(e)(1); 34 CFR §300.171.

__South Carolina__
State

D. Statement

I certify that the State of ___South Carolina_____ can make the assurances checked as 'yes' in Section II.A and II.B and the certifications required in Section II.C of this application. These provisions meet the requirements of the Part B of the Individuals with Disabilities Education Act as found in PL 108-446. The State will operate its Part B program in accordance with all of the required assurances and certifications.

If any assurances have been checked 'no', I certify that the State will operate throughout the period of this grant award consistent with the requirements of the IDEA as found in PL 108-446 and any applicable regulations, and will make such changes to existing policies and procedures as are necessary to bring those policies and procedures into compliance with the requirements of the IDEA, as amended, as soon as possible, and not later than June 30, 2010. (34 CFR §76.104)

I, the undersigned authorized official of the

_____,

(South Carolina Department of Education)

am designated by the Governor of this State to submit this application for FFY 2009 funds under Part B of the Individuals with Disabilities Education Act (IDEA).

Jim Rex, State Superintendent of Education:	
Signature: Jim Rex	Date: 3/10/09

Section III

Description of Use of Funds Under Part B of the Individuals with Disabilities Education Act - 20 U.S.C. 1411(e)(5); 34 CFR §300.171

States must provide the Description of Use of Funds by completing and submitting the Excel Interactive Spreadsheet with the 2009 Application.

Describe how the amount retained by the State educational agency under 20 U.S.C. 1411(e)(1) will be used to meet the following activities under Part B. (20 U.S.C. 1411(e)(1)-(3), (6) and (7)) The Department annually identifies for States the maximum amounts that a State may retain under Section 1411(e)(1) and (2).[1] The dollar amounts **listed in the Excel Interactive Spreadsheet** by the State for administration and for other State activities should add up to less or equal to the dollar amount provided to the State by the Department for each of these activities.

Enter whole dollar amounts (do not enter cents) in appropriate cells on the State's Excel Interactive Worksheet. The Excel Interactive Spreadsheet must be submitted as part of the State's application.

*Note-Figures were used from the 2008 application. The figures will be updated once the 2009 allocation is received. See Appendix C.

Describe the process used to get input from LEAs regarding the distribution of amounts among activities described in the Excel Interactive Spreadsheet to meet State priorities. (20 U.S.C. 1411(e)(5)(B); 34 CFR §300.704)

South Carolina retrieved input from LEAs and stakeholders by conducting web meetings and soliciting comment through electronic correspondence. A Power Point presentation was provided to all LEAs and stakeholders in preparation for the web-based meetings (Appendix A). Respondents provided the following comments relative to South Carolina's expenditure of state-level funds:

Make sure to use more funds to "Excent" so that it is compatible with "PowerSchool".

Response to Intervention (RTI)- fund this component of "Excent" as a pilot.

Direct comments from LEAs and stakeholders:

I am all in favor of competitive grants for districts that are related to our needs as stated in our SPP. These grants must be a collaborative arrangement with districts. In other words the SC Autism Society or CEC must tie into district initiatives. The collaboration could be between districts, IHE, or agencies. This forces us to collaborate in order to work toward the same goal. The building of exemplar programs at the practitioner level is essential for program implementation. I do think there must always be some money set aside to help districts in need that may not have the capacity to develop competitive programs. Susan

Susan Shope Thomas, Ph.D.
Director of Programs for Students with Disabilities

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[1] Each State may reserve for each fiscal year not more than the maximum amount the State was eligible to reserve for State administration under this section for fiscal year 2004 or $800,000 (adjusted in accordance with 20 U.S.C. 1411(e)(1)(B)), whichever is greater; and each outlying area may reserve for each fiscal year not more than 5 percent of the amount the outlying area receives under 20 U.S.C. 1411(b)(1) for the fiscal year or $35,000, whichever is greater.

For each fiscal year beginning with fiscal year 2005, the Secretary shall cumulatively adjust: 1) the maximum amount the State was eligible to reserve for State administration under this part for fiscal year 2004; and 2) $800,000, by the rate of inflation as measured by the percentage increase, if any, from the preceding fiscal year in the Consumer Price Index For All Urban Consumers, published by the Bureau of Labor Statistics of the Department of Labor.

Berkeley County School District
107 East Main Street
Moncks Corner, SC 29461
Phone: 843-899-8677
Fax: 843-899-5297

We would like for the state to keep in mind the needs of our students when deciding on the expenditure of state-level funds. Although we are considered a public school district in the state of SC, our schools receive less money per student than traditional schools. At present, our charter school students receive about $3,000 per student as compared to $10,000 per student for the traditional school. This puts our students at a disadvantage from the start. Considering that, and the fact that a child with a disability requires extra accommodations, specialized instruction, and has exceptional needs, to name just a few, the disabled student enrolled in a charter school does not receive the benefits they deserve. They are receiving services as required by law, but many at a bare minimum. We would just like to be on the same playing field as the other state districts.

