

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION
FISCAL YEAR 2027 BUDGET REQUEST

CONTENTS

	PAGE
Appropriations Language.....	1
Analysis of Language Provisions and Changes.....	5
Appropriation, Adjustments, and Transfers.....	10
Summary of Changes.....	11
Authorizing Legislation.....	12
Appropriations History.....	13
Significant Items.....	15
Summary of Request.....	16
Activities:	
State grants: Grants to States.....	18
State Grants: Preschool Grants.....	34
State Grants: Grants for Infants and Families.....	42
National Activities: State Personnel Development.....	50
National Activities: Technical Assistance and Dissemination.....	55
National Activities: Personnel Preparation.....	61
National Activities: Parent Information Centers.....	69
National Activities: Educational Technology, Media, and Materials.....	77
Special Olympics Education Programs.....	84
Account Summary Table.....	89
State Tables.....	90

SPECIAL EDUCATION

APPROPRIATIONS LANGUAGE

For carrying out the Individuals with Disabilities Education Act (IDEA) and the Special Olympics Sport and Empowerment Act of 2004, \$16,028,819,000, of which \$6,707,436,000 shall become available on July 1, 2027, and shall remain available through September 30, 2028, and of which \$9,283,383,000 shall become available on October 1, 2027, and shall remain available through September 30, 2028, for academic year 2027-2028:¹ Provided, That the amount for section 611(b)(2) of the IDEA shall be equal to the lesser of the amount available for that activity during fiscal year 2026, increased by the amount of inflation as specified in section 619(d)(2)(B) of the IDEA, or the percent change in the funds appropriated under section 611(i) of the IDEA, but not less than the amount for that activity during fiscal year 2026.² Provided further, That the Secretary shall, without regard to section 611(d) of the IDEA, distribute to all other States (as that term is defined in section 611(g)(2)), subject to the third proviso, any amount by which a State's allocation under section 611, from funds appropriated under this heading, is reduced under section 612(a)(18)(B), according to the following: 85 percent on the basis of the States' relative populations of children aged 3 through 21 who are of the same age as children with disabilities for whom the State ensures the availability of a free appropriate public education under this part, and 15 percent to States on the basis of the States' relative populations of those children who are living in poverty:³ Provided further, That the Secretary may not distribute any funds under the previous proviso to any State whose reduction in allocation from funds appropriated under this heading made funds available for such a distribution:⁴ Provided further, That the States shall allocate such funds distributed under the second proviso to local educational agencies in accordance with section 611(f):⁵ Provided further, That the amount by which a State's allocation under section 611(d) of the IDEA is reduced under section

SPECIAL EDUCATION

612(a)(18)(B) and the amounts distributed to States under the previous provisos in fiscal year 2012 or any subsequent year shall not be considered in calculating the awards under section 611(d) for fiscal year 2013 or for any subsequent fiscal years.⁶ Provided further, That, notwithstanding the provision in section 612(a)(18)(B) regarding the fiscal year in which a State's allocation under section 611(d) is reduced for failure to comply with the requirement of section 612(a)(18)(A), the Secretary may apply the reduction specified in section 612(a)(18)(B) over a period of consecutive fiscal years, not to exceed 5, until the entire reduction is applied.⁷ Provided further, That the Secretary may, in any fiscal year in which a State's allocation under section 611 is reduced in accordance with section 612(a)(18)(B), reduce the amount a State may reserve under section 611(e)(1) by an amount that bears the same relation to the maximum amount described in that paragraph as the reduction under section 612(a)(18)(B) bears to the total allocation the State would have received in that fiscal year under section 611(d) in the absence of the reduction.⁸ Provided further, That the Secretary shall either reduce the allocation of funds under section 611 for any fiscal year following the fiscal year for which the State fails to comply with the requirement of section 612(a)(18)(A) as authorized by section 612(a)(18)(B), or seek to recover funds under section 452 of the General Education Provisions Act (20 U.S.C. 1234a).⁹ Provided further, That the funds reserved under 611(c) of the IDEA may be used to provide technical assistance to States to improve the capacity of the States to meet the data collection requirements of sections 616 and 618 and to administer and carry out other services and activities to improve data collection, coordination, quality, and use under parts B and C of the IDEA.¹⁰ Provided further, That States may use funds reserved for other State-level activities under sections 611(e)(2) and 619(f) of the IDEA to make subgrants to local educational agencies, institutions of higher education, other public agencies, and private non-profit

SPECIAL EDUCATION

organizations to carry out activities authorized by those sections.¹¹ Provided further, That, notwithstanding section 643(e)(2)(A) of the IDEA, if 5 or fewer States apply for grants pursuant to section 643(e) of such Act, the Secretary shall provide a grant to each State in an amount equal to the maximum amount described in section 643(e)(2)(B) of such Act.¹² Provided further, That if more than 5 States apply for grants pursuant to section 643(e) of the IDEA, the Secretary shall award funds to those States on the basis of the States' relative populations of infants and toddlers except that no such State shall receive a grant in excess of the amount described in section 643(e)(2)(B) of such Act.¹³ Provided further, That States may use funds allotted under section 643(c) of the IDEA to make subgrants to local educational agencies, institutions of higher education, other public agencies, and private non-profit organizations to carry out activities authorized by section 638 of IDEA.¹⁴ Provided further, That, notwithstanding section 638 of the IDEA, a State may use funds it receives under section 633 of the IDEA to offer continued early intervention services to a child who previously received services under part C of the IDEA from age 3 until the beginning of the school year following the child's third birthday with parental consent and without regard to the procedures in section 635(c) of the IDEA.¹⁵ Provided further, That, notwithstanding section 638 of the IDEA, a State may use funds appropriated under Part C of the IDEA to conduct child find, public awareness, and referral activities for an individual who is expected to become a parent of an infant with a disability (as that term is defined in section 632(5)), as established by medical or other records.¹⁶ Provided further, That any State electing to use funds under the preceding proviso shall ensure that, as soon as possible but not later than 45 days after the child's birth, it completes the referral and eligibility process under this part for that child.¹⁷ Provided further, That, if a State's allocation under section 611 of the IDEA in the current fiscal year is increased in accordance with section

SPECIAL EDUCATION

611(d)(3) of the IDEA, States may reserve funds for activities described in sections 611(e)(2)(B) and (C) of the IDEA without regard to the limitation in section 611(e)(2)(A) of the IDEA.¹⁸

Provided further, That any State receiving funds under section 611 of the IDEA shall ensure that the total amount allocated under section 611(f) of the IDEA in the current fiscal year is not less than the total amount allocated under that section in the preceding fiscal year.¹⁹ Provided further, That the Secretary may reserve not more than \$10,000,000 of the amount appropriated under section 611 of Part B of the IDEA to provide technical assistance support for State activities authorized under sections 609 and 611(e)(2)(C)(ii) of the IDEA.²⁰ Provided further, That for programs authorized under Part B of the IDEA, the Secretary may extend a waiver granted under section 609 of the IDEA for up to an additional four years, notwithstanding the time limitation in section 609(a)(2)(A) of the IDEA.²¹

NOTE

Each language provision that is followed by a footnote reference is explained in the Analysis of Language Provisions and Changes document which follows the appropriations language.

SPECIAL EDUCATION

ANALYSIS OF LANGUAGE PROVISIONS AND CHANGES

Language Provision	Explanation
<p>¹... \$16,028,819,000, of which \$6,707,436,000 shall become available on July 1, 2027, and shall remain available through September 30, 2028, and of which \$9,283,383,000 shall become available on October 1, 2027, and shall remain available through September 30, 2028, for academic year 2027-2028:</p>	<p>This language provides for funds to be appropriated on a forward-funded basis for a portion of the Grants to States program, and all of the Preschool Grants and Grants for Infants and Families programs. The language also provides that a portion of the Grants to States funds are for an advance appropriation that becomes available for obligation on October 1 of the fiscal year following the year of the appropriation.</p>
<p>² Provided, That the amount for section 611(b)(2) of the IDEA shall be equal to the lesser of the amount available for that activity during fiscal year 2026, increased by the amount of inflation as specified in section 619(d)(2)(B) of the IDEA, or the percent change in the funds appropriated under section 611(i) of the IDEA, but not less than the amount for that activity during fiscal year 2026:</p>	<p>This language limits the amount of funds required to be transferred to the Department of the Interior under the Grants to States program to the lesser of an amount equal to the amount transferred to the Department of the Interior in 2026 plus inflation or the percent change in the appropriation for the Grants to States program. This language also clarifies that in the event of a decrease or no change in the appropriation for the Grants to States program, the amount of funds required to be transferred to the Department of the Interior remains level with the amount they received under the fiscal year 2026 appropriation.</p>
<p>³ Provided further, That the Secretary shall, without regard to section 611(d) of the IDEA, distribute to all other States (as that term is defined in section 611(g)(2)), subject to the third proviso, any amount by which a State's allocation under section 611, from funds appropriated under this heading, is reduced under section 612(a)(18)(B), according to the following: 85 percent on the basis of the States' relative populations of children aged 3 through 21 who are of the same age as children with disabilities for whom the State ensures the availability of a free appropriate</p>	<p>This language authorizes the Department to reallocate funds that are reduced from a State's award as a result of a failure to meet the maintenance of State financial support requirements of section 612 of the IDEA and requires that those funds be distributed to other States on the basis of their relative populations of children in the age ranges for which a State ensures a free appropriate public education and those children living in poverty.</p>

SPECIAL EDUCATION

Language Provision	Explanation
<p><i>public education under this part, and 15 percent to States on the basis of the States' relative populations of those children who are living in poverty:</i></p>	
<p>⁴ <i>Provided further, That the Secretary may not distribute any funds under the previous proviso to any State whose reduction in allocation from funds appropriated under this heading made funds available for such a distribution:</i></p>	<p>This language ensures that any State receiving a reduction in their section 611 allocation as a result of not meeting the maintenance of State financial support requirements of section 612 of the IDEA does not receive funds redistributed as a result of another State's failure to meet those same requirements.</p>
<p>⁵ <i>Provided further, That the States shall allocate such funds distributed under the second proviso to local educational agencies in accordance with section 611(f):</i></p>	<p>This language requires States to distribute the funds received under the second proviso to local educational agencies without reserving a portion of those funds for State-level activities.</p>
<p>⁶ <i>Provided further, That the amount by which a State's allocation under section 611(d) of the IDEA is reduced under section 612(a)(18)(B) and the amounts distributed to States under the previous provisos in fiscal year 2012 or any subsequent year shall not be considered in calculating the awards under section 611(d) for fiscal year 2013 or for any subsequent fiscal years:</i></p>	<p>This language allows the Department to calculate a State's allocation under section 611(d) in future years without regard to reductions in awards made as a result of a failure to meet the maintenance of State financial support requirements in section 612. This language mitigates the potential long-term impact of one-time reductions in awards.</p>
<p>⁷ <i>Provided further, That, notwithstanding the provision in section 612(a)(18)(B) regarding the fiscal year in which a State's allocation under section 611(d) is reduced for failure to comply with the requirement of section 612(a)(18)(A), the Secretary may apply the reduction specified in section 612(a)(18)(B) over a period of consecutive fiscal years, not to exceed 5, until the entire reduction is applied:</i></p>	<p>This language permits the Secretary to spread out a reduction from a State's award as a result of a failure to meet the maintenance of State financial support requirements of section 612 of the IDEA over a maximum of 5 years.</p>
<p>⁸ <i>Provided further, That the Secretary may, in any fiscal year in which a State's allocation under section 611 is reduced in accordance</i></p>	<p>This language permits the Secretary to reduce the maximum State set-aside for State administration by the same percentage as the</p>

SPECIAL EDUCATION

Language Provision	Explanation
<p><i>with section 612(a)(18)(B), reduce the amount a State may reserve under section 611(e)(1) by an amount that bears the same relation to the maximum amount described in that paragraph as the reduction under section 612(a)(18)(B) bears to the total allocation the State would have received in that fiscal year under section 611(d) in the absence of the reduction:</i></p>	<p>reduction in the State’s overall IDEA section 611 grant.</p>
<p>⁹ <i>Provided further, That the Secretary shall either reduce the allocation of funds under section 611 for any fiscal year following the fiscal year for which the State fails to comply with the requirement of section 612(a)(18)(A) as authorized by section 612(a)(18)(B), or seek to recover funds under section 452 of the General Education Provisions Act (20 U.S.C. 1234a):</i></p>	<p>This language permits the Secretary to: (1) seek to recover non-Federal (State) funds in the amount of the State’s failure to meet the maintenance of State financial support requirements of section 612 under the recovery of funds provision in section 452 of the General Education Provisions Act, or (2) reduce the State’s IDEA section 611 grant.</p>
<p>¹⁰ <i>Provided further, That the funds reserved under 611(c) of the IDEA may be used to provide technical assistance to States to improve the capacity of the States to meet the data collection requirements of sections 616 and 618 and to administer and carry out other services and activities to improve data collection, coordination, quality, and use under parts B and C of the IDEA:</i></p>	<p>This language authorizes the Department to use funds available under section 611(c) to provide technical assistance and support to States on a broad range of issues, including compliance with applicable privacy laws and appropriate coordination and linking of information within and across Federal, State, and local data systems for the unique needs of students with disabilities and their families and the purposes of the IDEA programs and data collections.</p>
<p>¹¹ <i>Provided further, That States may use funds reserved for other State-level activities under sections 611(e)(2) and 619(f) of the IDEA to make subgrants to early intervention service providers to carry out activities authorized by those sections:</i></p>	<p>This language permits States to subgrant funds that they reserve for “Other State-level activities” under the Grants to States and Preschool Grants to States programs.</p>
<p>¹² <i>Provided further, That, notwithstanding section 643(e)(2)(A) of the IDEA, if 5 or fewer States apply for grants pursuant to section 643(e) of such Act, the Secretary shall provide</i></p>	<p>In years in which 5 or fewer States apply for funding under the State Incentive Grants program under Part C of the IDEA, this language would allow the Department to</p>

SPECIAL EDUCATION

Language Provision	Explanation
<i>a grant to each State in an amount equal to the maximum amount described in section 643(e)(2)(B) of such Act:</i>	provide all States that apply 20 percent of the funds reserved for the program.
<i>¹³ Provided further, That if more than 5 States apply for grants pursuant to section 643(e) of the IDEA, the Secretary shall award funds to those States on the basis of the States' relative populations of infants and toddlers except that no such State shall receive a grant in excess of the amount described in section 643(e)(2)(B) of such Act:</i>	In years in which more than 5 States apply for funding under the State Incentive Grants program under Part C of the IDEA, this language would allow the Department to ensure that all funds are allocated to eligible States on the relative basis of the number of infants and toddlers in each State.
<i>¹⁴ Provided further, That States may use funds allotted under section 643(c) of the IDEA to make subgrants to local educational agencies, institutions of higher education, other public agencies, and private non-profit organizations to carry out activities authorized by section 638 of IDEA:</i>	This language authorizes States to subgrant funds received under Part C of the IDEA to early intervention service providers.
<i>¹⁵ Provided further, That, notwithstanding section 638 of the IDEA, a State may use funds it receives under section 633 of the IDEA to offer continued early intervention services, with parental consent, to a child eligible under section 632(5) and who previously received services under part C of the IDEA from age 3 until the beginning of the school year following the child's third birthday (regardless of whether or not the child has been deemed eligible for services under section 619 of IDEA) without regard to the policies and procedures in section 635(c) of the IDEA:</i>	This language provides Part C State lead agencies greater flexibility in their use of IDEA Part C funds to avoid disruption in services by providing early intervention services to eligible children with disabilities beyond age three.
<i>¹⁶ Provided further, That, notwithstanding section 638 of the IDEA, a State may use funds appropriated under Part C of the IDEA to conduct child find, public awareness, and referral activities for an individual who is expected to become a parent of an infant with a disability (as that term is defined in section</i>	This language provides States with the flexibility to use funds under Part C of the IDEA to conduct certain activities with individuals expecting to become parents of infants or toddlers with disabilities.

SPECIAL EDUCATION

Language Provision	Explanation
<i>632(5)), as established by medical or other records:</i>	
<i>17 Provided further, That any State electing to use funds under the preceding proviso shall ensure that, as soon as possible but not later than 45 days after the child's birth, it completes the referral and eligibility process under this part for that child:</i>	This language clarifies any State exercising the flexibility in the preceding proviso to ensure that referral and eligibility processes are completed in a timely manner for all affected children.
<i>18 Provided further, That, if a State's allocation under section 611 of the IDEA in the current fiscal year is increased in accordance with section 611(d)(3) of the IDEA, States may reserve funds for activities described in sections 611(e)(2)(B) and (C) of the IDEA without regard to the limitation in section 611(e)(2)(A) of the IDEA:</i>	This proposed language would allow States to reserve any amount to fund activities previously administered by the Department under Part D of the IDEA.
<i>19 Provided further, That any State receiving funds under section 611 of the IDEA shall ensure that the total amount allocated under section 611(f) of the IDEA in the current fiscal year is not less than the total amount allocated under that section in the preceding fiscal year.</i>	This proposed language would require any State exercising the flexibility in the preceding proviso to ensure that the amount allocated by a State to LEAs is not less than the preceding year.
<i>20 Provided further, That the Secretary may reserve not more than \$10,000,000 of the amount appropriated under section 611 of Part B of the IDEA to provide technical assistance support for State activities authorized under sections 609 and 611(e)(2)(C)(ii) of the IDEA.</i>	This proposed language would provide the Department with the authority to set-aside up to \$10,000,000 of the Grants to States appropriation to provide technical assistance to States interested in pursuing the Paperwork Reduction Pilot waiver authority.
<i>21 Provided further, That for programs authorized under Part B of the IDEA, the Secretary may extend a waiver granted under section 609 of the IDEA for up to an additional four years, notwithstanding the time limitation in section 609(a)(2)(A) of the IDEA.</i>	This proposed language would enable the Department to extend the length of waivers for up to four years at a time, without a limit on the number of extensions.

SPECIAL EDUCATION

APPROPRIATION, ADJUSTMENTS, AND TRANSFERS

(dollars in thousands)

Appropriation/Adjustments/Transfers	2025	2027
Discretionary		
Appropriation	\$15,467,264	\$16,028,819
Total, discretionary appropriation	\$15,467,264	\$16,028,819
Advance		
Advance for succeeding fiscal year	-9,283,383	-9,283,383
Advance from prior year	9,283,383	9,283,383
Total, budget authority	\$15,467,264	\$16,028,819

SPECIAL EDUCATION
SUMMARY OF CHANGES

(dollars in thousands)

Enacted/Request	Amount
2025 Actual	\$15,467,264
2027 Request	16,028,819
Net change	\$561,555

Summary of Changes	2025 base	Change from base
Increases		
State grants: Grants to States	\$14,213,704	+\$1,187,115
State grants: Grants for infants and families	540,000	+50,000
Special Olympics	36,000	+2,000
Decreases		
National activities: State personnel development	38,630	-38,630
National activities: Technical assistance and dissemination	39,345	-39,345
National activities: Personnel preparation	115,000	-115,000
National activities: Parent information centers	33,152	-33,152
National activities: Educational technology media, and materials	31,433	-31,433
State grants: Preschool grants	420,000	-420,000
Net change		\$561,555

SPECIAL EDUCATION
AUTHORIZING LEGISLATION

(dollars in thousands)

Activity	2025 Authorized	2025 Actual	2027 Authorized	2027 Request
State Grants:				
State grants to States (IDEA-B-611)	Indefinite ¹	\$14,213,704	Indefinite ¹	\$15,400,819
State grants Preschool grants (IDEA-B-619)	Indefinite	420,000	Indefinite	0
State grants for infants and families (IDEA-C)	0 ²	540,000	0 ²	590,000
National activities:				
State personnel development (IDEA-D-1)	0 ²	38,630	0 ²	0
Technical assistance and dissemination (IDEA-D-2-663)	0 ²	39,345	0 ²	0
Personnel preparation (IDEA-D-2-662)	0 ²	115,000	0 ²	0
Parent information centers (IDEA-D-3-671-673)	0 ²	33,152	0 ²	0
Educational technology, media, and materials (IDEA-D-3-674)	0 ²	31,433	0 ²	0
Special Olympics education programs (SOSEA 3(a))	Indefinite	36,000	Indefinite	38,000
Total definite authorization			TBD	
Total annual appropriation		\$15,467,264		\$16,028,819
Portion of request subject to reauthorization				\$590,000

¹ Funding for technical assistance on State data collection is limited to \$25,000 thousand adjusted for inflation. This amount is estimated to be \$41,010 thousand for fiscal year 2025 and \$44,551 thousand for fiscal year 2027.

² The GEPA extension expired September 30, 2011.

SPECIAL EDUCATION
APPROPRIATIONS HISTORY

(dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2017 ¹	\$13,066,858	\$13,406,517	\$13,066,858	\$13,001,315
2017 Advance for 2018	(9,283,383)	(9,283,383)	(9,283,383)	(9,220,340)
2018 ²	12,942,125	13,251,691	13,066,858	13,038,681
2018 Advance for 2019	(10,124,103)	(9,283,383)	(9,283,383)	(9,283,383)
2019 ³	13,051,776	13,422,651	13,493,684	13,468,728
2019 Advance for 2020	(10,124,103)	(9,283,383)	(9,283,383)	(9,283,383)
2020 ⁴	13,451,145	14,523,544	13,473,228	13,885,228
2020 Advance for 2021	(10,124,103)	(9,283,383)	(9,283,383)	(9,283,383)
2021 ⁵	13,985,228	14,092,995	14,012,728	14,070,743
2021 Mandatory supplemental, ARP Act (P.L. 117-02) ⁶	0	0	0	3,030,000
2021 Advance for 2022	(9,283,383)	(9,283,383)	(9,283,383)	(9,283,383)
2022 ⁷	17,193,256	17,193,256	17,193,256	14,519,119
2022 Advance for 2023	(9,283,383)	(9,283,383)	(9,283,383)	(9,283,383)
2023 ⁸	18,130,170	17,760,679	16,744,570	15,453,264
2023 Advance for 2024	(9,283,383)	(9,283,383)	(9,283,383)	(9,283,383)

¹ The levels for the House and Senate allowances reflect Committee action on the regular annual 2017 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2017.

² The level for the House allowance reflects floor action on the Omnibus appropriation bill; the Senate allowance reflects Committee action on the regular annual 2018 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2018 (P.L. 115-141).

³ The levels for the House and Senate Allowance reflect Committee action on the regular annual 2019 appropriations bill; the Appropriation reflects enactment of the Department of Defense and Labor, Health and Human Services, and Education Appropriations Act, 2019 (P.L. 115-245).

⁴ The Senate Allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriations Act, 2020 (P.L. 116-94).

⁵ The level for the Senate Allowance reflects the Chairman's mark; the Appropriation reflects Division H of the Consolidated Appropriations Act, 2021 (P.L. 116-260).

⁶ The Appropriation reflects the American Rescue Plan Act of 2021 (P.L. 117-02).

⁷ The House allowance reflects floor action; the Senate allowance reflects the Chair's mark; and the Appropriation reflects Division H of the Consolidated Appropriations Act, 2022 (P.L. 117-103).

⁸ The House allowance reflects the regular annual FY 2023 appropriation, which was introduced on the floor; the Senate allowance reflects the Chair's mark; and the Appropriation reflects the Consolidated Appropriations Act, 2023 (P.L. 117-328).

SPECIAL EDUCATION

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2024 ¹	\$18,179,373	\$15,453,264	\$15,661,764	\$15,467,264
2024 Advance for 2025	(9,283,383)	(9,283,383)	(9,283,383)	(9,283,383)
2025 ²	15,673,264	15,497,264	15,768,264	15,467,264
2025 Advance for 2026	(9,283,383)	(9,283,383)	(9,283,383)	(9,283,383)
2026 ³	15,673,264	15,493,264	15,517,264	15,490,264
2026 Advance for 2027	(9,283,383)	(9,283,383)	(9,283,383)	(9,283,383)
2027	16,028,819	—	—	—
2027 Advance for 2028	(9,283,383)	—	—	—

¹ The House allowance reflects Subcommittee action, and the Senate allowance reflects Committee action on the regular annual 2024 appropriations bill. The Appropriation reflects enactment of the Further Consolidated Appropriations Act, 2024 (P.L. 118-47).

² The levels for the House and Senate allowances reflect Committee action on the regular annual 2025 appropriations bill; the Appropriation reflects enactment of the Full-Year Continuing Appropriations and Extensions Act, 2025 (P.L. 119-4).

³ The levels for the House and Senate allowances reflect Committee action on the regular annual 2026 appropriations bill; the Appropriation reflects enactment of the Consolidated Appropriations Act, 2026 (P.L. 119-75).

SPECIAL EDUCATION

SIGNIFICANT ITEMS

National Transition Technical Assistance Center for Students and Youth with Disabilities

Senate: The Committee notes the National Transition Technical Assistance Center for Students and Youth with Disabilities has supported state special education and vocational rehabilitation personnel in improving practices that promote better outcomes, specifically leading to competitive integrated employment for students and youth with disabilities, by providing information, tools, and assistance in the use of evidence-based practices. The Committee notes the IDEA requires the Secretary to make competitive grants to, or enter contracts or cooperative agreements with eligible entities to disseminate information about innovative, effective, and efficient curricula designs, instructional approaches, and strategies, and identify positive academic and social learning opportunities, that provide effective transitions between educational settings or from school to post-school settings, and the Rehabilitation Act of 1973 allows the Secretary to provide grants to, or enter into contracts with, eligible entities to improve transition from education, including postsecondary education to employment, particularly in competitive integrated employment, for youth who are individuals with significant disabilities. The Committee requests the Department provide an update on the required work, outcomes, and multi-year goals and objectives of the center in the fiscal year 2027 CJ.

Response: The Department published the fiscal year 2025 Notice Inviting Applications (NIA) for the National Transition Technical Assistance Center for Students and Youth with Disabilities (NTACT) in June, 2025: <https://www.federalregister.gov/documents/2025/06/18/2025-11219/applications-for-new-awards-technical-assistance-and-dissemination-to-improve-services-and-results>. In September 2025, the Department made one new grant award as a result of this competition. The grantee established additional goals and objectives for this center beyond the required goals and objectives established in the NIA. For example, this center will meaningfully integrate youth and young adults with disabilities in the development of technical assistance resources, advance the use of predictors of post-school outcomes, work in rural areas, and establish a specific focus on students with significant disabilities.

SPECIAL EDUCATION

SUMMARY OF REQUEST

For fiscal year 2027, the Administration's request would consolidate the IDEA National Activities programs and Preschool Grants program into the Grants to States program, combining nearly all currently funded formula and competitive grant programs authorized under IDEA into a single State formula grant. This proposal represents a historic investment in IDEA and reflects the Administration's goal to return education to the states by streamlining funding and expanding flexibility for States.

Funding under the Grants to States program would continue to be allocated to States and LEAs in accordance with Section 611, and States would receive additional flexibility to reserve funds for State-level activities, including those currently supported under the National Activities and Preschool Grant programs. States would continue to meet key IDEA accountability and reporting requirements aimed at ensuring a free appropriate public education is available to all students with disabilities and protecting the rights of those students and their families. For additional information on Consolidated Special Education funds, see the Special Education Grants to States congressional justification.

The Administration is dedicated to ensuring that every child in America's schools has the opportunity to be successful. Part of that commitment is ensuring that States, districts, and schools have the resources they need to effectively support the students and families they serve. The fiscal year 2027 President's Request for Special Education of \$16.03 billion represents this Administration's commitment to meeting the needs of children with disabilities nationwide.

The Administration requests \$15.4 billion for the Grants to States program, an increase of \$1.19 billion over the fiscal year 2025 level, to assist States and schools in covering the excess costs of providing special education and related services to children with disabilities ages 3 through 21. The request would provide an average of \$1,846 for each of the 8.3 million children with disabilities who are estimated to be served in 2027. Under this Request, the Federal contribution toward meeting the excess cost of special education and related services would be approximately 10 percent of the national average per pupil expenditures.

The request would consolidate \$257.6 million from the Special Education National Activities programs into the Grants to States program. Discretionary grant competitions previously funded under the National Activities programs would be phased out under the consolidated Special Education proposal. States would have the authority to continue to support any activities previously supported under the National Activities programs using their increased allocations under the Grants to States program.

The Request also includes proposals to ensure special educators are able to focus their attention on meeting the needs of students, not burdensome paperwork. Numerous studies and surveys have found paperwork burdens are increasing special educator attrition and reducing teachers time in the classroom. The Request includes proposals to both provide technical assistance on, and enable States to pilot new approaches to, reducing paperwork burden.

The request would also consolidate \$420 million from the Preschool Grants program into the Grants to States program. Consolidating the Preschool Grants program into the Grants to States

SPECIAL EDUCATION

program would not impact LEAs' ability to utilize IDEA funds to serve children with disabilities aged 3 through 5.

The Administration requests \$590 million for the Grants for Infants and Families program, an increase of \$50 million over the fiscal year 2025 level. This increase can help States implement the new flexibility enacted in fiscal year 2026 to better support American families expecting to have a child with a disability and provide services to the child faster after he or she is born.

The Administration's request would maintain support for the Special Olympics Education Programs at \$38 million, \$2 million more than the fiscal year 2025 level and the same as the fiscal year 2026 level.

SPECIAL EDUCATION

STATE GRANTS: GRANTS TO STATES

(Individuals with Disabilities Education Act, Part B, Section 611)

(dollars in thousands)

FY 2027 Authorization: Indefinite^{1 2}

BUDGET AUTHORITY

	2025 Actual	2027 Request	Change from 2025 to 2027
Annual appropriation	\$4,930,321	\$6,117,436	+\$1,187,115
Advance for succeeding fiscal year	9,283,383	9,283,383	0
Total	\$14,213,704	\$15,400,819	\$1,187,115

PROGRAM DESCRIPTION

The Grants to States program provides formula grants to assist the 50 States, the District of Columbia, Puerto Rico, the Department of the Interior, the Outlying Areas, and the Freely Associated States in meeting the excess costs of providing special education and related services to children with disabilities. In order to be eligible for funding, States must serve all children with disabilities between the ages of 3 through 21; they are not required to serve children aged three through five or 18 through 21 if services are inconsistent with State law or practice or the order of any court. A State that does not provide a free appropriate public education (FAPE) to children with disabilities aged three through five cannot receive base payment funds attributable to this age group.

The IDEA requires that States and school districts provide any child identified as having a disability covered by the Act with access to a free appropriate public education in the least restrictive environment. The Grants to States program is aimed at assisting States and districts in meeting this mandate.

FUNDING FORMULA: Funds are allocated among States in accordance with a variety of factors, as outlined under section 611(d) of the Individuals with Disabilities Education Act (IDEA). First, each State is allocated an amount equal to the amount that it received for fiscal year 1999. If the total program appropriation increases over the prior year, 85 percent of the remaining funds are allocated based on the number of children in the general population in the age range for which the States guarantee FAPE to children with disabilities. Fifteen percent of the remaining funds

¹ Section 611(c) of the IDEA limits technical assistance activities to \$25,000 thousand, increased by the amount of inflation from year to year. It is estimated that the maximum amount authorized for fiscal year 2027 would be \$44,845 thousand.

² Section 611(b)(2) of the IDEA requires that from the funds appropriated for Grants to States, 1.226 percent shall be set aside for the Department of the Interior. It is estimated that the maximum amount authorized for fiscal year 2027 would be \$188,814 thousand.

SPECIAL EDUCATION

STATE GRANTS: GRANTS TO STATES

are allocated based on the number of children living in poverty that are in the age range for which the States guarantee FAPE to children with disabilities.

The IDEA also includes several maximum and minimum allocation requirements that are triggered when the amount available for distribution to States increases. The amount that any single State's allocation may increase from one year to the next is capped at the amount the State received in the prior year multiplied by the sum of 1.5 percent and the percentage increase in the total amount appropriated for Part B of IDEA from the prior year. The maximum amount that any State may receive in any single fiscal year is calculated by multiplying the number of children with disabilities ages of 3 through 21 served during the 2004–2005 academic year in that State by 40 percent of the annual per pupil expenditure, adjusted by the rate of annual change in the sum of 85 percent of the children aged 3 through 21 for whom that State ensures FAPE and 15 percent of the children living in poverty. Because there are multiple caps, in any single year, the “effective cap” on any single State's allocation is the lowest cap for that State.

If the amount available for allocation to States remains the same from one year to the next, States receive the same level of funding as in the prior year. If the amount available for allocation to States decreases from the prior year, any amount available for allocation to States above the 1999 level is allocated based on the relative increases in funding that the States received between 1999 and the prior year. If there is a decrease below the amount allocated for 1999, each State's allocation is ratably reduced from the 1999 level.

States may reserve a portion of their funding for State-level activities, as described below. Any funds not reserved by the State must be passed through to local educational agencies (LEAs). These sub-State allocations are made in a fashion similar to that used to allocate funds among States when the amount available for allocation to States increases. LEAs receive a hold-harmless allocation, and the remaining funds are allocated on the basis of 85 percent population and 15 percent poverty.

STATE ADMINISTRATION: A State may reserve for State administration up to the greater of the maximum amount the State could reserve for State administration from fiscal year 2004 funds, or \$800,000, increased by inflation as reflected by the Consumer Price Index for All Urban Consumers.

OTHER STATE ACTIVITIES: A State may also reserve funds for a variety of other State-level activities such as monitoring, enforcement, addressing personnel needs, reducing paperwork burdens, and providing technical assistance to LEAs. One authorized activity involves allocating set-aside funds to support a risk pool, or high-cost fund, that is used to assist LEAs in meeting the costs of serving high-need high-cost children.¹ If a State opts to use State-level funds for a risk pool, it must use 10 percent of the funds it reserves for other State-level activities for this purpose. Federal funds set aside by a State must be distributed to LEAs or consortia of LEAs to address the needs of specific high-cost children.

¹ Specifically, children for whom the costs of services exceed 300 percent of the State's average per pupil expenditure.