We thank you in advance for considering our request. The improvement of student learning, increasing learning opportunities through the use of innovative teaching methods, and assisting South Carolina in achieving academic excellence is our top priority and the reason for our existence. We hope that you will allow us to continue this mission.

Stephanie Cagle
Director of Exceptional Student Services
SC Public Charter School District
3700 Forest Drive, Suite 406
Columbia, SC 29204
Phone: 803-734-0524
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scagle@scpcsd.sc.gov <mailto:scagle@scpcsd.sc.gov>
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Section IV

State Administration

Section 608(a) of the IDEA requires each State that receives funds under this title to:

(1) ensure that any State rules, regulations, and policies relating to this title conform to the purposes of this title;
(2) identify in writing to local educational agencies located in the State and the Secretary any such rule, regulation, or policy as a State-imposed requirement that is not required by this title and Federal regulations; and
(3) minimize the number of rules, regulations, and policies to which the local educational agencies and schools located in the State are subject under this title.

States must attach to this application a list identifying any rule, regulation, or policy that is State-imposed (not required by IDEA or Federal regulations). If there are no such State-imposed rules, regulations, or policies, please so indicate. In addition, the State is required to inform local education agencies in writing of such State-imposed rules, regulation or policy. (20 U.S.C. 1407(a); 34 CFR §300.199).

This section does not supply.

APPENDIX

A. PowerPoint Used for Input Meetings

B. CEIS Documentation

- Allocation Letter
- Determination Letter
- Draft of CEIS Procedures

C. Excel Spreadsheet

Slide 1

SC State Application 2009

State Level Activities
Part B Funds

Slide 2

Purpose of Meeting

Each fiscal year, South Carolina submits its annual state application for Part B funds. For the 09-10 application, the Office of Exceptional Children seeks your input on how SC will allocate its state level activities dollars. For the purposes of awarding and clarification, these dollars are discretionary and are awarded to support the required and optional activities listed in the IDEA '04. We thank you for your input, and remember, your participation is strictly voluntary.

Slide 3

Breakdown of Part B Funds

- Administration
- Flow-through dollars
- State Level Activities
  - Required
  - Optional

Slide 4

Required Activities

- For monitoring, enforcement, and complaint investigation. States must spend at least $1 for this purpose.
- To establish and implement the mediation process required by 20 U.S.C. 1415(e), including providing for the cost of mediators and support personnel. States must use at least $1 for this purpose.

Slide 5

Optional Authorized Activities

- For support and direct services, including technical assistance, personnel preparation, and professional development and training.
- To assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for children with disabilities.

Slide 6

OAA continued…

- To assist local educational agencies in meeting personnel shortages.
- To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities.
- To support paperwork reduction activities, including expanding the use of technology in the IEP process.

Slide 7

OAA cont…

- To improve the use of technology in the classroom by children with disabilities to enhance learning.
- 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.

Slide 8

OAA cont…

- Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children with disabilities to postsecondary activities.
- Alternative programming for children with disabilities who have been expelled from school, and services for children with disabilities in correctional facilities, children enrolled in State-operated or State-supported schools, and children with disabilities in charter schools.

Slide 9

OAA cont…

- 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 of 1965.

Slide 10

And finally…

- To provide technical assistance to schools and LEAs, and direct services including supplemental educational services as defined in Section 1116(e) of the Elementary and Secondary Education Act of 1965 to children with disabilities, in schools or local educational agencies 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…

Slide 11

- …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 Elementary and Secondary Education Act of 1965.

Slide 12

How does SC spend its state level activities funds?

- South Carolina uses it state level dollars for required and optional authorized activities by retaining dollars for the required activities, flowing supplemental dollars to the LEAs, collaborating with various organizations, targeting dollars to the LEAs for designated purposes, and allocating dollars for universal data collection and IEP development.
- For 2008-2009, South Carolina received $15,242,076 for state level activities. This amount has not been determined for 2009-2010, however, the OEC is still seeking input from stakeholders. The following slides show what was allocated for state level activities.

Slide 13

Uses of state level funds and examples…

- $850,000 is retained at the state level for monitoring, enforcement and complaint investigation (for example…salaries of attorney, complaint investigator and paralegal; training for hearing officers, due process costs, and cost of hearings).
- $8,500,000 flow through as supplemental grant awards to LEAs and are included in the IDEA awards.