SPECIAL EDUCATION

STATE GRANTS: GRANTS TO STATES

Starting in 2007, the amount that a State may set aside for other State-level activities is based on a percentage of its total allocation for 2006, increased for inflation. The percentage is based on whether the State opts to use funds for a risk pool and the amount of funds that the State sets aside for administration. If the State opts to use funds for a risk pool and the State sets aside \$850,000 or less for administration, the percentage is 10.5 percent. If the State opts to use funds for a risk pool and the State sets aside more than \$850,000 for administration, the percentage is 10 percent. If the State opts not to use funds for a risk pool and the State sets aside \$850,000 or less for administration, the percentage is 9.5 percent. If the State opts not to use funds for a risk pool and the State sets aside more than \$850,000 for administration, the percentage is 9 percent. As described below, the Budget proposes to increase the amount of funds States may set aside for these activities.

MAINTENANCE OF EFFORT: The IDEA also requires each State to maintain its level of State financial support for special education and related services from one year to the next. This requirement is commonly referred to as the State maintenance of effort, or MOE. However, the IDEA allows any State that provided 100 percent of the non-Federal costs of special education services in the 2003–2004 school year, or any subsequent year, to reduce its level of expenditures by up to 50 percent of any increase in its allocation under the Grants to States program over the prior year. The Department may prohibit a State from exercising this authority if it is determined that a State is not adequately carrying out its responsibilities under the IDEA.

The IDEA also contains a local “maintenance of effort” requirement. Under this requirement, each LEA must maintain its total expenditures on special education from one year to the next. The standard for determining whether this MOE requirement has been met is that the LEA actually expends, in total or per capita, an equal or greater amount of local, or State and local, funds in each subsequent year. However, in any fiscal year that an LEA’s IDEA Part B subgrant allocation exceeds the amount that the LEA received in the previous fiscal year, the IDEA also permits certain LEAs to reduce the level of support otherwise required by this local maintenance of effort requirement by up to 50 percent of any increase in their Part B allocation. LEAs taking advantage of this flexibility must use any funds that otherwise would have been used for the education of children with disabilities to support activities that are authorized under the Elementary and Secondary Education Act (ESEA) of 1965, as amended. Also, if a State educational agency (SEA) determines that an LEA is not meeting the requirements of Part B, including meeting targets in the State’s performance plan, the SEA must prohibit that LEA from reducing its level of support.

COORDINATED EARLY INTERVENING SERVICES (CEIS): LEAs typically may use up to 15 percent of their allocation, less any amount used to reduce that LEA’s maintenance of effort level, for early intervening services. Early intervening services generally address the needs of students who require additional academic and behavioral supports to succeed but who are not identified as needing special education. If an SEA determines that an LEA has significant disproportionality on the basis of race in the identification of children with disabilities, in particular disability categories, in placement in particular educational settings, or in discipline, the SEA must require the LEA to use the full 15 percent for comprehensive coordinated early

SPECIAL EDUCATION

STATE GRANTS: GRANTS TO STATES

intervening services to address the factors contributing to the identified significant disproportionality.

The IDEA requires awards to the Freely Associated States of the Pacific Basin (Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands) to be the same amounts that they received from the fiscal year 2023 appropriation.¹

The IDEA also authorizes the Department to set aside a portion of the Grants to States appropriation to provide technical assistance to improve the capacity of States to meet data collection requirements necessary for the implementation of the program.

IDEA requires that 1.226 percent of funds appropriated for Grants to States be set aside for the Department of the Interior to meet the need for assistance for the education of children with disabilities on reservations aged five through 21, inclusive, enrolled in elementary and secondary schools for Indian children operated or funded by that Department. The maximum amount authorized for fiscal year 2027 is estimated to be approximately \$188.8 million.

Grants to States is a forward-funded program that includes advance appropriations. A portion of the funds becomes available for Federal obligation on July first of the fiscal year in which they are appropriated and remain available for 15 months. The remaining funds become available for Federal obligation on October first of the following fiscal year and remain available for 12 months, expiring at the same time as the forward-funded portion. For fiscal year 2027, school districts will use both the forward- and advance-funded amounts primarily during the 2027–2028 school year.

Both forward-funded and advance funds remain available for obligation at State and local levels for an additional year. Hence, States and LEAs will have until September 30, 2029, to obligate their fiscal year 2027 awards.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2022	\$13,343,704
2023	14,193,704
2024	14,213,704
2025	14,213,704
2026	To be determined

¹ Compact of Free Association Amendments Act of 2024, Public Law 118-42, Signed March 9, 2024.

SPECIAL EDUCATION

STATE GRANTS: GRANTS TO STATES

FY 2027 BUDGET REQUEST

For fiscal year 2027, the Administration requests \$15.4 billion for the Grants to States program, \$1.19 billion more than the fiscal year 2025 level. The request would consolidate the Preschool Grant program and Special Education National Activities programs into the Grants to States program. The \$1.19 billion increase includes a request for an additional \$509.6 million above the amount consolidated from the Preschool Grant program and National Activities programs. This historic investment reflects the Administration's goal to provide students with disabilities the services they need to thrive while returning education to the States by streamlining funding and expanding flexibility. Funding under the Grants to States program would continue to be allocated to States and LEAs in accordance with Section 611, and States would receive additional flexibility to reserve funds for State-level activities, including those currently supported under the National Activities programs, such as training new special education personnel and providing technical assistance to school districts. States would continue to meet key IDEA accountability and reporting requirements aimed at ensuring a free appropriate public education is available to all students with disabilities and protecting the rights of those students and their families.

The significant increase requested reflects the Administration's commitment to increasing flexibility for States while limiting Federal overreach into schools and represents the highest level of funding ever provided under the Grants to States program.¹ The request would support States and LEAs in providing special education and related services to an estimated 8.3 million students with disabilities nationwide in 2027 by providing an average of \$1,846 per child with a disability.²

The request provides schools with the resources they need to close persistent achievement gaps between students with disabilities and their peers. For example, in school year 2019–2020, 71 percent of students with disabilities graduated high school in four years compared to 87 percent of all high school students.³ The 2024 National Assessment of Educational Progress (NAEP) results continue to show significant gaps between students with disabilities and their peers in reading and math as well.⁴ On the 2024 fourth grade reading assessment, only 28 percent of students with disabilities scored at or above Basic proficiency, while 66 percent of other students scored at or above Basic. Similarly, only 26 percent of eighth graders with disabilities scored at or above Basic, while 66 percent of other eighth-grade students scored at or above Basic.

The request would consolidate \$257.6 million from the Special Education National Activities programs into the Grants to States program, transferring authority over those funds to States and local districts, which are better situated to target resources to improve student outcomes based on local needs and conditions. Discretionary grant competitions previously funded under the National Activities programs would no longer be funded in fiscal year 2027, reducing the Federal

¹ Excludes funds made outside the annual discretionary appropriations process.

² This average is based on the assumption that the number of children aged 3 through 21 who will be served will continue to increase through 2027 to approximately 7.7 million.

³ https://nces.ed.gov/ccd/tables/ACGR_RE_and_characteristics_2019-20.asp

⁴ <https://nces.ed.gov/nationsreportcard/>

SPECIAL EDUCATION

STATE GRANTS: GRANTS TO STATES

education bureaucracy, administrative burden on States and districts, and putting more dollars to use for students.

The request would also consolidate \$420 million from the Preschool Grants program into the Grants to States program. Consolidating the Preschool Grants program into the Grants to States program would not impact LEAs' ability to spend IDEA funds to serve children with disabilities aged 3 through 5, including children with disabilities aged 2 that would turn 3 during the school year, while providing States and school districts more flexibility on how to allocate IDEA funding across preschool and school-aged children, with less red-tape from the federal government.

FISCAL YEAR 2027 PROPOSED APPROPRIATIONS LANGUAGE

RETURNING SPECIAL EDUCATION FUNDING TO THE STATES

The Administration proposes new appropriations language that would allow States to reserve additional funds for activities previously administered by the Department under the National Activities programs. States would have the flexibility to determine how much to reserve for these activities on the condition that States pass through to local school districts at least as much as in the preceding school year. For example, a State, or a consortia of States, could choose to use the additional funds provided by this request to implement technical assistance centers, personnel preparation programs, or education technology programs according to the needs of the students with disabilities and their families in their respective States. States could also choose not to reserve additional funds for these activities and instead pass through more funds to local school districts. Ultimately, the proposed appropriations language would provide States with maximum flexibility to determine how to use the funds provided in this request.

ENSURING TEACHERS ARE FOCUSED ON STUDENTS, NOT PAPERWORK

Special education teachers' time should be focused on meeting the needs of children with disabilities, not burdensome paperwork that does not improve students' academic outcomes. In the 2004 reauthorization of IDEA, Congress recognized that some IDEA Part B requirements could create excessive paperwork and noninstructional time burdens on special education teachers, related services providers, and State and local administrators, thus diverting time and resources away from instruction and other activities that would improve educational and functional results for children with disabilities.

Numerous studies have found paperwork burdens are increasing special educator stress and burnout, contributing to teacher attrition that has created special educator shortages across the country. The special educators that stay are spending too much time on paperwork. A report in one State found that nearly 70 percent of special education teachers spent over 20 percent of their day on paperwork, while 40 percent of special education teachers spent less than half their day on instruction. This imbalance of time spent with students versus completing paperwork must be

SPECIAL EDUCATION

STATE GRANTS: GRANTS TO STATES

corrected to ensure students with disabilities get the time and support from special educators they need to thrive and for schools to retain more special education teachers.

The request includes two policies to reduce paperwork burdens and increase special education teachers' time with students:

MAKING THE IDEA PAPERWORK REDUCTION PILOT WORK FOR STATES

Under section 609 of IDEA, Congress gave the Department authority to grant waivers of certain requirements of IDEA Part B. Specifically, the Secretary may grant waivers of IDEA requirements related to paperwork to up to 15 States. The Secretary may not waive any statutory or regulatory provisions relating to applicable civil rights requirements or procedural safeguards under section 615 of IDEA, and waivers may not adversely affect the right of a child with a disability to receive a free appropriate public education (FAPE) under IDEA Part B. In short, States' waiver proposals must preserve the fundamental rights of children with disabilities under IDEA.

Since 2004, no States have applied to participate in the pilot, despite the high level of paperwork burden on teachers described above. During the first Trump Administration, the Department received feedback from States that a key reason they did not apply for the pilot was the statutory limitation under IDEA that the Secretary could only waive requirements for up to 4 years. Therefore, any investments a participating State made related to the pilot, such as modifying forms and IT systems, might need to be undone after 4 years. States should have greater certainty that the successful efforts they take to remove burden on teachers will persist. Therefore, the request includes appropriations language that enables the Department to extend a State's waiver for an additional 4-years with no limit on the number of extensions the Department may grant.

PROVIDING TECHNICAL ASSISTANCE TO SUPPORT STATES' AND DISTRICTS' PAPERWORK REDUCTION EFFORTS

Under the Section 611 of the IDEA, any State may use funds reserved for State level activities to support paperwork reduction activities. The Administration believes that with the significant increase requested for the Grants to States program, and appropriations language increasing the amount available for States to reserve, States should consider funding activities that reduce paperwork burden, which may include reducing paperwork burdens due to Federal, State and local requirements as well as applying for and implementing a Paperwork Reduction Pilot as described above.

SPECIAL EDUCATION

STATE GRANTS: GRANTS TO STATES

Implementing paperwork reduction activities, including revising professional development procedures, IT systems and paperwork forms themselves, while ensuring all student and family rights are maintained, can raise novel, complex challenges for States and districts. To provide resources and support to advance these vital paperwork reduction efforts, the Administration proposes appropriations language that provides the Department with the authority to set aside up to \$10 million of the Grants to States appropriation to provide technical assistance to States related to paperwork reduction challenges and opportunities, including support for States interested in pursuing the Paperwork Reduction Pilot waiver authority.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2025	2027
Formula grants:		
Formula grants to States	\$14,030,773	\$15,211,785
Formula grants to Outlying Areas	\$41,010	\$44,435
Grants to Freely Associated States	\$7,895	\$7,895
Department of the Interior	\$106,526	\$109,204
Subtotal, formula grants	\$14,186,204	\$15,373,319
Technical Assistance	\$27,500	\$27,500
Total program funding	\$14,213,704	\$15,400,819
Number of children with disabilities served ages 3 through 21 ¹	7,941,565	8,328,852
Average Federal share per child (whole dollars) ¹	\$1,786	\$1,846
Average per pupil expenditure (APPE) (whole dollars) ¹	\$17,442	\$18,377
Federal funding as a percentage of APPE ¹	10.2%	10.0%

¹ Estimate.

SPECIAL EDUCATION

STATE GRANTS: GRANTS TO STATES

Basis for Leaving Special Education for Youth with Disabilities Ages 14 and Older^{1 2}

Output Measures	School Year 2020– 2021 Percent	School Year 2020– 2021 Number	School Year 2021– 2022 Percent	School Year 2021– 2022 Number	School Year 2022– 2023 Percent	School Year 2022– 2023 Number
Graduating with regular diploma	53.06%	331,824	52.26%	348,075	53.23%	358,869
Graduating through certification	6.76	42,298	6.68	44,498	5.89	39,720
Transferred to regular education	7.60	47,527	8.25	54,919	9.59	64,628
Dropped out, or moved but not known to have continued in education	10.33	64,614	11.04	73,529	9.75	65,762
Moved, but known to have continued in education	21.71	135,749	21.27	141,629	20.78	140,106
Reaching maximum age for services and other reasons	0.54	3,361	0.50	3,341	0.76	5,138
Total	100.00%	625,373	100.00%	665,991	100.00%	674,223

History of Children Served and Program Funding³

Fiscal Year ^{4 5}	Children Served (thousands)	Appropriation (dollars in thousands)	Federal Share Per Child (whole dollars)	Percentage of APPE
1995	5,467	\$2,322,915	\$425	8%
1996	5,629	2,323,837	413	7
1997	5,806	3,107,522	535	9

¹ Annual data collection from States by OSERS and through the Education Data Exchange Network (EDEN)

² EDFacts. Percentages may not add to 100 percent due to rounding.

³ The Federal share per child is calculated from IDEA Part B Grants to States funding, excluding amounts available for studies and evaluations or technical assistance, as applicable.

⁴ For 2006 through 2027, the Federal share per child is calculated from IDEA Part B Grants to States funding, excluding amounts available for studies and evaluations or technical assistance, as applicable.

⁵ Appropriation includes \$10,000 thousand for technical assistance activities in 2005, \$15,000 thousand in 2006 through 2009 and 2014, \$25,000 thousand in 2010 through 2012, \$23,693 thousand in 2013, \$13,000 thousand in 2015, \$20,000 thousand in 2016, \$21,400 thousand in 2017, \$21,000 thousand in 2018, \$20,000 thousand in 2019, \$10,000 thousand in 2020, \$15,000 thousand in 2021, \$20,000 thousand in 2022 and 2023, and \$27,500 thousand in 2024 through 2027.

SPECIAL EDUCATION

STATE GRANTS: GRANTS TO STATES

Fiscal Year ^{1 2}	Children Served (thousands)	Appropriation (dollars in thousands)	Federal Share Per Child (whole dollars)	Percentage of APPE
1998	5,978	\$3,807,700	\$636	11%
1999	6,133	4,310,700	701	11
2000	6,274	4,989,685	793	12
2001	6,381	6,339,685	991	14
2002	6,483	7,528,533	1,159	15
2003	6,611	8,874,398	1,340	17
2004	6,723	10,068,106	1,495	18
2005	6,820	10,589,746	1,558	18
2006	6,814	10,582,961	1,551	18
2007	6,796	10,782,961	1,584	17
2008	6,718	10,947,511	1,609	17
2009	6,599	11,505,211	1,742	17
2009 ARRA	6,599	11,300,000	1,711	16
2010	6,614	11,505,211	1,736	16
2011	6,558	11,465,960	1,745	16
2012	6,543	11,577,855	1,766	16
2013	6,574	10,974,866	1,674	15
2014	6,593	11,472,848	1,743	16
2015	6,697	11,497,848	1,715	15
2016	6,814	11,812,848	1,745	15
2017	6,808	12,002,848	1,760	15
2018	6,904	12,277,848	1,775	14
2019	7,130	12,364,392	1,731	13
2020	7,278	12,764,392	1,752	13
2021	7,214	12,937,457	1,735 ³	13
2021 ARP Act	7,214	2,580,000	347	13
2022	7,352	13,343,704	1,812	13
2023	7,630	14,193,704	1,857	13
2024	7,753	14,213,704	1,829	11
2025	7,942	14,213,704	1,786	10
2026	8,148	14,233,704	1,743	10
2027	8,329	15,440,819	1,846	10

³ Estimate.

SPECIAL EDUCATION

STATE GRANTS: GRANTS TO STATES

PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information (including, for example, program goals, objectives, measures, and performance targets and data) and an assessment of the progress made toward achieving program goals. Program results are based on the combined effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

PERFORMANCE MEASURES

Goal: Ensure all children with disabilities served under the IDEA have available to them a free appropriate public education to help them meet challenging standards and prepare them for independent living and postsecondary education and/or competitive employment by assisting State and local educational agencies and families.

Objective: All children with disabilities will meet challenging standards as determined by national and State assessments with accommodations as appropriate.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS MEASURES

Measure: The percentage of fourth-grade students with disabilities scoring at or above Basic on the National Assessment of Educational Progress (NAEP) in reading.

Year	Target	Actual
2015	40%	33%
2017	40	32
2019	40	30
2022	40	30
2024	40	28
2026	40	—

SPECIAL EDUCATION

STATE GRANTS: GRANTS TO STATES

Measure: The percentage of eighth-grade students with disabilities scoring at or above Basic on the NAEP in mathematics.