Slide 14

More about supplemental awards…

These supplemental dollars enable districts to meet the requirements of the IDEA. In other words, 56% of the state level activities dollars are added to the flow-through dollars as the "supplemental part" of the IDEA grant. The rest of the state level activities dollars are spent as follows:

Slide 15

Uses of state level funds and examples…

- $1,000,000 Extended School Year Grant (awarded to districts based on numbers reported)
- $1,000,000 Group Home Grant (awarded to districts based on numbers reported)
- $2,800,000 Excent (universal data collection and electronic IEP program)

Slide 16

Uses of state level funds and examples…

- These dollars fund targeted projects and collaborations. Examples of targeted projects include Project CREATE, Project SLP(addresses personnel shortages), State Improvement Grant (positive behavior supports), Assistive Technology Project (use of assistive technology), and the Research to Practice (personnel development and use of scientific based research).

Slide 17

Uses of state level funds and examples…

- Examples of collaborations include services provided by South Carolina School for the Deaf and the Blind, ProParents, SC Autism Society, Federation of Families, Department of Mental Health, South Carolina Council for Exceptional Children, Global Technologies, National Stuttering Association, and Special Olympics.

Slide 18

Your input

Your input is strictly voluntary. Please review the optional authorized activities for state level funds indicated in slides 5-11 and share your input as to how South Carolina may allocate funds for these optional authorized activities.

Slide 19

For more information:

Dr. Vanessa Nelson-Reed
Education Associate for Fiscal Administration
Office of Exceptional Children
1429 Senate Street, 808-D Rutledge Building
Columbia, SC 29201
803-734-8788
vnreed@ed.sc.gov

Slide 20

Let's begin!

Date

Name
Superintendent
District
Street
City, South Carolina Zip

Dear Name:

This packet includes the Individuals with Disabilities Education Improvement Act (IDEA '04) application for Part B funds and allocations for your district, state operated program, or Head Start program for the 2008–09 school year. The packet includes the preschool grant for children with disabilities, ages three through five years, and/or the entitlement for children, ages six through twenty-one years, as appropriate. The packet also includes the Assurances, Certifications, and Statement (including Charter School Assurances for charter schools that are part of the LEA), and the ED Form 80-0013 Certification Regarding Lobbying. The district superintendent, state operated program director or agency head, or Head Start program director must sign both documents and have the signature notarized for the Assurance, Certifications, and Statement. Both documents must be on file with the Office of Exceptional Children before these grants may be awarded.

For both grants, the distribution of funds under the IDEA '04 is comprised of a base allocation, an amount based on population in the age range of three through five or six through twenty-one, and an amount based on the number of children living in poverty. Funding components are derived from data collected through the December 1 count, Free and Reduced Lunch Report, 135-day average daily membership report, private school enrollment report, and the state's allocation of funds from the Office of Special Education Programs.

The IDEA '04 grant award includes supplemental amounts for a regular supplemental allocation and a base supplemental allocation. These funds originate from monies available for state-level activities.

Personnel Development

This packet includes, as appropriate, the awards for personnel development. Beginning with FY 2009–08, the funds awarded for personnel development activities will be included with the IDEA '04 allocation. You will see this amount located on page 5 of this letter. This amount is awarded from state level activity dollars, not from your flow-through allocation. Districts may use these funds to pay for professional development activities to improve outcomes for students with disabilities. Funds cannot be expended to attend national meetings.

When completing the narrative within the IDEA '04 grant application, please describe how you will expend your personnel development dollars. If you have any questions regarding completion of your narrative for

personnel development, please contact Dr. Vanessa Nelson-Reed, education associate for fiscal administration, at vnreed@ed.sc.gov or 803-734-8788.

Parentally Placed Private School Children

This packet includes, as appropriate, the proportional share of funds to be expended for parentally placed private school children. Based on your December 1, 2007, Child Count, the number of parentally placed private school children in your district was **0**. The minimal amount your district should spend on parentally placed private school children is **$0** from your IDEA dollars and **$0** from your IDEA Preschool dollars. As referenced in our July 28, 2005, memorandum, your meaningful consultation with private school representatives should include a discussion of the types of services that will be provided, including direct services and alternate service delivery mechanisms; who will provide special education and related services; how such services will be apportioned if funds are insufficient to serve all students; and how and when these decisions will be made. If through your meaningful consultations you have discovered additional parentally placed private school children since the December 1, 2007, Child Count, you will need to adjust this amount by applying the formula. Appendix A of this letter is an example of how to calculate proportionate share. As always, report the number of parentally placed private school children *served* by your district on your December 1, 2008, Child Count.

When completing the budget report within the IDEA '04 grant application, write Function/Code PPPSC/149. The dollar amount to be allocated for these services should be assigned to the appropriate cell. If you have any questions regarding completion of your budget for PPPSC, please contact Dr. Vanessa Nelson-Reed, education associate for fiscal administration, at vnreed@ed.sc.gov or 803-734-8788.