Year	Target	Actual
2015	38%	32%
2017	38	31
2019	38	32
2022	38	28
2024	38	26
2026	38	—

Additional information: As defined for purposes of NAEP, “students with disabilities” includes any student classified by a school as having a disability, including children who receive services under a Section 504 plan.

Students with disabilities score well below other students on NAEP assessments. On the 2024 fourth grade reading assessment, only 28 percent of students with disabilities scored at or above Basic, while 66 percent of other students scored at or above Basic. On the 2024 math assessment, only 26 percent of eighth graders with disabilities scored at or above Basic, while 66 percent of other eighth-grade students scored at or above Basic.

ELEMENTARY AND SECONDARY EDUCATION MEASURES

Data on the following measures are collected annually through the Education Data Exchange Network (EDEN) and made available through ED Facts. The first two measures focus on the achievement of students with disabilities on State reading and mathematics assessments. The next two measures focus on the achievement gaps between students with disabilities and other students based on those State assessments. The last measure focuses on graduation rates of students with Individualized Education Programs (IEPs).

For the following measures, the Department is currently reviewing 2024 data. Fiscal year 2024 data will be included in the fiscal year 2028 Congressional Justification and fiscal year 2025 data will be included in the fiscal year 2029 Congressional Justification.

SPECIAL EDUCATION

STATE GRANTS: GRANTS TO STATES

Measure: The percentage of students with disabilities in grades 3–8 scoring at the proficient or advanced levels on State reading assessments.

Year	Target	Actual
2022	35%	18%
2023	35	19
2024	35	—
2025	35	—
2026	35	—
2027	35	—

Additional information: State reading assessment data for 2023 reflects assessment data from the 2023–2024 school year.

Measure: The percentage of students with disabilities in grades 3–8 scoring at the proficient or advanced levels on State mathematics assessments.

Year	Target	Actual
2022	35%	18%
2023	35	18
2024	35	—
2025	35	—
2026	35	—
2027	35	—

Additional information: State mathematics assessment data for 2023 reflects assessment data from the 2023–2024 school year.

SPECIAL EDUCATION

STATE GRANTS: GRANTS TO STATES

Measure: The difference between the percentage of students with disabilities in grades 3–8 scoring at the proficient or advanced levels on State reading assessments and the percentage of all students in grades 3–8 scoring at the proficient or advanced levels on State reading assessments.

Year	Target	Actual
2022	20%	28%
2023	20	28
2024	20	—
2025	20	—
2026	20	—
2027	20	—

Additional information: State reading assessment data for 2023 reflects assessment data from the 2023–2024 school year. The Department is currently reviewing 2024 data.

Measure: The difference between the percentage of students with disabilities in grades 3–8 scoring at the proficient or advanced levels on State mathematics assessments and the percentage of all students in grades 3–8 scoring at the proficient or advanced levels on State mathematics assessments.

Year	Target	Actual
2022	20%	23%
2023	20	24
2024	20	—
2025	20	—
2026	20	—
2027	20	—

Additional information: State mathematics assessment data for 2022 reflects assessment data from the 2023–2024 school year.

SPECIAL EDUCATION

STATE GRANTS: GRANTS TO STATES

Measure: The percentage of students with Individualized Education Programs (IEPs) who graduate from high school with a regular high school diploma.

Year	Target	Actual
2022	75%	75%
2023	75	78
2024	75	—
2025	75	—
2026	75	—
2027	75	—

Additional information: High-quality, representative data were not available for 2020. Due to the circumstances created by the COVID-19 pandemic, ED waived the reporting of the statewide assessments in the 2019–2020 school year and encouraged states to consider flexibilities regarding the timing, length, and type of administration of assessments in the 2020–2021 school year.

POSTSECONDARY OUTCOMES

One of the purposes of the IDEA is to help prepare children with disabilities for further education, employment, and independent living. In 2011, the Department developed a measure on employment and postsecondary education. This measure tracks the median percentage of students who are no longer in secondary school who had IEPs in effect at the time they left school, and were: a) enrolled in higher education within 1 year of leaving high school; b) enrolled in higher education or were competitively employed within 1 year of leaving high school; or, c) enrolled in postsecondary education or training program, or were competitively employed or in some other form of employment within 1 year of leaving high school. Data for this measure is collected directly from the States on an annual basis. The Department believes that this is a critical measure for the program because it reflects the ultimate results of efforts to provide special education under the Grants to States program.

SPECIAL EDUCATION

STATE GRANTS: GRANTS TO STATES

Measure: The median percentage of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Year	Target	Actual
2022	80%	76%
2023	80	76
2024	80	—
2025	80	—
2026	80	—
2027	80	—

Additional information: Performance on this measure was relatively consistent from 2015 through 2019 before decreasing in 2020. The Department is currently reviewing 2024 data. Fiscal year 2024 data will be included in the fiscal year 2028 Congressional Justification. Fiscal year 2025 data will be included in the fiscal year 2029 Congressional Justification.

EFFICIENCY MEASURE

Measure: The average number of days between the completion of a site visit and the Office of Special Education Programs' (OSEP) response to the State.

Year	Target	Actual
2022	180	314
2023	180	377
2024	180	338
2025	180	—
2026	180	—
2027	180	—

Additional information: Fiscal year 2025 data will be included in the fiscal year 2029 Congressional Justification.

SPECIAL EDUCATION

STATE GRANTS: PRESCHOOL GRANTS

(Individuals with Disabilities Education Act, Part B, Section 619)

(dollars in thousands)

FY 2027 Authorization: To be determined¹

BUDGET AUTHORITY

2025 Actual	2027 Request	Change from 2025 to 2027
\$420,000	0	-\$420,000

PROGRAM DESCRIPTION

The Preschool Grants program provides formula grants to States, the District of Columbia, and Puerto Rico for the provision of special education and related services for children with disabilities aged 3 through 5. To be eligible for these grants, States must serve all eligible children with disabilities aged 3 through 5 who have an approved application under Part B of the Individuals with Disabilities Education Act (IDEA). Currently, all States have provided assurances to the Department that they are making a free appropriate public education (FAPE) available to all children aged 3 through 5 with disabilities.

At their discretion, States may include preschool-aged children who are experiencing developmental delays (as defined by the State and as measured by appropriate diagnostic instruments and procedures) and need special education and related services. If consistent with State policy, State and local educational agencies also may use funds received under this program to provide FAPE to 2-year-olds with disabilities who will turn 3 during the school year.

IDEA requires that, to the maximum extent appropriate, children with disabilities are educated with children who do not have disabilities. Removal of children with disabilities from the regular educational environment is only warranted when the nature or severity of the disability of a child is such that education in classes with students without disabilities, even with the use of supplementary aids and services, is not possible. Since States are not required to provide public preschool programs for the general population, preschool-aged children with disabilities are served in a variety of settings, including public or private preschool programs, inclusive kindergarten, Head Start programs, and childcare facilities.

FUNDING FORMULA

Funds are distributed to eligible entities through a formula based on general population and poverty. Each State is first allocated an amount equal to its fiscal year 1997 allocation. For any year in which the appropriation is greater than the prior year level, 85 percent of the funds above

¹ The GEPA extension expired September 30, 2011.

SPECIAL EDUCATION

STATE GRANTS: PRESCHOOL GRANTS

the fiscal year 1997 level are distributed based on each State's relative percentage of the total number of children aged 3 through 5 in the general population. The other 15 percent are distributed based on the relative percentage of children aged 3 through 5 in each State who are living in poverty. The formula provides several floors and ceilings regarding the amount a State can receive in any year. When appropriations increase, no State can receive less than it received in the prior year. In addition, every State must receive an increase equal to the higher of either: (1) the percent the appropriation grew above the prior year, minus 1.5 percent, or (2) 90 percent of the percentage increase above the prior year. The formula also provides for a minimum increase in State allocations of one-third of 1 percent of the increase in the appropriation over the base year and places a ceiling on how much the allocation to a State may increase. Specifically, no State may be allocated an increase above the prior year greater than the percent of growth in the appropriation from the prior year plus 1.5 percent.

These provisions help ensure that every State receives a part of any increase, and that there are no sudden shifts in resources among the States. States must distribute the bulk of their grant awards to local educational agencies (LEAs). In fiscal year 2026, approximately \$313 million (75 percent) of the available appropriation will be distributed to LEAs.

This is a forward-funded program. Funds become available for obligation on July 1 of the fiscal year in which they are appropriated and remain available for 15 months, through September 30 of the following year.

STATE-LEVEL ACTIVITIES

States may retain a portion of funds allocated to them in any given year for State-level activities, with the amount of this reservation capped at 25 percent of each State's fiscal year 1997 allocation, adjusted upward by the lesser of the rate of increase in the State's allocation or the rate of inflation. Likewise, the amount that may be used for administration is limited to 20 percent of the funds available to a State for State-level activities. These funds may also be used for the administration of the Grants for Infants and Families program (Part C).

STATE-LEVEL ACTIVITIES INCLUDE: (1) support services, such as establishing and implementing a mediation process, which may benefit children with disabilities younger than 3 or older than 5, as long as those services also benefit children with disabilities aged 3 through 5; (2) direct services for children eligible under this program; (3) activities at the State and local level to meet the goals established by the State for the performance of children with disabilities in the State; and (4) a supplement for the development and implementation of a statewide coordinated services system designed to improve results for all children and families or caregivers, including children with disabilities and their families or caregivers. This supplement cannot exceed 1 percent of the amount received by the State under this program for a fiscal year. The State may also use its set-aside funds to provide early intervention services. These services must include an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills. In addition, such services must be provided, in accordance with the Grants for Infants and Families program, to children who are eligible for services under the Preschool

SPECIAL EDUCATION

STATE GRANTS: PRESCHOOL GRANTS

Grants program and who previously received services under Part C until such children enter or are eligible to enter kindergarten and, at a State’s discretion, may include continued service coordination or case management for families who received such services under Part C.

NUMBERS OF CHILDREN SERVED

The number of children ages 3 through 5 served under the IDEA in fall 2024 was 603,652. This is the most recent year of data available to the Department and therefore the figure used to estimate the number of children with disabilities ages 3 through 5 served in fiscal years 2025 through 2027. However, given the COVID-19 pandemic-related disruptions, the Department expects that the actual number of students served could be higher in these fiscal years when updated enrollment data become available.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2022	\$409,549
2023	420,000
2024	420,000
2025	420,000
2026	To be determined

FY 2027 BUDGET REQUEST

For fiscal year 2027, the Administration’s request would consolidate the Preschool Grants program into the Grants to States program, combining nearly all currently funded formula and competitive grant programs authorized under IDEA into a single State formula grant. This proposal represents a historic investment in IDEA and reflects the Administration’s goal to return education to the states by streamlining funding and expanding flexibility for States.

Funding under the Grants to States program would continue to be allocated to States and LEAs in accordance with Section 611, and States would receive additional flexibility to reserve funds for State-level activities, including those currently supported under this program. States would continue to meet key IDEA accountability and reporting requirements aimed at ensuring a free appropriate public education is available to all students with disabilities and protecting the rights of those students and their families. For additional information on Consolidated Special Education funds, see the Special Education Grants to States congressional justification.

SPECIAL EDUCATION

STATE GRANTS: PRESCHOOL GRANTS

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2025	2027
Range in size of awards:		
Smallest award	\$270	0
Average award	\$8,077	0
Largest award	\$42,175	0
Number of Children Served	603,652	0
Share per child (whole dollars)	\$696	0

Ten-Year History of Children Served and Program Funding

Fiscal Year	Children Served (thousands)	Appropriation (dollars in thousands)	Federal Share Per Child (whole dollars)
2017	774	368,238	476
2018	815	381,120	467
2019	806	391,120	480
2020 ¹	716	394,120	550
2021 ²	502	397,620	792
2021 ARP Act	471	200,000	424
2022	471	409,549	869
2023	535	420,000	784
2024	588	420,000	714
2025	604	420,000	696
2026	604	420,000	696
2027	0	0	0

¹ School year 2019-20 (fiscal year 2020) was the transition year for reporting 5-year-olds in Kindergarten in “FS002–Children with Disabilities (IDEA) School Age.” States had the option to report children that are 5 years old in the reporting categories “Age 5 (School Age)” and “Age 5 (Early Childhood).”

² All 5-year-olds in kindergarten were removed from the preschool educational environments data for the first time in fall 2020 (fiscal year 2021). Prior fiscal years included these students in the number of children served. This modification results in a significant drop in the number of reported children served and corresponding increase in the Federal Share per Child between fiscal years 2020 and 2021.

SPECIAL EDUCATION

STATE GRANTS: PRESCHOOL GRANTS

PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information (including, for example, program goals, objectives, measures, and performance targets and data) and an assessment of the progress made toward achieving program goals. Program results are based on the combined effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

No fiscal year 2027 targets are established for these measures because the program is proposed for consolidation.

PERFORMANCE MEASURES

Goal: To help preschool children with disabilities enter school ready to succeed by assisting States in providing special education and related services.

Objective: Preschool children with disabilities will receive special education and related services that result in increased skills that enable them to succeed in school.

Measure: The percentage of children who entered the program below age expectations in positive social-emotional skills (including social relationships) who substantially increased their rate of growth by the time they exited the program.

Year	Target	Actual
2022	85%	80%
2023	85	81
2024	85	—
2025	85	—
2026	85	—

Additional information: Performance data for fiscal year 2024 is not currently available. States will complete submission of the fiscal year 2024 Annual Performance Reports (APRs) in September 2026.

SPECIAL EDUCATION

STATE GRANTS: PRESCHOOL GRANTS

Measure: The percentage of children who entered the program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) who substantially increased their rate of growth by the time they exited the program.

Year	Target	Actual
2022	85%	80%
2023	85	81
2024	85	—
2025	85	—
2026	85	—

Additional information: Performance data for fiscal year 2024 is not currently available. States will complete submission of the fiscal year 2024 APRs in September 2026.

Measure: The percentage of children who entered the program below age expectations in the use of appropriate behaviors to meet their needs who substantially increased their rate of growth by the time they exited the program.

Year	Target	Actual
2022	85%	79%
2023	85	80
2024	85	—
2025	85	—
2026	85	—

Additional information: Through their Annual Performance Reports (APRs), States report on the cognitive, social-emotional, and behavioral development of children with disabilities served through the Preschool Grants program. Performance data for fiscal year 2024 is not currently available. States will complete submission of the fiscal year 2024 APRs in September 2026, and the Department expects finalized data on this measure to be available by November 2026.

Measure: The percentage of children with disabilities (ages 3 through 5) attending a regular early childhood program and receiving the majority of hours of special education and related services in the regular early childhood program.

Year	Target	Actual
2022	50%	42%
2023	50	43
2024	50	44
2025	50	—
2026	50	—

SPECIAL EDUCATION

STATE GRANTS: PRESCHOOL GRANTS

Additional information: Data for 2025 (school year (SY) 2025–2026) are not currently available. States will submit Part B Child Count and Educational Environments data to the Department in June 2026. Final publication of the data after data quality and privacy protection reviews are completed is anticipated in early 2027.

Measure: The number of States with at least 90 percent of special education teachers of children with disabilities ages 3 to 5 who are fully certified in the areas in which they are teaching.

Year	Target	Actual
2022	47	40
2023	47	35
2024	47	—
2025	47	—
2026	47	—

Additional information: This measure includes the 50 States, D.C., Puerto Rico, the Outlying Areas, and the Bureau of Indian Education. Data for 2024 (SY 2023–2024) are not currently available. States will submit Part B Personnel data to the Department in May 2025. Final publication of the data after data quality and privacy protection reviews are completed is anticipated in early 2026.

EFFICIENCY MEASURE

Measure: The average number of days between the completion of a site visit and the Office of Special Education Programs’ (OSEP) response to the State.

Year	Target	Actual
2022	180	464
2023	180	377
2024	180	338
2025	180	—
2026	180	—

Additional information: The timeline for the 180-day count begins on the first day of the month following the OSEP engagement month with the State. OSEP’s monitoring activities are conducted throughout the engagement month, which includes onsite and virtual monitoring, in addition to interviews and meetings with local level staff, parents, and other interested parties. The 2022, 2023, and 2024 data have been updated to reflect all site visits that occurred during that time period. Data from 2025 is not yet available for this measure; data for 2025 is expected to be available in September 2026.

SPECIAL EDUCATION

STATE GRANTS: PRESCHOOL GRANTS

OTHER PERFORMANCE INFORMATION

PRE-ELEMENTARY LONGITUDINAL STUDY (PEELS)

In August 2011, the latest report from this study was released, “A Longitudinal View of the Receptive Vocabulary and Math Achievement of Young Children with Disabilities.” This report (https://ies.ed.gov/sites/default/files/migrated/nces_pubs/ncser/pubs/20113006/pdf/20113006.pdf) found that children who received preschool special education services showed growth each year in vocabulary and mathematics; however, growth slowed in both math and vocabulary as they got older. Children’s performance varied across assessments and across subgroups defined by disability. At age three, children with a speech or language impairment had higher average scores than those with developmental delays. At age 10, the gap between these subgroups persisted, and there were no statistically significant differences in growth rates between subgroups.