Coordinated Early Intervening Services (CEIS)

This packet includes, as appropriate, the amount your district can *choose* to spend in 2008-09, on comprehensive coordinated early intervening services (CEIS). In the case of districts that have significant disproportionality, this amount is *required* to be spent on CEIS in 2009–10. These services are provided to students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral supports to succeed in a general education environment. Under 34 CFR §300.646(b)(2), if a state identifies significant disproportionality based on race or ethnicity in an LEA with respect to the identification of children as children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular education settings, or the taking of disciplinary actions, the LEA *must* reserve the maximum amount (15 percent) of funds allowable for CEIS for children in the LEA, particularly, but not exclusively, for children in those groups that were significantly overidentified. Please note that this amount will be calculated yearly, and districts will be determined to have significant disproportionality based on district data.

When completing the budget report within the IDEA '04 grant application, use Function/Code CEIS/129. While your 15 percent was calculated on both preschool and IDEA, the total amount will be taken from the IDEA. The amount your district is allowed or required to spend on CEIS is **$**. If you have any questions regarding completion of your budget for CEIS, please contact Dr. Vanessa Nelson-Reed, education associate for fiscal administration, at vnreed@ed.sc.gov or 803-734-8788.

This packet includes, as appropriate, an IDEA '04 preschool grant application with a budget report, an IDEA '04 grant application with a budget report, separate award pages for each grant, and this allocation letter. Your district, state operated program, or Head Start program will submit an original and two copies of the completed application at your earliest convenience. Applications are due November 25, 2008. Any applications received earlier than the due date will receive priority processing.

You can download the FY 2008–09 IDEA '04 preschool and the IDEA '04 grant applications from the Office of Exceptional Children's Web site at http://www.ed.sc.gov. Should you have any questions concerning your funding level or the submission of this application, please contact Dr. Vanessa Nelson-Reed, education associate for fiscal administration, at vnreed@ed.sc.gov or 803-734-8788.

Sincerely,

Jim Rex
State Superintendent of Education
JR/vnr

Enclosures
cc: Directors of Programs for Students with Disabilities
School Business Officials (letter only)

DIVISION OF STANDARDS AND LEARNING
OFFICE OF EXCEPTIONAL CHILDREN
NOTIFICATION OF ENTITLEMENT
INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT
PRESCHOOL
FY 2008–09

Project Number **09-CG-000**

FY 2008–09 Preschool Allocation			**$00,000.00**
Base	$0		
Population		$0	
Poverty	$0		
State Set-aside		$0	
Base Supplemental Adjustment		$0	
Total for Budget Submission		**$0**	

DIVISION OF STANDARDS AND LEARNING
OFFICE OF EXCEPTIONAL CHILDREN
NOTIFICATION OF ENTITLEMENT
INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT
FY 2008–09

Project Number **09-CA-000**

FY 2008–09 IDEA Allocation		**$0**
Base	$0	
Population		$0
Poverty	$0	
Supplemental		$0
Base Supp. Adjustment	$0	
Personnel Development	$0	
Total for Budget Submission		**$0**

APPENDIX A
PROPORTIONATE SHARE CALCULATION FOR
PARENTALLY PLACED PRIVATE SCHOOL CHILDREN-EXAMPLE ONLY

Taken from:

Department of Education
34 CFR Parts 300 and 301
Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities: Final Rule

Regulations Page 46814

The following outlines the calculations for the example of how the proportionate share is calculated.

Proportionate Share Calculation for Parentally-Placed Private School Children with Disabilities For Flintstone School

District:

Number of eligible children with disabilities in public schools in the LEA.....	300
Number of parentally-placed eligible children with disabilities in private elementary schools and secondary schools located in the LEA.....	20

Total number of eligible children.....	320

Federal Flow-Through Funds to Flintstone School District

Total allocation to Flintstone..... $152,500

Calculating Proportionate Share:

Total allocation to Flinstone.....	152,500
Divided by total number of eligible children.....	320
Average allocation per eligible child.....	476.5625
Multiplied by the number of parentally placed children with disabilities.....	20
Amount to be expended for parentally-placed children with disabilities.....	9,531.25

October 27, 2008

Name
Superintendent
LEA
Address
City, SC Zip

Dear Name:

The disproportionate representation of children based on race and ethnicity in special education is a longstanding national issue. Disproportionate representation in special education occurs when children of a particular race/ethnicity are either overrepresented or underrepresented in special education when compared to the education population as a whole. South Carolina has been addressing these complex issues for a number of years through the compliance agreement with the Office for Civil Rights. The changes in the Individuals with Disabilities Education Improvement Act (IDEA) require all states to put forth greater efforts, undertake a more extensive examination of the issues, and implement more extensive remedies when findings of significant disproportionality occur.