SPECIAL EDUCATION

STATE GRANTS: GRANTS FOR INFANTS AND FAMILIES

(Individuals with Disabilities Education Act, Part C)

(dollars in thousands)

FY 2027 Authorization: To be determined¹

BUDGET AUTHORITY

2025 Actual	2027 Request	Change from 2025 to 2027
\$540,000	\$590,000	+\$50,000

PROGRAM DESCRIPTION

The Grants for Infants and Families program (Part C) awards formula grants to the 50 States, the District of Columbia, Puerto Rico, the Department of the Interior, and the Outlying Areas to assist them in implementing statewide systems of coordinated, comprehensive, multidisciplinary, interagency programs ensuring that appropriate early intervention services are made available to all eligible birth through two-year-olds with disabilities and their families, including Indian children and families who reside on reservations geographically located within a State. Infants and toddlers with disabilities are defined as children who: (1) are experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures, in one or more of the following five areas: cognitive development, physical development, communication development, social or emotional development, or adaptive development; or (2) have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay. Within statutory limits, States define “developmental delay” and have the discretion to provide services to infants and toddlers who are at risk of having substantial developmental delays if they do not receive appropriate early intervention services.

Funds can be used to: (1) implement and maintain the statewide system described above; (2) fund direct early intervention services for infants and toddlers with disabilities and their families that are not otherwise provided by other public or private sources; (3) expand and improve existing services; (4) provide a free appropriate public education, in accordance with Part B of the Individuals with Disabilities Education Act (IDEA), to children with disabilities from their third birthday to the beginning of the following school year; (5) continue to provide early intervention services to children with disabilities from their third birthday until such children enter or are eligible to enter kindergarten or elementary school; and (6) initiate, expand, or improve collaborative efforts related to identifying, evaluating, referring, and following up on at-risk infants and toddlers in States that do not provide direct services for these children.

The IDEA requires that early intervention services be provided, to the maximum extent appropriate, in natural environments. The natural environment includes the home and community

¹ The GEPA extension expired September 30, 2011.

SPECIAL EDUCATION

STATE GRANTS: GRANTS FOR INFANTS AND FAMILIES

settings where children would be participating if they did not have a disability. These services can be provided in another setting only when early intervention cannot be achieved satisfactorily for the infant or toddler in a natural environment. Each child's individualized family service plan (IFSP) must contain a statement of the natural environments in which early intervention services will be provided, including a justification of the extent, if any, to which the services will not be provided in a natural environment.

The statewide system also must comply with additional statutory requirements, including designating a lead agency responsibility for the coordination and administration of funds, and developing and maintaining a State Interagency Coordinating Council to advise and assist the lead agency. One of the purposes of the Part C program is to assist States in coordinating payment for early intervention services from Federal, State, local, and private sources, including public and private insurance coverage (e.g., Medicaid, the State Children's Health Insurance Program), Supplemental Security Income, and Early Head Start.

The IDEA gives States the discretion to extend eligibility for Part C services to children with disabilities who are eligible for services under section 619 Preschool Grants 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. The Act further stipulates that any Part C programs serving children aged 3 or older must provide both: (1) an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills; and (2) a written notification to parents of their rights regarding the continuation of services under Part C and eligibility for services under section 619.

FUNDING FORMULA

Allocations are based on the number of children in the general population aged birth through two years in each State. The Department uses data provided by the United States Census Bureau in making this calculation. No State can receive less than 0.5 percent of the funds available to all States, or \$500,000, whichever is greater. The Outlying Areas may receive not more than one percent of the funds appropriated. The Department of the Interior, Bureau of Indian Education (BIE) receives 1.25 percent of the aggregate of the amount available to all States. Interior must pass through all the funds it receives to Indian tribes, tribal organizations, or consortia for the coordination of early intervention services on reservations with BIE schools. Tribes and tribal organizations can use the funds they receive to provide (1) help to States in identifying Indian infants and toddlers with disabilities, (2) parent training, and (3) early intervention services.

This is a forward-funded program. Funds become available for obligation on July first of the fiscal year in which they are appropriated and remain available for 15 months, through September 30 of the following year.

SPECIAL EDUCATION

STATE GRANTS: GRANTS FOR INFANTS AND FAMILIES

STATE INCENTIVE GRANTS

In any fiscal year in which the appropriation for Part C exceeds \$460 million, the statute includes authority for the Department to reserve 15 percent of the amount above \$460 million for a State Incentive Grants (SIG) program. The purpose of this program is to provide funding to assist States that have elected to extend eligibility for Part C services to children with disabilities aged three years until entrance into kindergarten or elementary school, or for a portion of this period. No State can receive more than 20 percent of the amount available for SIGs in a fiscal year. In fiscal years 2018 through 2024, the Part C appropriation exceeded the \$460 million level. For fiscal year 2025, the seven States that opted to extend their provision of Part C services beyond age 3 received additional funds through this program and have until September 30, 2027 to expend these funds.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2022	\$496,306
2023	540,000
2024	540,000
2025	540,000
2026	To be determined

FY 2027 BUDGET REQUEST

For fiscal year 2027, the Administration requests \$590 million for the Grants for Infants and Families program, \$50 million more than the fiscal year 2025 level, to increase its support for early intervention programs that provide services to infants and toddlers with disabilities. Such programs are generally designed to mitigate the need for more extensive services in the future and ensure that infants and toddlers with disabilities receive the supports and services they need to prepare them to enter formal education. At the requested level, the median State award would be just under \$7.9 million, with a minimum award of approximately \$2.8 million and a maximum award of \$63 million.¹

Additional Fiscal Year 2027 Proposed Appropriations Language

The request also proposed to continue appropriations language enacted in prior years which would (1) allow States to subgrant funds they receive under this program, (2) allow the Department to maximize the amount of funds distributed for State Incentive Grants, (3) allow States to offer summer bridge services through Part C to children prior to the beginning of the preschool year after their third birthday, and (4) provide States with the flexibility to use funds

¹ Calculations are based on fiscal year 2024 data, which is the most up-to-date information released by the Census Bureau.

SPECIAL EDUCATION

STATE GRANTS: GRANTS FOR INFANTS AND FAMILIES

under Part C of the IDEA to conduct child find, public awareness, and referral activities for individuals expecting to become parents of infants and toddlers with disabilities.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ¹	2025	2027
Formula grants:		
Formula grants to States	\$517,545	\$552,751
Formula grants to Outlying Areas	\$3,789	\$10,465
Department of the Interior	\$6,667	\$7,284
Subtotal, formula grants	\$528,000	\$570,500
State Incentive Grants	\$12,000	\$19,500
Children served	443,266	458,920
Total amount	\$540,000	\$590,000

PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information (including, for example, program goals, objectives, measures, and performance targets and data) and an assessment of the progress made toward achieving program goals. Program results are based on the combined effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

PERFORMANCE MEASURES

Goal: To enhance the development of infants and toddlers (birth to three) with disabilities and support families in meeting the special needs of their child.

Objective: The functional development of infants and toddlers will be enhanced by early intervention services.

¹ Details may not add to totals due to rounding.

SPECIAL EDUCATION

STATE GRANTS: GRANTS FOR INFANTS AND FAMILIES

Measure: The percentage of infants and toddlers who entered the program below age expectations in positive social-emotional skills (including social relationships) who substantially increased their rate of growth by the time they exited the program.

Year	Target	Actual
2022	70%	66%
2023	70	65
2024	70	—
2025	70	—
2026	To be determined	—
2027	To be determined	—

Additional information: Data are from the States’ Annual Performance Reports (APRs). Two States have current approval from the Department to collect data for a representative sample of the children they serve through the Part C program; all other States report data on all children served. Success on these outcomes is based on a Likert scale that examines functional progress of children with disabilities. States submitted their APRs for fiscal year 2023 in February 2025 and are reflected in the performance data above. States will submit their APRs for fiscal year 2024 in February 2026, and these data will be included in the fiscal year 2028 Congressional Justification.

Measure: The percentage of infants and toddlers who entered the program below age expectations in acquisition and use of knowledge and skills (including early language/communication and early literacy) who substantially increased their rate of growth by the time they exited the program.

Year	Target	Actual
2022	76%	71%
2023	78	71
2024	78	—
2025	78	—
2026	To be determined	—
2027	To be determined	—

Additional information: Data are from the States’ Annual Performance Reports (APRs). Two States have current approval from the Department to collect data for a representative sample of the children they serve through the Part C program; all other States report data on all children served. Success on these outcomes is based on a Likert scale that examines functional progress of children with disabilities. States submitted their APRs for fiscal year 2023 in February 2025 and are reflected in the performance data above. States will submit their APRs for fiscal year 2024 in February 2026, and these data will be included in the fiscal year 2028 Congressional Justification.

SPECIAL EDUCATION

STATE GRANTS: GRANTS FOR INFANTS AND FAMILIES

Measure: The percentage of infants and toddlers who entered the program below age expectations in the use of appropriate behaviors to meet their needs who substantially increased their rate of growth by the time they exited the program.

Year	Target	Actual
2022	78%	69%
2023	78	69
2024	78	—
2025	78	—
2026	To be determined	—
2027	To be determined	—

Additional information: Data are from the States’ Annual Performance Reports (APRs). Two States have current approval from the Department to collect data for a representative sample of the children they serve through the Part C program; all other States report data on all children served. Success on these outcomes is based on a Likert scale that examines functional progress of children with disabilities. States submitted their APRs for fiscal year 2023 in February 2025, and these data are reflected in the measure above. States will submit their APRs for fiscal year 2024 in February 2026, and these data will be included in the fiscal year 2028 Congressional Justification.

***Objective:** All infants and toddlers with disabilities and their families will receive early intervention services in natural environments that meet their individual needs.*

Measure: The number of States that serve at least one percent of infants in the general population under age one through Part C.

Year	Target	Actual
2022	37%	36%
2023	37	35
2024	37	37
2025	37	—
2026	To be determined	—
2027	To be determined	—

Additional information: For a number of years, only 24 or 25 States served at least 1 percent of infants in the general population under the age of one. The program made progress from 2012 through 2017, exceeding its targets, though performance fell dramatically in 2020 as a result of the COVID-19 pandemic. The 1 percent threshold for this measure is based on data collected by the U.S. Census Bureau on prevalence rates for five conditions: severe intellectual disability

SPECIAL EDUCATION

STATE GRANTS: GRANTS FOR INFANTS AND FAMILIES

(0.4 percent)¹; hearing impairment (0.2 percent); visual impairment (0.1 percent); physical conditions (spina bifida, cerebral palsy, etc.) (0.2 percent); and autism (0.1 percent). State-lead agencies responsible for the implementation of these programs, which report data annually to the Department through their APRs on the numbers of infants and toddlers with disabilities served under the Grants for Infants and Families program. Through its monitoring and technical assistance efforts, the Department is working with States to ensure that they are appropriately identifying and serving all eligible infants with disabilities, and expects the number of States to further increase as a result. The 2024 percentages are derived from State-level data submitted for the 2024 Part C Child Count and Settings data collection, which was due July 2025 and published in the fall of that same year. The 2025 percentages will be derived from State-level data submitted for the 2025 Part C Child Count and Settings data collection, which are due July 2026 and will be published in the fall of 2026. These data will be available in December 2026 and will be included in the fiscal year 2028 Congressional Justification.

Measure: The number of States that serve at least two percent of infants and toddlers in the general population, birth through age two, through Part C.

Year	Target	Actual
2022	50%	49%
2023	50	49
2024	50	48
2025	50	—
2026	To be determined	—
2027	To be determined	—

Additional information: The 2024 percentages are derived from State-level data submitted for the 2024 Part C Child Count and Settings data collection, which was due July 2025 and published in the fall of that same year. The 2025 percentages will be derived from State-level data submitted for the 2025 Part C Child Count and Settings data collection, which are due July 2026 and will be published in the fall of 2026. These data will be included in the 2028 Congressional Justification.

¹ Consistent with P.L. 111-256, the Department uses the term “intellectual disabilities” instead of “mental retardation,” but note that the latter term was used in the source data used to set the threshold.

SPECIAL EDUCATION

STATE GRANTS: GRANTS FOR INFANTS AND FAMILIES

Measure: The percentage of children receiving age-appropriate early intervention services in the home or in programs designed for typically developing peers.

Year	Target	Actual
2022	95%	96%
2023	95	96
2024	95	97
2025	95	—
2026	To be determined	—
2027	To be determined	—

Additional information: State-lead agencies report annually to the Department on the settings in which children receive services provided under the Part C program. Current performance represents a significant improvement since 2001, when States reported that only 76 percent of children receiving early intervention services through the Part C program were served in the home or in programs designed for typically developing peers. The 2024 percentages are derived from State-level data submitted for the 2024 Part C Child Count and Settings data collection, which was due July 2025 and published in the fall of that same year. The 2025 percentages will be derived from State-level data submitted for the 2025 Part C Child Count and Settings data collection, which are due July 2026 and will be published in the fall of 2026. These data will be included in the 2028 Congressional Justification.

EFFICIENCY MEASURE

Measure: The average number of days between the completion of a site visit and the Office of Special Education Programs' (OSEP) response to the State.

Year	Target	Actual
2022	180	219
2023	180	370
2024	180	351
2025	180	262 ¹
2026	180	—
2027	180	—

Additional information: The timeline for the 180-day count begins on the first day of the month following the OSEP engagement month with the State. OSEP's monitoring activities are conducted throughout the engagement month, which includes onsite and virtual monitoring, in addition to interviews and meetings with local level staff, parents and other interested parties.

¹ Two reports remain outstanding for 2025.

SPECIAL EDUCATION

NATIONAL ACTIVITIES: STATE PERSONNEL DEVELOPMENT

(Individuals with Disabilities Education Act, Part D, Subpart 1)

(dollars in thousands)

FY 2027 Authorization: To be determined¹

BUDGET AUTHORITY

2025 Actual	2027 Request	Change from 2025 to 2027
\$38,630	0	-\$38,630

PROGRAM DESCRIPTION

The State Personnel Development (SPD) program makes competitive awards to help State educational agencies (SEAs) reform and improve their systems for personnel preparation and professional development of individuals providing early intervention, educational, and transition services to improve results for children with disabilities.

The SPD program focuses on professional development needs and each State grantee must spend at least 90 percent of its funds on professional development activities, including the recruitment and retention of qualified special education teachers. The remaining 10 percent of funds is available for State-level activities, such as reforming special education and regular education teacher certification (including recertification) or licensing requirements and carrying out programs that establish, expand, or improve alternative routes for State certification of special education teachers.

Awards are based on State personnel development plans that identify and address State and local needs for the preparation and professional development of personnel who serve infants, toddlers, preschoolers, or children with disabilities, as well as individuals who provide direct supplementary aids and services to children with disabilities. States may work with relevant personnel to develop personalized development projects to carry out their State plans under section 653 of the Individuals with Disabilities Education Act (IDEA) and implement professional development activities that are consistent with the use of funds provisions in section 654 of IDEA. Plans must be designed to enable the State to meet the personnel requirements in Parts B and C (section 612(a)(14) of the IDEA, as amended by the Every Student Succeeds Act (ESSA), as well as section 635(a)(8) and (9) of the IDEA. These plans must also be integrated and aligned, to the maximum extent possible, with State plans and activities under the Elementary and Secondary Education Act of 1965, as amended (ESEA); the Rehabilitation Act of 1973, as amended; and the Higher Education Act of 1965, as amended.

¹ The GEPA extension expired September 30, 2011.

SPECIAL EDUCATION

STATE GRANTS: STATE PERSONNEL DEVELOPMENT

SPD activities are intended to support statewide strategies to prepare, recruit, and retain teachers who are qualified under IDEA. Qualified teachers generally: (1) fully meet the applicable State certification and licensure requirements (including any requirements for certification obtained through alternative routes); (2) are prepared to deliver instruction supported by evidence; and (3) are effective in improving outcomes for children with disabilities. States must collaborate and seek the input of teachers, principals, parents, administrators, paraprofessionals, and other school personnel when developing SPD activities.

Awards are made for periods of 1 to 5 years, with minimum awards to States of not less than \$500,000 and not less than \$80,000 for Outlying Areas. Factors used to determine the amount of each competitive award are: the amount of funds available; the relative population of the State or Outlying Area; the types of activities proposed; alignment of proposed activities with section 612(a)(14) of IDEA, as amended by the ESSA; alignment of proposed activities with the State’s personnel standards; alignment of proposed activities with the State’s consolidated ESEA Title I and Title II plans; and, as appropriate, the use of evidence-based programs and research.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2022	\$38,630
2023	38,630
2024	38,630
2025	38,630
2026	To be determined

FY 2027 BUDGET REQUEST

For fiscal year 2027, the Administration’s request would consolidate the SPD program into the Grants to States program, combining nearly all currently funded formula and competitive grant programs authorized under IDEA into a single State formula grant. This proposal represents a historic investment in IDEA and reflects the Administration’s goal to return education to the states by streamlining funding and expanding flexibility for States.

Funding under the Grants to States program would continue to be allocated to States and LEAs in accordance with Section 611, and States would receive additional flexibility to reserve funds for State-level activities, including those currently supported under this program. States would continue to meet key IDEA accountability and reporting requirements aimed at ensuring a free appropriate public education is available to all students with disabilities and protecting the rights of those students and their families. For additional information on Consolidated Special Education funds, see the Special Education Grants to States congressional justification.