States are required to examine data related to disproportionate representation in a variety of methods. IDEA requires states to develop a state performance plan (SPP) which provides for the collection and examination of data to determine if disproportionate representation of racial and ethnic groups in special education and in specific disability categories that is the result of inappropriate identification is occurring. South Carolina addresses this issue through Indicators 9 and 10 of the SPP. The determination of disproportionate representation due to inappropriate identification is made based on a review of a

district's use of evaluation and eligibility criteria. The folder reviews are triggered when a district's weighted risk ratio based on the child count data is within the "at risk" category (currently defined as above 2.8).

IDEA also requires states to address disproportionate representation of children based on race and ethnicity by providing for the collection and analysis of data to determine if significant disproportionality based on race and ethnicity is occurring in the state and the districts with respect to the following four categories:

- The identification of children as children with disabilities;
- The identification of children with disabilities in accordance with a particular impairment;
- The placement in particular educational settings of these children; or
- The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

Unlike the determination of disproportionate representation due to inappropriate identification, the determination of significant disproportionality is based **solely** on a numerical analysis of the data related to identification, placement, and discipline and cannot include consideration of the state's or districts' policies, procedures, or practices. The determination must be made in all four categories annually. Each state has the discretion to define what constitutes significant disproportionality for its districts as long as the definition is based on an analysis of numerical information and does not include consideration of policies, procedures, or practices.

When a state identifies districts with significant disproportionality in one or more of the four categories, three actions are triggered. The state must provide for the review and revision, if appropriate, of policies, procedures, and practices used in the identification, placement, or disciplining of children with disabilities, to ensure that the policies, procedures, and practices comply with the requirements of IDEA. The state must require the district to publicly report on the revision of policies, procedures, and practices. The state must also require the district to reserve 15 percent of its IDEA funds to be used for coordinated early intervening services (CEIS).

To determine the trigger for CEIS, South Carolina used data from the current and previous years to examine weighted risk ratio distributions calculated on data from Tables 1, 3, and 5. Based on the analysis of data, South Carolina has chosen to define significant disproportionality as a weighted risk ratio above 4.0; the relevant population size is above 25. The table below should prove useful in understanding the breakdown of weighted risk ratios:

Weighted Risk Ratio Range	**Category**
2.0 – 2.8	May be at risk for developing disproportionate representation
2.9 – above	Disproportionate Representation
4.1 - above	Significant Disproportionality

For the category of identification, South Carolina examines data for the identification of children as children with disabilities and the identification of children as children with particular disabilities (the high incidence categories of learning disabilities, mental disabilities, emotional disabilities, speech-language impairments, other health impairments, and autism). A determination of significant disproportionality is made when a district has a weighted risk ratio above 4.0.

For the category of placement, South Carolina examines data for three placement categories: children who received special education and related services in the regular class no more than 79 percent of the day and no less than 40 percent of the day; children who received special education and related services in the regular class for less than 40 percent of the day; and children who received special education and related services in separate schools and residential facilities. A determination of significant disproportionality is made when a district has a weighted risk ratio above 4.0.

For discipline, South Carolina examines data for incidence, duration, and type of disciplinary action. "Incidence" refers to the number of times children with disabilities were subject to disciplinary actions. "Duration" refers to the length of the disciplinary action (10 days or less and more than 10 days). "Type"

refers to in-school and out-of-school actions. A determination of significant disproportionality is made when a district has a weighted risk ratio above 4.0 for incidence **and** either type (out-of-school suspensions more than 10 days) and/or duration (total disciplinary removals more than 10 days).

Using data reported in Tables 1, 3, and 5 for FFY 07,
South Carolina has made determinations for the identification of children as children with disabilities, the identification of children as children with particular disabilities (high incidence disabilities), the placement of children with disabilities in particular education settings, and the incidence, duration, and type of disciplinary actions. When a district met the criteria for **any** of these areas, the district is determined to have significant disproportionality.

Based on the collection and analysis of data, "LEA" has been determined to have significant disproportionality for identification of "group" as children with disabilities in the category of "disability" with a weighted risk ratio of 4.6.

The determination of significant disproportionality requires the district to submit a plan for the provision of CEIS. The funds for these services may come either from the district's 2008-09 or 2009-10 IDEA grant. Please refer to guidance posted on the OEC website concerning the use of the funds. Plans must be submitted to the OEC through the district's regional representative by May 1, 2009.

The determination also requires the review and revision, if appropriate, of the district's policies, procedures, and practices related to identification and to publically report on any revisions. This review must take place for the category in which the district was determined to have significant disproportionality. The district will be provided with a rubric developed by the National Center for Culturally Responsive Educational Systems (NCCRESt) to assist in this review. This rubric may be found on the OEC website. Any revisions made to policies, procedures, or practices must be reported on publically. The district will be required to describe to the OEC how the public reporting of the revisions occurred. This description is also due to the OEC by May 1, 2009.

The OEC will provide additional guidance concerning significant disproportionality and CEIS as guidance is received from the Office of Special Education Programs and national technical assistance centers. If you have questions, please contact your regional education associate.

The use of CEIS funds has the potential to benefit both general education and special education by assisting districts in identifying and addressing children's learning problems more quickly and effectively. Thank you for your continued efforts to improve services to the children of South Carolina.

Sincerely,

Susan D. DuRant, Director
Office of Exceptional Children

SDD/bcd/tbr

cc: Name, Director of Student Services

CEIS Procedures

The disproportionate representation of children based on race and ethnicity in special education is a longstanding national issue. South Carolina has been addressing this complex issue for a number of years through the compliance agreement with the Office for Civil Rights. The increased emphasis in the Individuals with Disabilities Education Improvement Act (IDEA '04) requires all states to put forth greater efforts, undertake a more extensive examination of the issues, and implement more extensive remedies when findings of significant disproportionality occur. IDEA '04 increases emphasis in two major areas:

- Disproportionate representation § 300.600(d)(3) and
- Significant disproportionality § 300.646

Disproportionate representation in special education occurs when children of a particular race/ethnicity are either overrepresented or underrepresented in special education when compared to the education population as a whole. States are required to examine data related to disproportionate representation using a variety of methods. As part of the State Performance Plan (SPP), IDEA requires states to provide for the collection and examination of data to determine if disproportionate representation is the result of inappropriate identification. The determination of disproportionate representation due to inappropriate identification is a multi-step process triggered by a weighted risk ratio above an established "at risk" level. The weighted risk ratio is calculated from the child count data. The "at risk" trigger gradually decreases as shown in the chart below:

Year	WRR
2005-06	3.0
2006-07	2.8
2007-08	2.8
2008-09	2.5
2009-10	2.3
2010-11	2.0

When the LEA's weighted risk ratio is above the "at risk" trigger, the LEA must initiate folder reviews to determine whether the disproportionate representation is due to inappropriate identification. The folder review focuses attention on eligibility and evaluation requirements. A LEA may have disproportionate representation that is not due to inappropriate identification.

Unlike the multi-step process of determining disproportionate representation, the determination of significant disproportionality is based **solely** on a numerical analysis of the data with respect to the following four categories:

- The identification of children as children with disabilities;
- The identification of children with disabilities in accordance with a particular impairment;
- The placement in particular educational settings of these children; or
- The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

If the LEA's weighted risk ratio exceeds the state's established level of significance, the LEA is determined to have significant disproportionality. The determination of significant disproportionality must be made in all four categories annually. Each state has the discretion to define what constitutes significant disproportionality for its LEAs as long as the definition is based on an analysis of numerical information and does not include consideration of policies, procedures, or practices.

When a state identifies LEAs with significant disproportionality in one or more of the four categories, three actions are mandated. The state must:

- Provide for the review and if appropriate, the revision of policies, procedures, and practices used in the identification, placement, or disciplining of children with disabilities, to ensure that the policies, procedures, and practices comply with the requirements of IDEA;
- Require the LEA to publicly report on the revision, if any, of policies, procedures, and practices and-

- Require the LEA to reserve 15% of its IDEA funds to be used for coordinated early intervening services (CEIS).

Coordinated early intervening services are for students in kindergarten to grade 12 (with a particular emphasis on students in kindergarten through grade 3) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment. CEIS may include professional development for teachers and other school staff to enable them to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and where appropriate, instruction on the use of adaptive and instructional software. It may also include the provision of educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.

To determine the level of significance, the Office of Exceptional Children (OEC) examined the weighted risk ratio distributions calculated on data from Tables 1 (children count), 3 (LRE), and 5 (discipline). The OEC set the level of significance for significant disproportionality as a weighted risk ratio above 4.0; the relevant population size (N) is above 25. When a LEA met the criteria for **any** of these areas, the LEA is determined to have significant disproportionality

The OEC examines the data from the current federal fiscal year (Table 1, Child Count) in the area of identification, specifically for:

- The identification of children as children with disabilities; and
- The identification of children as children with particular disabilities (the high incidence categories of learning disabilities, mental disabilities, emotional disabilities, speech-language impairments, other health impairments, and autism);

The OEC examines data from the current federal fiscal year (Table 3, LRE) for three placement categories:

- Children who received special education and related services in the regular class no more than 79% of the day and no less than 40% of the day;
- Children who received special education and related services in the regular class for less than 40% of the day; and
- Children who received special education and related services in separate schools and residential facilities.