SPECIAL EDUCATION

STATE GRANTS: STATE PERSONNEL DEVELOPMENT

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2025	2027
Project funding amounts:		
New awards	\$12,040 ¹	0
Continuation awards	\$26,560	0
Performance evaluation	\$25	0
Peer review of new award applications	\$5	0
Total funding	\$38,630	0
Average award	\$1,171	0
Number of awards:		
Number of new awards	9	0
Number of continuation awards	24	0
Total awards	33	0

PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information (including, for example, program goals, objectives, measures, and performance targets and data) and an assessment of the progress made toward achieving program goals. Program results are based on the combined effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

No fiscal year 2027 targets are established for these measures because the program is proposed for consolidation.

PERFORMANCE MEASURES

Goal: To assist State educational agencies in reforming and improving their systems for providing educational, early intervention, and transitional services, including their systems of professional development, technical assistance, and dissemination of knowledge about best practices, to improve results for children with disabilities.

¹ Includes \$2,815 thousand in frontloading of four awards.

SPECIAL EDUCATION

STATE GRANTS: STATE PERSONNEL DEVELOPMENT

Objective 1: Provide personnel with the knowledge and skills to meet the needs of, and improve the performance and achievement of, infants, toddlers, preschoolers, and children with disabilities.

Objective 2: Improve the quality of professional development available to meet the needs of personnel serving infants, toddlers, children and youth with disabilities.

Objective 3: Implement strategies that are effective in meeting the requirements of section 612(a)(14) of IDEA to take measurable steps to retain highly qualified personnel in areas of greatest need to provide special education and related services.

Measure: The percentage of SPD-funded initiatives that meet the benchmarks for use of evidence-based professional development practices over time.

Year	Target	Actual
2022	85%	89%
2023	82	88
2024	82	84
2025	82	96
2026	82	—

Additional information: In 2025, there were 31 active SPD grants. Seven did not report data for this measure in time for this year’s report. As such, an outside contractor used a random sampling process to select one professional development (PD) initiative for review from each of the remaining 24 SPD grants. Of the 24 SPD grants reviewed, a total of 23, or 96 percent, were determined to “meet their respective benchmarks for use of evidence-based PD practices.”

Measure: The percentage of SPD-funded initiatives that meet the benchmark for improvement in implementation over time.

Year	Target	Actual
2022	60%	48%
2023	60	71
2024	60	50
2025	60	65
2026	60	—

Additional information: Of the 17 PD initiatives in their third year of implementation in 2025 that submitted their APR in time for review, a total of 11, or 65 percent, were deemed to “meet the benchmark for improvement of evidence-based PD practices.”

SPECIAL EDUCATION

STATE GRANTS: STATE PERSONNEL DEVELOPMENT

Measure: The percentage of initiatives that meet targets for their use of funds to sustain SPD-supported practices.

Year	Target	Actual
2022	85%	89%
2023	85	84
2024	85	88
2025	85	80
2026	85	—

Additional information: Grantee-submitted data describing the cost of the fidelity activities designed to sustain individual initiatives is used to support this measure. Targets for each initiative are set in conjunction with the grantee. Expert panels review the data to determine whether the grantee has met the target for spending on that initiative within 5 percent of the target. In 2025, this measure applied to all 25 SPD grants in their second through final years of funding. A total of 20, or 80 percent, were deemed to “meet the grantee benchmark for using funds to support sustainability.”

SPECIAL EDUCATION

NATIONAL ACTIVITIES: TECHNICAL ASSISTANCE AND DISSEMINATION

(Individuals with Disabilities Education Act, Part D, Subpart 2, Section 663)

(dollars in thousands)

FY 2027 Authorization: To be determined¹

BUDGET AUTHORITY

2025 Actual	2027 Request	Change from 2025 to 2027
\$39,345	0	-\$39,345

PROGRAM DESCRIPTION

The Technical Assistance and Dissemination (TA&D) program is the Department's primary vehicle under the Individuals with Disabilities Education Act (IDEA) for identifying, providing, and disseminating information on effective practices to educators, policymakers, service providers, and families of children and youth with disabilities. The program makes competitive awards to provide technical assistance, support model demonstration projects, disseminate information, and implement activities that are supported by scientific research.

The majority of TA&D program investments support national and regional technical assistance centers that are intended to support the field in implementing Parts B and C of IDEA by expanding the use of evidence-based and promising practices. Centers focus on a variety of critical topics, such as early childhood education, inclusive practices, behavior, literacy, assessment, and secondary transition. Most centers use a service model that provides three levels of technical assistance: (1) intensive, sustained; (2) targeted, specific; and (3) general, universal. At the intensive, sustained level, a small number of States receive on-site, ongoing planned assistance designed to reach an outcome desired by the recipient. Through targeted, specific services, centers support activities based on the topical or technical needs common to multiple recipients.

Eligible entities under this program include public entities or agencies (such as State educational agencies, local educational agencies (LEAs), and institutions of higher education), private non-profit organizations, and for-profit organizations. The duration of awards varies with the award's purpose, though most individual awards are made for a period of 5 years.

¹ The GEPA extension expired September 30, 2011.

SPECIAL EDUCATION

NATIONAL ACTIVITIES: TECHNICAL ASSISTANCE AND DISSEMINATION

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2022	\$44,345
2023	45,345
2024	39,345
2025	39,345
2026	To be determined

FY 2027 BUDGET REQUEST

For fiscal year 2027, the Administration’s request would consolidate the TA&D program into the Grants to States Program, which would combine nearly all currently funded formula and competitive grant programs authorized by the IDEA into a single State formula grant program. This proposal represents a historic investment in IDEA and reflects the Administration’s goal to return education to the states by streamlining funding and expanding flexibility for States.

Funding under the Grants to States program would continue to be allocated to States and LEAs in accordance with Section 611, and States would receive additional flexibility to reserve funds for State-level activities, including those currently supported under TA&D. States would continue to meet key IDEA accountability and reporting requirements aimed at ensuring a free appropriate public education is available to all students with disabilities and protecting the rights of those students and their families. For additional information on Consolidated Special Education funds, see the Special Education Grants to States congressional justification.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2025	2027
Model demonstration projects:		
Continuations	\$1,675	0
Subtotal	\$1,675	0
School climate and behavior:		
Continuations	4,565	0
Subtotal	\$4,565	0
Early childhood:		
Continuations	5,400	0

SPECIAL EDUCATION

NATIONAL ACTIVITIES: TECHNICAL ASSISTANCE AND DISSEMINATION

Output Measures	2025	2027
Subtotal	\$5,400	0
Building systems of support:		
Continuations	8,682	0
Subtotal	\$8,682	0
Effective instruction:		
Continuations	2,000	0
Subtotal	\$2,000	0
Secondary transition:		
New	2,100	0
Continuations	866	0
Subtotal	\$2,966	0
Sensory Disabilities:		
New	1,023	0
Continuations	12,377	0
Subtotal	\$13,400	0
National Activities:		
Continuations	640	0
Subtotal	\$640	0
Total program funding:		
New	3,123	0
Continuations	36,205	0
Peer Review	17	0
Total	\$39,345	0

PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information (including, for example, program goals, objectives, measures, and performance targets and data) and an assessment of the progress made toward achieving program goals. Program results are based on the combined effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

SPECIAL EDUCATION

NATIONAL ACTIVITIES: TECHNICAL ASSISTANCE AND DISSEMINATION

PERFORMANCE MEASURES

Goal: To assist States and their partners in systems improvement through the integration of scientifically based practices.

***Objective 1:** States and other recipients of Special Education Technical Assistance and Dissemination program services will implement scientifically or evidence-based practices for infants, toddlers, children, and youth with disabilities.*

***Objective 2:** Improve the quality of Special Education Technical Assistance and Dissemination projects.*

***Objective 3:** The Special Education Technical Assistance and Dissemination program will identify, implement, and evaluate evidence-based models to improve outcomes for infants, toddlers, children, and youth with disabilities.*

Measure: The percentage of Technical Assistance and Dissemination products and services deemed to be of high quality by an independent review panel of experts qualified to review the substantive content of the products and services.

Year	Target	Actual
2022	90%	89%
2023	90	97
2024	90	92
2025	90	94
2026	90	—

Additional information: Expert panels review all products and services and score them based on a rubric that assesses the extent to which the content of these materials is: evidence-based, valid, complete, and up-to-date.

Measure: The percentage of Technical Assistance and Dissemination products and services deemed by an independent review panel of qualified experts to be of high relevance to educational and early intervention policy or practice.

Year	Target	Actual
2022	93%	97%
2023	93	92
2024	93	94
2025	93	97
2026	93	—

SPECIAL EDUCATION

NATIONAL ACTIVITIES: TECHNICAL ASSISTANCE AND DISSEMINATION

Additional information: Expert panels review the products and services and score them based on a rubric that assesses the extent to which the content of materials is responsive to priority issues, including challenges confronting the target groups.

Measure: The percentage of all Special Education Technical Assistance and Dissemination products and services deemed by an independent review panel of qualified experts to be useful to improve educational or early intervention policy or practice.

Year	Target	Actual
2022	90%	100%
2023	90	89
2024	90	86
2025	90	88
2026	90	—

Additional information: Expert panels review the products and services and score them based on a rubric that assesses the extent to which the content of materials can be easily and quickly adopted or adapted by the target group, and the likelihood that the product or service, if adopted, will produce the desired result.

Measure: The percentage of effective evidence-based program models developed by model demonstration projects that are promoted to States and their partners through the TA&D Network.

Year	Target	Actual
2022	Baseline	22%
2023	Baseline	42
2024	Baseline	42
2025	Baseline	43
2026	Baseline	—

Additional information: This measure was developed in 2010 to provide the Department valuable data on how well model demonstration projects are disseminating effective practices, a key component of this program. The Department defines an “effective program model” as “one that has been sustained in implementation sites beyond the life of the model demonstration project and has experienced some spread to other sites to be effective.” Grantees provide a written summary of follow-up study findings for third-party evaluation. Program models for which core components were sustained at a majority of implementation sites and which experienced some spread to additional staff or sites are rated as “effective.” Only those models deemed effective are included in the calculation, and have their promotion assessed.

SPECIAL EDUCATION

NATIONAL ACTIVITIES: TECHNICAL ASSISTANCE AND DISSEMINATION

Measure: The percentage of school districts and service agencies receiving technical assistance and dissemination services regarding scientifically or evidence-based practices for infants, toddlers, children, and youth with disabilities that implement those practices.

Year	Target	Actual
2017	86%	100%
2019	83	100
2021	90	90
2023	90	75
2025	90	90

Additional information: Experts review data from States that have received intensive technical assistance from OSEP TA&D Centers in six focus areas. These areas include inclusive practices, instructional strategies, behavior, early intervention, literacy, assessment, and secondary transition.

SPECIAL EDUCATION

NATIONAL ACTIVITIES: PERSONNEL PREPARATION

(Individuals with Disabilities Education Act, Part D, Subpart 2, Section 662)

(dollars in thousands)

FY 2027 Authorization: 0¹

BUDGET AUTHORITY

2025 Actual	2027 Request	Change from 2025 to 2027
\$115,000	0	-\$115,000

PROGRAM DESCRIPTION

The Personnel Preparation program helps meet State-identified needs for adequate numbers of fully certified personnel to serve children with disabilities by supporting competitive awards to:

- provide research-based training and professional development to prepare special education, related services, early intervention, and regular education personnel to work with children with disabilities;
- ensure that those personnel are fully qualified and possess the skills and knowledge that are needed to serve children with disabilities; and
- ensure that regular education teachers have the necessary knowledge and skills to provide instruction to students with disabilities in regular education classrooms.

In addition, the Department is required by statute to make competitive grants that support training activities in a few areas, including personnel development, beginning special educators, personnel to serve children with low incidence disabilities, and leadership personnel.

PERSONNEL DEVELOPMENT: This broad authority requires the Department to support at least one of the following activities:

- promoting partnerships and collaborative personnel preparation and training between institutions of higher education (IHEs) and local educational agencies (LEAs);
- developing, evaluating, and disseminating innovative models for the recruitment, induction, retention, and assessment of teachers;
- providing continuous preparation and professional development to support special education and general education teachers and related services personnel;
- developing and improving programs for paraprofessionals to become special educators;

¹ The GEPA extension expired September 30, 2011.

SPECIAL EDUCATION

NATIONAL ACTIVITIES: PERSONNEL PREPARATION

- promoting instructional leadership and improved collaboration between general and special education;
- supporting training and professional development at IHEs with an enrollment of students of color of not less than 25 percent; and
- developing and improving programs to train special educators to develop expertise in autism spectrum disorders.

BEGINNING SPECIAL EDUCATORS: The Department is also required to make at least one award to: (a) enhance and restructure existing teacher education programs or develop teacher education programs that prepare special education teachers by incorporating an extended clinical learning opportunity, field experience, or supervised practicum (e.g., an additional fifth year), or (b) create and support teacher-faculty partnerships between LEAs and IHEs (e.g., professional development schools) that provide high-quality mentoring and induction opportunities with ongoing support for beginning special educators or in-service support and professional development opportunities.

PERSONNEL TO SERVE CHILDREN WITH LOW INCIDENCE DISABILITIES: Awards to support personnel to serve children with low incidence disabilities are designed to help ensure the availability of highly qualified personnel by providing financial aid as an incentive for the pursuit of careers in special education, related services, and early intervention. Under this authority, the term “low incidence disabilities” refers to visual or hearing impairments, significant intellectual disabilities, and persistent and severe learning and behavioral problems that need the most intensive individualized supports. Activities include preparing personnel; providing personnel from various disciplines with interdisciplinary training that will contribute to improvements in early intervention and educational outcomes for children with low incidence disabilities; preparing personnel in the innovative uses of technology to enhance educational outcomes for children with low incidence disabilities; and to improve communication with parents.

LEADERSHIP PERSONNEL: These activities help ensure that leadership personnel in both regular and special education have the skills and training to help students with disabilities achieve to high standards. Under this authority, leadership personnel may include teacher preparation and related service faculty, administrators, researchers, supervisors, and principals. Authorized activities include preparing personnel at the graduate, postgraduate, and doctoral levels, and providing interdisciplinary training for various types of leadership personnel.

All Personnel Preparation competitions emphasize the value of incorporating best practices, as determined through research, evaluations, and experience. These include practices related to personnel training and professional development, as well as the provision of special education, related services, and early intervention services. Grants are typically five years in length.

While individuals and students are not eligible for awards under the Personnel Preparation program, many grantees are required to use at least 85 percent of their award(s) for student

SPECIAL EDUCATION

NATIONAL ACTIVITIES: PERSONNEL PREPARATION

support (e.g., tuition, stipends, and payment of fees). Students who receive financial assistance from projects funded under the program are required to work for a period of time after they complete their training in the area(s) for which they received training or make a cash repayment to the Federal Government if they do not meet that work obligation. In recent years, approximately half of the total funding available under the program has been used to directly support student scholarships.

The Department also makes awards to centers under this program that focus on enhancing the quality of work in a particular topical area through such activities as professional development, technical assistance, partnerships, or the development and dissemination of materials and best practices.

Additional support for personnel preparation activities is provided through the State Personnel Development Grants program, under which the Department makes competitive awards to help State educational agencies reform and improve in-service preparation and professional development activities for teachers, including the recruitment and retention of special education teachers.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2022	\$95,000
2023	115,000
2024	115,000
2025	115,000
2026	To be determined

FY 2027 BUDGET REQUEST

For fiscal year 2027, the Administration’s request would consolidate Personnel Preparation into the Grants to States program, combining nearly all currently funded formula and competitive grant programs authorized under IDEA into a single State formula grant. This proposal represents a historic investment in IDEA and reflects the Administration’s goal to return education to the states by streamlining funding and expanding flexibility for States.

Funding under the Grants to States program would continue to be allocated to States and LEAs in accordance with Section 611, and States would receive additional flexibility to reserve funds for State-level activities, including those currently supported under Personnel Preparation. States would continue to meet key IDEA accountability and reporting requirements aimed at ensuring a free appropriate public education is available to all students with disabilities and protecting the rights of those students and their families. For additional information on Consolidated Special Education funds, see the Special Education Grants to States congressional justification.

SPECIAL EDUCATION

NATIONAL ACTIVITIES: PERSONNEL PREPARATION

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2025	2027
Program Funding:		
Low incidence disabilities grants:		
Continuations	\$2,200	0
Subtotal	\$2,200	
Leadership training grants:		
New	1,672	0
Continuations	27,921	0
Subtotal	\$29,593	0
Training improvement grants:		
Continuations	2,450	0
Subtotal	\$2,450	0
Early childhood grants:		
Continuations	999	0
Subtotal	\$999	0
Pre-service training grants:		
New	10,228	0
Continuations	63,535	0
Subtotal	\$73,763	0
In-Service Support and Retention:		
Continuations	3,957	0
Subtotal	\$3,957	0
Contracts:		
Continuations	1,538	0
Subtotal	\$1,538	0
Total Program Funding:		
New	11,900	0

SPECIAL EDUCATION

NATIONAL ACTIVITIES: PERSONNEL PREPARATION

Output Measures	2025	2027
Continuations	\$102,600	0
Peer Review	500	0
Total	\$115,000	0

PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information (including, for example, program goals, objectives, measures, and performance targets and data) and an assessment of the progress made toward achieving program goals. Program results are based on the combined effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

No fiscal year 2027 targets are established for these measures because the program is proposed for consolidation.