The OEC examines disciplinary data (Table 5) from the previous school year concerning:

- Incidence - the number of times children with disabilities were subject to disciplinary actions.
- Duration - the length of the disciplinary action (10 days or less and more than 10 days).
- Type - in-school and out-of-school suspension/expulsions.

A determination of significant disproportionality is made when a LEA has a weighted risk ratio of 4.1 or above for incidence **and** either type (out-of-school suspensions more than 10 days) and/or duration (total disciplinary removals more than 10 days).

The table below provides the breakdown of weighted risk ratios as related to disproportionality:

Weighted Risk Ratio Range	Category
2.0 – 2.8	May be at risk for developing disproportionate representation
2.9 – 4.0	Disproportionate Representation
4.1 - above	Significant Disproportionality

The determination of significant disproportionality requires the LEA to submit to the OEC a plan for the provision of CEIS. The plan must describe the two required components – the review/revision of policies, procedures, and practices and the utilization of the funds.

In component one, the LEA must describe:

- The process to be utilized for the review and if appropriate, the revision of the LEA's policies, procedures, and practices related to the category in which the LEA was determined to have significant disproportionality. The LEA will be provided with a rubric developed by the National Center for Culturally Responsive Educational Systems (NCCRESt) to assist in this review. This rubric may be found on the OEC website as well as at http://www.nccrest.org/publications/tools.html; and
- The process for public reporting of any revisions.

In component two, the LEA must describe:

- The method used to identify the "at risk" students;
- The intervention/services;
- The link between the intervention/services selected and the identified students; and
- The method for tracking and reporting.

Although the LEA will not be required to submit the research behind the intervention/services chosen for CEIS, this information must be made available upon request.

There are two reporting requirements associated with CEIS – number of children who received CEIS during the year and number of those children who subsequently go on to receive special education services within two years of receiving CEIS. These reporting requirements are applicable both to LEAs that are required to expend CEIS funds and to LEAs that voluntarily choose to expend CEIS funds.

Each LEA that develops and maintains CEIS is required to report annually to the OEC on the number of children who received CEIS during the year. This report will be provided to the OEC in the form of a web application that will be due in July of each year beginning in July of 2010. Each LEA is responsible for developing its own tracking system that will enable the LEA to report the total number of children identified as receiving CEIS from July 1 to June 30.

The LEA must also report on the number of children identified as needing special education and related services who received CEIS within the previous two FFYs prior to being identified as a "child with a disability" under IDEA. This report will be extracted from Excent by the OEC annually in July beginning in 2010.

The annual timeline for CEIS is as follows:

- CEIS determinations are made in March based on the Child Count, LRE, and discipline data;
- LEAs submit CEIS plans to the OEC for approval by May 1;
- The OEC notifies LEAs of approval of plans by June 1;
- LEAs begin implementation of CEIS plans;
- LEAs collect data concerning number of children receiving services;
- LEAs complete the appropriate field in Excent for any child who is found eligible for special education services and received CEIS anytime within the previous two years;
- LEAs report the number of children who received CEIS during the previous FFY in July;
- The OEC extracts the number of children determined eligible for special education services who received CEIS anytime within the previous two years.

South Carolina FFY 2008

PROBABLE AWARD AMOUNT $166,466,317

ADMINISTRATION

	Sec.	
Maximum Available for Administration.	III	$3,156,662
How much do you want to set aside for Administration in dollars?		$3,156,662 OK

You must distribute, in whole dollars, the amount you want to set aside for Administration among the following activities:

For the purpose of administering IDEA Part B including Preschool Grants under 20 U.S.C. 1419, a High Cost Fund, and the coordination of activities under Part B with, and providing technical assistance to, other programs that provide services to children with disabilities. (Note: These funds may be used for Administering but not Financing a High Cost Fund) a. $0

For the administration of Part C of IDEA, if the SEA is the Lead Agency for the State under Part C. b. $0

You may set aside a portion of your Administration funds resulting from inflation for the following 4 Other State-Level Activities. Additional funds for these purposes may also be set aside under Other State-Level Activities. Based on the amount that you propose to set aside for Administration, the maximum amount of Administration funds that you may use for these 4 activities is:
$361,632

For support and direct services, including technical assistance, personnel preparation, and professional development and training. c. $0

To assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for children with disabilities. d. $0

To assist local educational agencies in meeting personnel shortages. e. $0

To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities. f. $0

Subtotal, Administration funds used for Other State-Level Activities $0 OK

If you receive a Preschool Grant under 20 U.S.C. 1419, you may use Administration funds, along with other funds, to develop and implement a State policy jointly with the lead agency under Part C and the SEA to provide early intervention services (which must include an educational component that promotes school readiness and incorporates preliteracy, language, and numeracy skills) in accordance with Part C to children with disabilities who are eligible for services under the Preschool Grant program and who previously received services under Part C until such children enter, or are eligible under State law to enter, kindergarten, or elementary school as appropriate. g. $3,156,662

The total of details for your Administration set-aside is $3,156,662 OK

OTHER STATE-LEVEL ACTIVITIES

If you propose to set aside more than $850,000 for Administration and you DO wish to use funds for a High Cost Fund, the maximum amount that you may use for Other State-Level Activities is: $16,935,640
Of the amount you set aside for Other State-Level Activities at least 10% must be used for the High Cost Fund.

If you propose to set aside more than $850,000 for Administration and you DO NOT wish to use funds for a High Cost Fund, the maximum amount that you may use for Other State-Level Activities is: $15,242,076

If you propose to set aside $850,000 or less for Administration and you DO wish to use funds for a High Cost Fund, the maximum amount that you may use for Other State-Level Activities is: $17,782,422
Of the amount you set aside for Other State-Level Activities at least 10% must be used for the High Cost Fund.

If you propose to set aside $850,000 or less for Administration and you DO NOT wish to use funds for a High Cost Fund, the maximum amount that you may use for Other State-Level Activities is: $16,088,859

Do you wish to use funds for a High Cost Fund? (Yes or No) No

Based on the amount that you intend to set aside for Administration, the size of your total award, and your decision **NOT TO** use set aside funds to support a High Cost Fund, the maximum that you may use for Other State-Level Activities is: $15,242,076

How much do you want to set aside for Other State-Level Activities? $15,242,076 OK

You must distribute the amount you want to set aside for Other State-Level Activities the following activities.
You can distribute amounts in any order you wish. The total balance remaining to be distributed at any time appears in red.

Leave Blank

Required Activities: $0 More needs to be distributed.

For monitoring, enforcement, and complaint investigation. (You must use at

least $1 for this purpose)	h.	$700,000	
To establish and implement the mediation process required by 20 U.S.C. 1415(e), including providing for the cost of mediators and support personnel. (You must use at least $1 for this purpose)	i.	$150,000	$0 More needs to be distributed.
Optional Authorized Activities:			$0 More needs to be distributed.
For support and direct services, including technical assistance, personnel preparation, and professional development and training	j.	$3,000,000	
To assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for children with disabilities.	k.	$300,000	$0 More needs to be distributed.
To assist local educational agencies in meeting personnel shortages.	l.	$1,000,000	$0 More needs to be distributed.
To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities.	m.	$1,000,000	$0 More needs to be distributed.
To support paperwork reduction activities, including expanding the use of technology in the IEP process.	n.	$1,500,000	$0 More needs to be distributed.
To improve the use of technology in the classroom by children with disabilities to enhance learning.	o.	$500,000	$0 More needs to be distributed.
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.	p.	$1,500,000	$0 More needs to be distributed.
Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children with disabilities to postsecondary activities.	q.	$50,000	$0 More needs to be distributed.
Alternative programming for children with disabilities who have been expelled from school, and services for children with disabilities in correctional facilities, children enrolled in State-operated or State-supported schools, and children with disabilities in charter schools.	r.	$500,000	$0 More needs to be distributed.
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 of 1965.	s.	$500,000	$0 More needs to be distributed.
To provide technical assistance to schools and LEAs, and direct services, including supplemental educational services as defined in Section 1116(e) of the Elementary and Secondary Education Act of 1965 to children with disabilities, in schools or local educational agencies 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 Elementary and Secondary Education Act of 1965.	t.	$4,542,076	$0 More needs to be distributed.

The total of details for your Other State-Level Activities set-aside is $15,242,076 **OK**

You are almost done.
If you are using money for a High Cost Fund. You must report how much you will use for each of the following two activities. You reported that you would use

To establish and make disbursements from the high cost fund to local educational agencies in accordance with 20 U.S.C. 1411(e)(3) during the first and succeeding fiscal years of the high cost fund.	u.	$0
To support innovative and effective ways of cost sharing by the State, by an LEA, or among a consortium of LEAs, as determined by the State in coordination with representatives from LEAs, subject to 20 U.S.C. 1411(e)(3)(B)(ii) (Amount may not be more than 5% of the amount reserved for the LEA Risk Pool.)	v.	$0

Establishment of High Cost Fund (20 U.S.C. 1411(e)(3)(B)(i) - A State shall not use any of the funds the State reserves pursuant to 20 U.S.C. 1411(e)(3)(A)(i), but may use the funds the State reserves under 20 U.S.C. 1411(e)(1), to establish and support the high cost fund.

Subtotal, High Cost Fund $0 **OK**