PERFORMANCE MEASURES

Goal: To prepare service providers and leadership personnel in areas of critical need who are highly qualified to improve outcomes for children with disabilities.

Objective 1: Improve the curricula of IDEA training programs to ensure that personnel preparing to serve children with disabilities are knowledgeable and skilled in practices that reflect the current knowledge base.

Objective 2: Increase the supply of teachers and service providers who are highly qualified for and serve in positions for which they are trained.

Objective 3: Enhance the efficiency of the expenditure of Federal dollars under the program.

Measure: Percentage of projects that incorporate scientifically- or evidence-based practices in their curricula.

Year	Target	Actual
2022	90%	96%
2023	90	86
2024	90	100
2025	90	97
2026	90	—

SPECIAL EDUCATION

NATIONAL ACTIVITIES: PERSONNEL PREPARATION

Additional information: Data are collected and analyzed by a contractor using a panel of five to seven experts, who review a randomly selected sample of grantee course syllabi submitted by funded applicants in the same cohort of grantees.

In 2017, the Department began requiring grantees to operate interdisciplinary projects and, as a result, allowed grantees to use up to 12 months of their project periods for planning purposes. As a result, for all cohorts shown above, syllabi review occurred one year after initial award.

Measure: Percentage of scholars who exit training programs prior to completion due to poor academic performance.

Year	Target	Actual
2022	1.9%	0.9%
2023	1.9	0.6
2024	1.9	1.1
2025	1.9	1.4
2026	1.9	—

Additional information: Grantees submit data annually through the Department Personnel Preparation Data Report Web-based data collection (see: <http://www.pdp.ed.gov/osep>).

Measure: Percentage of degree/certification recipients who are working in the area(s) for which they are trained upon program completion.

Year	Target	Actual
2022	90%	92%
2023	90	90
2024	90	90
2025	90	90
2026	90	—

Additional information: For the 2025 performance measure, 625 scholars completed their program of study in fiscal year 2023 and were employed in the area(s) for which they were trained.

SPECIAL EDUCATION

NATIONAL ACTIVITIES: PERSONNEL PREPARATION

Measure: Percentage of degree/certification recipients who are employed in high-need districts.

Year	Target	Actual
2022	85%	67%
2023	85	72
2024	85	79
2025	85	58
2026	85	—

Additional information: In calculating this measure, the Department uses employment records submitted by scholars and matches that employment data to school districts in the Common Core of Data (CCD), which are then classified as high-need using free and reduced-price lunch data.

Measure: Percentage of degree/certification recipients who are rated as effective by their employers.

Year	Target	Actual
2022	80%	85%
2023	80	87
2024	80	89
2025	80	85
2026	80	—

Additional information: This measure is calculated by dividing the number of scholars with data submitted by grantees who completed the program in fiscal year 2023 and who were rated as effective by their employer (numerator) by the total of number of scholars with data submitted by grantees who completed the program in fiscal year 2023 and who had submitted employment information (denominator), multiplied by 100.

SPECIAL EDUCATION

NATIONAL ACTIVITIES: PERSONNEL PREPARATION

Measure: Percentage of scholars completing Special Education Personnel Preparation funded training programs who are knowledgeable and skilled in evidence-based practices for children with disabilities.

Year	Target	Actual
2022	90%	85%
2023	90	94
2024	90	93
2025	90	96
2026	90	—

Additional Information: This measure reflects performance on independent exams, such as the Praxis II, that are designed to assess the knowledge and skills of special educators.

EFFICIENCY MEASURE

Measure: The Federal cost per degree or certification program recipient working in the area(s) in which they were trained upon program completion.

Year	Target	Actual
2022	\$32,500	\$51,725
2023	32,500	38,284
2024	32,500	50,025
2025	32,500	44,771
2026	32,500	—

Additional information: The Federal cost per degree or certification program is calculated by dividing the total amount awarded to the 38 grants that ended fiscal year 2025, by the total number of scholars who exited the training program through program completion for the grants that ended between fiscal year 2025.

SPECIAL EDUCATION

NATIONAL ACTIVITIES: PARENT INFORMATION CENTERS

(Individuals with Disabilities Education Act, Part D, Subpart 3, Sections 671-673)

(dollars in thousands)

FY 2027 Authorization: To be determined¹

BUDGET AUTHORITY

2025 Actual	2027 Request	Change from 2025 to 2027
\$33,152	0	-\$33,152

PROGRAM DESCRIPTION

The Parent Information Center program is one of the primary vehicles under the Individuals with Disabilities Education Act (IDEA) for providing information and training to parents of children with disabilities. The program supports competitive awards to help ensure that:

- Children with disabilities and their parents receive training and information designed to assist these children in meeting developmental and functional goals and challenging academic achievement goals, as well as preparing to lead productive, independent, adult lives;
- Children with disabilities and their parents receive training and information on their rights, responsibilities, and protections under IDEA, to develop the skills necessary to participate effectively in planning and decision-making relating to early intervention, educational, and transitional services; and
- Parents receive coordinated and accessible technical assistance and information to assist them in improving early intervention, educational, and transitional services and results for their children and families.

The training and information provided by the centers help ensure that parents and families have the opportunity, knowledge, and skills to help their children with disabilities succeed. In addition to helping parents and families better understand the nature of their children's disabilities and their educational and developmental needs, the centers provide training and information on how parents and families can work with professionals serving their children. For parents of school-aged children, this includes participating with administrators and teachers in the development of their child's individualized education programs (IEPs), as required by the IDEA. For parents of infants and toddlers receiving early intervention services, this means participating with a multidisciplinary team in the development of individualized family service plans (IFSPs). The IDEA authorizes three types of competitively awarded projects: Parent Training and Information

¹ The GEPA extension expired September 30, 2011.

SPECIAL EDUCATION

NATIONAL ACTIVITIES: PARENT INFORMATION CENTERS

Centers, Community Parent Resource Centers, and Technical Assistance for Parent Centers. The award period for these projects is typically 5 years.

PARENT TRAINING AND INFORMATION CENTERS

Parent Training and Information (PTI) Centers must serve parents of children ages birth to 26 and all types of disabilities. The training and information provided by the centers must meet the needs of parents of children with disabilities living in areas served by the centers, particularly underserved parents and parents of children who may be inappropriately identified. At least one award for a parent training and information center must be made in each State, subject to the receipt of acceptable applications. Large and heavily populated States typically have multiple centers that serve designated counties.

The centers also play an important role in dispute resolution by sharing information on the benefits of alternative methods of dispute resolution, such as mediation, which States are required to make available under IDEA. Parent center staff attend or facilitate over 1,000 alternative dispute resolution sessions every year. As part of that role, parent centers are required to meet with parents to explain the IDEA-mandated mediation process. In States where parent centers provide this service, they typically do so through contracts with State educational agencies.

The Department allocates funds to parent centers through a formula based on three weighted indicators of need: State population of ages birth to 26 (85 percent), child poverty (10 percent), and rural school enrollment (5 percent), with most centers receiving a minimum of \$200,000.

COMMUNITY PARENT RESOURCE CENTERS

Community Parent Resource Centers (CPRCs) are parent training and information centers in smaller, geographically defined areas that are operated by local parent organizations and help ensure underserved parents of children with disabilities, including parents with low incomes, parents of children who are English learners, and parents with disabilities, have the training and information they need to enable them to participate effectively in helping their children. Community parent resource centers are required to establish cooperative partnerships with the parent training and information centers in their States.

PARENT TECHNICAL ASSISTANCE CENTERS

Parent Technical Assistance Centers support parent training and information centers and community parent resource centers in areas such as coordinating parent training efforts, disseminating evidence-based research and information, and ensuring the effective use of technology. The parent technical assistance center network maintains a website with a wide variety of information and materials for parents and professionals, as well as a directory of the parent centers (<http://www.parentcenterhub.org>).

SPECIAL EDUCATION

NATIONAL ACTIVITIES: PARENT INFORMATION CENTERS

An applicant for a parent center grant must be a parent organization that has a board of directors, the majority of which must be parents of individuals with disabilities under the age of 26. The board must also include individuals with disabilities and individuals working in the fields of special education, related services, or early intervention. The parent and professional members of the board must be broadly representative of the population to be served, including parents with low incomes and parents of English learners.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2022	\$30,152
2023	33,152
2024	33,152
2025	33,152
2026	To be determined

FY 2027 BUDGET REQUEST

For fiscal year 2027, the Administration’s request would consolidate the Parent Information Centers program into the Grants to States program, combining nearly all currently funded formula and competitive grant programs authorized under IDEA into a single State formula grant. This proposal represents a historic investment in IDEA and reflects the Administration’s goal to return education to the states by streamlining funding and expanding flexibility for States.

Funding under the Grants to States program would continue to be allocated to States and LEAs in accordance with Section 611, and States would receive additional flexibility to reserve funds for State-level activities, including those currently supported under the Parent Information Centers program. States would continue to meet key IDEA accountability and reporting requirements aimed at ensuring a free appropriate public education is available to all students with disabilities and protecting the rights of those students and their families. For additional information on Consolidated Special Education funds, see the Special Education Grants to States congressional justification.

SPECIAL EDUCATION

NATIONAL ACTIVITIES: PARENT INFORMATION CENTERS

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Program Funding ¹	2025	2027
Parent Training & Information Centers:		
New	\$25,891	0
Continuations	450 ²	0
Subtotal	\$26,341	0
Community Parent Resource Centers:		
Continuations	2,760	0
Supplements	690	0
Subtotal	\$3,450	0
Technical Assistance Centers:		
Continuations	2,660	0
Supplements	425	0
Subtotal	\$3,085	0
Total Program Funding:		
New	25,891	0
Continuations	5,870	0
Supplements	1,115	0
Contracts, National Activities, or Inter-agency Agreements	181	0
Peer Review of New Award Applications	95	0
Total Amount	\$33,152	0

¹ Details may not add to totals due to rounding.

² Includes frontloading in the amount of \$450,000.

SPECIAL EDUCATION

NATIONAL ACTIVITIES: PARENT INFORMATION CENTERS

Number of Projects	2025	2027
Parent Training & Information Centers:		
New	64	0
Community Parent Resource Centers:		
Continuations	23	0
Technical Assistance Centers:		
Continuations	5	0
Total number of projects:		
New	64	0
Continuations	28	0
Total awards	92	0

PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information (including, for example, program goals, objectives, measures, and performance targets and data) and an assessment of the progress made toward achieving program goals. Program results are based on the combined effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

No fiscal year 2027 targets are established for these measures because the program is proposed for consolidation.

PERFORMANCE MEASURES

Goal: To provide training and information to parents of children with disabilities.

Objective 1: Improve the quality of parent training and information projects.

Objective 2: Parents served by Special Education Parent Information Centers will be knowledgeable about their IDEA rights and responsibilities.

Objective 3: Parents served by Special Education Parent Information Centers will be able to advocate for scientifically or evidence-based practices for their child.

Six performance measures have been developed for the Parent Information Centers program. There are three annual measures, two long-term measures, and one efficiency measure.

SPECIAL EDUCATION

NATIONAL ACTIVITIES: PARENT INFORMATION CENTERS

ANNUAL PERFORMANCE MEASURES

The three annual measures deal with the quality, relevance, and usefulness of products and services provided by the program. These measures were developed as part of a cross-departmental effort to make measures relating to technical assistance and dissemination activities more consistent Department-wide. However, the measures were adapted to reflect the unique purposes of the Parent Information Centers program. The measures are:

Measure: The percentage of materials disseminated by Parent Training and Information Center Program projects deemed to be of high quality by an independent review panel of experts qualified to review the substantive content of the products or services.

Year	Target	Actual
2022	93%	97%
2023	93	94
2024	93	100
2025	93	96
2026	93	—

Additional information: Data are collected and analyzed by a contractor, using expert panels of reviewers who assess grant implementation by reviewing a randomly selected sample of materials disseminated by centers for the purpose of training and informing parents.

Measure: The percentage of Parent Training and Information Center Program products and services deemed to be of high relevance to educational and early intervention policy or practice by an independent review panel of qualified experts with appropriate expertise to review the substantive content of the products or services.

Year	Target	Actual
2022	93%	97%
2023	93	94
2024	93	100
2025	93	100
2026	93	—

Additional information: Data are collected and analyzed by a contractor, using panels of special education parent stakeholders to review a randomly selected sample of materials disseminated by centers for the purpose of training and informing parents.

SPECIAL EDUCATION

NATIONAL ACTIVITIES: PARENT INFORMATION CENTERS

Measure: The percentage of all Parent Training and Information Center Program products and services deemed by an independent review panel of qualified experts to be useful to improve educational or early intervention policy or practice.

Year	Target	Actual
2022	93%	97%
2023	93	97
2024	93	100
2025	93	93
2026	93	—

Additional information: Data are collected and analyzed by a contractor, using panels of special education parent stakeholders to review a randomly selected sample of materials.

LONG-TERM PERFORMANCE MEASURES

Two long-term measures have been developed for the program. Data are collected every two years through a survey of parents who received services from the parent centers. Baseline data were collected in fiscal years 2017 and 2019 and targets for 2021 were established in late 2019.

Measure: The percentage of parents receiving Special Education Parent Information Centers services who report having enhanced capacity to work with schools and service providers effectively in meeting the needs of their children.

Year	Target	Actual
2023	87%	93%
2025	87	95

Additional Information: Data for the measure are collected by the parent centers every two years by mail, on-line survey, or telephone interview from a randomized list of parents served by each center. Each randomized list must yield responses from at least one percent of the parents served by each center.

Measure: The percentage of parents receiving Special Education Parent Information Centers services who report enhanced knowledge of IDEA rights and responsibilities.

Year	Target	Actual
2023	93%	93%
2025	93	94

Additional information: Data for the measure are collected by the parent centers every two years by mail, on-line survey, or telephone interview from a randomized list of parents

SPECIAL EDUCATION

NATIONAL ACTIVITIES: PARENT INFORMATION CENTERS

served by each center. Each randomized list must yield responses from at least one percent of the parents served by each center.

EFFICIENCY MEASURE

The calculation of the efficiency measure was modified for the program. The target for 2022 and future years was informed by baseline data from fiscal years 2019, 2020, and 2021.

Measure: An index of the Federal cost per unit of output provided by the Special Education Parent Training and Information Centers.

Year	Target	Actual
2022	19	14
2023	19	21
2024	19	12
2025	19	20
2026	19	—

Additional information: The efficiency measure for the PTIs program is “the index of Federal cost per unit of output.” The calculation of the Federal index of cost per unit of technical assistance is the total Federal cost of PTI grant funding for a given fiscal year divided by the sum of the numbers of parents and professionals receiving technical assistance during that fiscal year. Technical assistance is defined as: (1) letters, telephone calls, and e-mail exchanges; (2) the provision of training, participation in meetings, and home visits; and (3) participation in extended services, including IEP meetings, mediation sessions, and resolution sessions. The Department notes that it is difficult to attribute increases or decreases under this measure to the Federal share of funds due to the variability in other sources of funding. The result is expressed as an index of cost rather than a cost in dollars.

In fiscal year 2025, 1,645,025 services were provided to parents and professionals across the three technical assistance categories, and the total amount of program funding was \$33,152,000, yielding an index of cost of 20.15.

SPECIAL EDUCATION

NATIONAL ACTIVITIES: EDUCATIONAL TECHNOLOGY, MEDIA, AND MATERIALS

(Individuals with Disabilities Education Act, Part D, Subpart 3, Section 674)

(dollars in thousands)

FY 2027 Authorization: To be determined¹

BUDGET AUTHORITY

2025 Actual	2027 Request	Change from 2025 to 2027
\$31,433	0	-\$31,433

PROGRAM DESCRIPTION

The Educational Technology, Media, and Materials program is the primary source of support for accessible technology and media-related activities under the Individuals with Disabilities Education Act (IDEA). The program supports two broad categories of activities: (1) accessible technology, and (2) educational media and materials.

Technology activities are generally designed to promote the development, demonstration, and use of accessible technology. The technology component of the program also supports research on using technology to improve outcomes for students with disabilities, as well as technical assistance and dissemination activities to enhance the use of technology by students, parents, and teachers. Media and materials activities focus on closed captioning, video description, timely provision of books and other educational materials in accessible formats, and other activities to improve access to education for students with disabilities.

The 21st Century Communications and Video Accessibility Act of 2010 expanded the range of media that must be closed captioned and updated accessibility standards to include emerging Internet and mobile technologies. However, significant gaps in captioning coverage remain. The Educational Technology, Media, and Materials program helps ensure educational media that are not otherwise required to be made accessible are available to students with disabilities. For example, mandatory captioning only applies to broadcast television, not to video broadcast solely over the Internet or video produced for classroom viewing. Funding for this program helps increase the accessibility of learning content and materials by supporting the captioning and nationwide distribution of thousands of titles of educational media each year.

Video description is used to make video and other media with visual content accessible for people who are blind or visually impaired. Audio-narrated descriptions of key visual elements in a video or television program are inserted into natural pauses in the spoken dialogue, supplementing the regular audio track of the program by providing additional context. Federal law requires television broadcast stations affiliated with the top four commercial broadcasting

¹ The GEPA extension expired September 30, 2011.

SPECIAL EDUCATION

NATIONAL ACTIVITIES: EDUCATIONAL TECHNOLOGY, MEDIA, AND MATERIALS

corporations (ABC, CBS, FOX, and NBC) and licensed to the top 60 Designated Market Areas (i.e., unique, county-based geographic areas designated by The Nielsen Company, a television audience measurement service based on television viewership) and the five most watched non-broadcast networks to provide 50 hours of video description per calendar quarter. The video description must be of prime time or children’s television programming. Educational media and materials funds support video description for other video programming, including educational materials intended for use in the classroom and increasingly popular Internet media, that are not subject to description requirements. The IDEA requires that description and captioning funds be used only for programs that are suitable for use in classroom settings, and program funds may not be used to describe or caption news programs, even when they are suitable for use in classrooms.

Educational materials activities include the preparation of electronic files suitable for efficient conversion into specialized accessible formats. The educational materials provided by this program are intended to support students’ access to the general curriculum and participation in statewide assessments. The largest grant in this program provides funding for the production and distribution of textbooks and other educational materials in accessible formats to students with visual impairments and other print disabilities.

The Department makes competitive awards for projects throughout the fiscal year. Awards typically are made for durations of up to five years.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2022	\$30,433
2023	31,433
2024	31,433
2025	31,433
2026	To be determined

FY 2027 BUDGET REQUEST

For fiscal year 2027, the Administration’s request would consolidate the Educational Technology, Media, and Materials program into the Grants to States program, combining nearly all currently funded formula and competitive grant programs authorized under IDEA into a single State formula grant. This proposal represents a historic investment in IDEA and reflects the Administration’s goal to return education to the states by streamlining funding and expanding flexibility for States.

Funding under the Grants to States program would continue to be allocated to States and LEAs in accordance with Section 611, and States would receive additional flexibility to reserve funds

SPECIAL EDUCATION

NATIONAL ACTIVITIES: EDUCATIONAL TECHNOLOGY, MEDIA, AND MATERIALS

for State-level activities, including those currently supported under the Educational Technology, Media, and Materials program. States would continue to meet key IDEA accountability and reporting requirements aimed at ensuring a free appropriate public education is available to all students with disabilities and protecting the rights of those students and their families. For additional information on Consolidated Special Education funds, see the Special Education Grants to States congressional justification.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2025	2027
Research:		
New	\$1,985	0
Continuations	8,811	0
Subtotal	\$10,796	0
Technical assistance and dissemination:		
New	700	0
Continuations	2,150	0
Subtotal	\$2,850	0
Projects to address the postsecondary, vocational, technical, and adult education needs of individuals with deafness:		
Continuations	1,000	0
Subtotal	\$1,000	0
Media and Materials:		
Captioned and described accessible media:		
Continuations	4,642	0
Subtotal	\$4,642	0
Books and other instructional materials in accessible formats:		
Continuations	9,000	0
Subtotal	\$9,000	0

SPECIAL EDUCATION

NATIONAL ACTIVITIES: EDUCATIONAL TECHNOLOGY, MEDIA, AND MATERIALS

Output Measures	2025	2027
National Instructional Materials Access Center (NIMAC) and National Center on Accessible Educational Materials (AEM):		
Continuations	\$2,840	0
Subtotal	\$2,840	0
Other (e.g., program evaluation contracts):	\$305	0
Subtotal	\$305	0
Total Program Funding:		
New	2,685	0
Continuations	28,443	0
Peer review and other contracts	305	0
Total amount	\$31,433	0

PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information (including, for example, program goals, objectives, measures, and performance targets and data) and an assessment of the progress made toward achieving program goals. Program results are based on the combined effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

No targets are shown for fiscal year 2027 because the program is proposed for consolidation into the Grants to States program.

PERFORMANCE MEASURES

ANNUAL PERFORMANCE MEASURES

The three annual measures deal with the relevance, quality, and usefulness of products and services provided by the program.

For each of the three annual performance measures that follow, a contractor collects and analyzes data based on input from two panels of subject matter experts who review a sample of products and services developed by grantees against a listing of evidence-based practices in key target areas the Department has identified as critical. The sample of grantees included in this measure for each year consists of projects from across all areas of this program. Products and services are divided into the categories of policy and practice.

SPECIAL EDUCATION

NATIONAL ACTIVITIES: EDUCATIONAL TECHNOLOGY, MEDIA, AND MATERIALS

Goal: To promote the development, demonstration, and use of accessible technology and media services to improve results for infants, toddlers, children, and youth with disabilities.

Objective: Improve the quality of products produced by projects in the Special Education Educational Technology, Media, and Materials program.

Measure: The percentage of Educational Technology, Media, and Materials projects judged to be of high quality.

Year	Target	Actual
2022	90%	100%
2023	90	100
2024	90	100
2025	90	100
2026	90	—

Additional information: Of the 14 products and services reviewed in the sample, all were reported to be of high quality by the Science Expert Panel.

Measure: The percentage of Educational Technology, Media, and Materials projects judged to be of high relevance to improving outcomes of infants, toddlers, children, and youth with disabilities.

Year	Target	Actual
2022	90.0%	100.0%
2023	90.0	95.5
2024	90.0	100.0
2025	90.0	100.0
2026	90.0	—

Additional information: Of the 14 products and services reviewed in the sample, all were reported to be of high relevance by the Science Expert Panel.

SPECIAL EDUCATION

NATIONAL ACTIVITIES: EDUCATIONAL TECHNOLOGY, MEDIA, AND MATERIALS

Measure: The percentage of Special Education Educational Technology, Media, and Materials projects and services judged by an independent review panel of qualified experts to be useful in improving results for infants, toddlers, children, and youth with disabilities.

Year	Target	Actual
2022	90%	100%
2023	90	100
2024	90	100
2025	90	100
2026	90	—

Additional information: Of the 14 products and services reviewed in the sample, all were reported to be of high usefulness by the Science Expert Panel.

EFFICIENCY MEASURES

The Department established two efficiency measures for the Educational Technology, Media, and Materials program that provide data on accessible book distribution and on video captioning and description projects, respectively.

Measure: The Federal cost per download from the accessible educational materials production and distribution project funded by the Educational Technology, Media, and Materials program.

Year	Target	Actual
2022	4.7	6.0
2023	4.7	6.4
2024	4.7	5.9
2025	4.7	5.8
2026	4.7	—

Additional information: In fiscal year 2025, 1,541,348 accessible materials downloads were provided to users, while the OSEP funding award for this work was \$9,000,000. The calculation provides the ratio of the total cost of providing accessible educational materials downloads to users to the total number of downloads provided during the current fiscal year. The result is expressed as an index of cost rather than a cost in dollars.

SPECIAL EDUCATION

NATIONAL ACTIVITIES: EDUCATIONAL TECHNOLOGY, MEDIA, AND MATERIALS

Measure: The Federal cost per hour of video description funded by the Educational Technology, Media, and Materials program.

Year	Target	Actual
2022	\$2,200	\$2,815
2023	2,200	2,719
2024	2,200	2,623
2025	2,200	2,218
2026	2,200	—

SPECIAL EDUCATION

SPECIAL OLYMPICS EDUCATION PROGRAMS

(Special Olympics Sport and Empowerment Act of 2004, Section 3(a))

(dollars in thousands)

FY 2027 Authorization: Indefinite

BUDGET AUTHORITY

2025 Actual	2027 Request	Change from 2025 to 2027
\$36,000	\$38,000	\$2,000

PROGRAM DESCRIPTION

The Special Olympics Sport and Empowerment Act of 2004 authorizes the Department of Education to make discretionary grant awards to the Special Olympics to support activities in certain areas related to the Special Olympics. The Department of Education is authorized to make awards for:

- activities to promote the expansion of Special Olympics, including activities to increase the participation of individuals with intellectual disabilities within the United States; and
- the design and implementation of Special Olympics education programs, including character education and volunteer programs that support the purposes of the Special Olympics Sport and Empowerment Act of 2004, that can be integrated into classroom instruction and are consistent with academic content standards.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2022	\$31,000
2023	36,000
2024	36,000
2025	36,000
2026	To be determined

FY 2027 BUDGET REQUEST

For fiscal year 2027, the Administration requests \$38 million for Special Olympics Education Programs, \$2 million more than the fiscal year 2025 appropriation. The request would support efforts to promote the expansion of Special Olympics and the design and implementation of Special Olympics education programs. Over the past several years, the Special Olympics

SPECIAL EDUCATION

SPECIAL OLYMPICS EDUCATION PROGRAMS

program significantly increased the reach and impact of the Special Olympics Unified Champion Schools program. The Special Olympics program attributes this significant increase in school participation rates to the increased funding from Congress as well as to their post-pandemic rebuild which included targeted outreach efforts with key school and community partners.

The Special Olympics National Youth Activation Demonstration (Unified Champion Schools, previously referred to as Project UNIFY), a national youth sports demonstration and education program, is the major activity funded by this direct appropriation. In addition to sports and physical education in integrated settings, this program also provides opportunities for youth to participate in leadership development, service learning, and structured interpersonal communication and socialization activities. In general, Special Olympics program activities provide persons with intellectual disabilities with the opportunity to develop physical fitness, demonstrate courage, experience joy, and build positive skills and relationships in their community.

PROGRAM OUTPUT MEASURES

Output Measures	2025	2027 ¹
Unified Champion Schools		
Number of funded State programs	49	49
Number of schools participating	12,247	13,250

PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information (including, for example, program goals, objectives, measures, and performance targets and data) and an assessment of the progress made toward achieving program goals. Program results are based on the combined effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

PERFORMANCE MEASURES

Goal: To increase the inclusion and awareness of students with intellectual disabilities.

Objective: *The Special Olympics will improve awareness about students with intellectual disabilities.*

¹ Estimate.

SPECIAL EDUCATION

SPECIAL OLYMPICS EDUCATION PROGRAMS

Measure: The percent of school liaisons who report that Unified Champion Schools helps raise awareness about students with intellectual disabilities.

Year	Target	Actual
2022	75%	60%
2023	75	65
2024	75	63
2025	75	72
2026	75	—
2027	75	—

Additional information: Data are collected by external evaluators who survey school liaisons at the end of each program year. School liaisons are volunteers, typically teachers, who administer Special Olympics programming at the school level. Special Olympics includes those survey responses that indicate the program “made a big difference” (scores of four or five on the survey’s Likert scale) in the numerator used to calculate the actual performance.

Measure: The percent of school liaisons who report that Unified Champion Schools increases opportunities for students with intellectual disabilities to be involved in school activities.

Year	Target	Actual
2022	65%	58%
2023	65	63
2024	65	66
2025	65	76
2026	65	—
2027	65	—

Additional information: Data are collected by external evaluators who survey school liaisons at the end of each program year. School liaisons are volunteers, typically teachers, who administer Special Olympics programming at the school level. Special Olympics includes those survey responses that indicate the program “made a big difference” (scores of four or five on the survey’s Likert scale) in the numerator used to calculate actual performance.

SPECIAL EDUCATION

SPECIAL OLYMPICS EDUCATION PROGRAMS

Objective: *The Special Olympics will increase opportunities for K–12 students with intellectual disabilities to participate in inclusive school activities.*

Measure: The number of schools participating in Unified Champion Schools.

Year	Target	Actual
2022	7,500	8,358
2023	8,000	9,440
2024	10,000	10,842
2025	11,000	12,247
2026	11,000	—
2027	11,000	—

Additional information: Participation rates have increased significantly through 2024. The Special Olympics program attributes this significant increase in participation to the increased funding from Congress as well as to their post-pandemic rebuild which included targeted outreach efforts with key partners.

Measure: The number of schools participating in a Unified Champion Schools High Activation Program.

Year	Target	Actual
2022	5,500	5,595
2023	5,500	7,364
2024	6,500	9,288
2025	7,150	10,990
2026	8,125	—
2027	8,125	—

Additional information: High Activation schools feature a higher intensity and variety of activities, and, therefore, are likely to have a larger impact on participating students. Building Bridges schools offer fewer activities and generally include schools that are new to the program. Participation rates have increased significantly through 2023 and 2024. The Special Olympics program attributes this significant increase in participation to the increased funding from Congress as well as to their post-pandemic rebuild which included targeted outreach efforts with key partners.

SPECIAL EDUCATION

SPECIAL OLYMPICS EDUCATION PROGRAMS

EFFICIENCY MEASURES

Objective: *The Special Olympics will develop efficient programs at the national, State, and school level.*

Measure: The average total Federal cost per school.

Year	Target	Actual
2022	\$2,500	\$2,833
2023	3,000	3,282
2024	3,000	3,063
2025	3,000	2,940
2026	3,000	—
2027	3,000	—

Measure: The percent of Federal funds spent on administration.

Year	Target	Actual
2022	20%	12%
2023	20	10
2024	20	10
2025	20	10
2026	20	—
2027	20	—

Additional information: The Department believes that these targets will slow cost growth for the program in future years.

SPECIAL EDUCATION
ACCOUNT SUMMARY TABLE

FY 2027 President's Budget (in thousands of dollars) for the Department of Education	Cat Code	2025 Final Operating Plan	2027 President's Budget	2027 President's Budget Compared to 2025 Final Operating Plan Amount	2027 President's Budget Compared to 2025 Final Operating Plan Percent
Special Education					
1. State grants					
(a) Grants to States (IDEA B-611)					
Annual appropriation	D	4,930,321	6,117,436	1,187,115	24.08%
Advance for succeeding fiscal year	D	9,283,383	9,283,383	0	0.00%
Subtotal, Grants to States (IDEA B-611)	D	14,213,704	15,400,819	1,187,115	8.35%
(b) Preschool grants (IDEA B-619)	D	420,000	0	(420,000)	-100.00%
(c) Grants for infants and families (IDEA C)	D	540,000	590,000	50,000	9.26%
Subtotal, State grants	D	15,173,704	15,990,819	817,115	5.39%
2. National activities (IDEA D)					
(a) State personnel development (subpart 1)	D	38,630	0	(38,630)	-100.00%
(b) Technical assistance and dissemination (section 663)	D	39,345	0	(39,345)	-100.00%
(c) Personnel preparation (section 662)	D	115,000	0	(115,000)	-100.00%
(d) Parent information centers (sections 671-673)	D	33,152	0	(33,152)	-100.00%
(e) Educational technology, media, and materials (section 674)	D	31,433	0	(31,433)	-100.00%
Subtotal, National activities (IDEA D)	D	257,560	0	(257,560)	-100.00%
3. Special Olympics education programs (Special Olympics Sport and Empowerment Act)	D	36,000	38,000	2,000	5.56%
Total Appropriation, Special Education	D	15,467,264	16,028,819	561,555	3.63%
Current	D	6,183,881	6,745,436	561,555	9.08%
Prior year's advance	D	9,283,383	9,283,383	0	0.00%

NOTES:

- 1) D = discretionary program; M = mandatory program
- 2) Details may not add to totals due to rounding.
- 3) The Special Education: Grants to States program consolidation could support activities from the following programs: Preschool grants; State personnel development; Technical assistance and dissemination; Personnel preparation; Parent information centers; and Educational technology, media, and materials.

SPECIAL EDUCATION

STATE TABLES

Special Education - Grants to States

State or Other Area	2025 Actual	2026 Estimate	2027 Estimate	Amount Change FY 2025 to 2027	Percent Change FY 2025 to 2027
Alabama	221,059,640	221,339,586	239,203,532	18,143,892	8.2%
Alaska	45,228,597	45,324,037	49,214,420	3,985,823	8.8%
Arizona	249,608,658	249,924,758	274,166,604	24,557,946	9.8%
Arkansas	138,632,623	138,808,185	149,051,801	10,419,178	7.5%
California	1,470,487,107	1,472,349,308	1,581,004,151	110,517,044	7.5%
Colorado	199,842,742	200,095,820	219,504,430	19,661,688	9.8%
Connecticut	158,823,892	159,025,024	170,760,581	11,936,689	7.5%
Delaware	44,206,559	44,301,349	48,191,732	3,985,173	9.0%
District of Columbia	24,075,623	24,470,634	26,844,202	2,768,579	11.5%
Florida	785,596,408	786,591,274	862,887,935	77,291,527	9.8%
Georgia	421,759,531	422,293,640	463,254,677	41,495,146	9.8%
Hawaii	49,215,851	49,278,177	52,914,755	3,698,904	7.5%
Idaho	70,855,334	70,945,064	77,826,492	6,971,158	9.8%
Illinois	602,555,133	603,318,199	647,841,223	45,286,090	7.5%
Indiana	315,638,302	316,038,021	343,668,887	28,030,585	8.9%
Iowa	145,940,335	146,125,151	156,908,737	10,968,402	7.5%
Kansas	131,438,816	131,605,268	141,317,331	9,878,515	7.5%
Kentucky	196,467,467	196,716,270	211,233,325	14,765,858	7.5%
Louisiana	225,277,998	225,563,286	242,209,162	16,931,164	7.5%
Maine	65,411,743	65,494,579	70,327,877	4,916,134	7.5%
Maryland	248,268,696	248,583,099	266,927,766	18,659,070	7.5%
Massachusetts	339,339,359	339,769,093	364,843,005	25,503,646	7.5%
Michigan	473,533,818	474,133,493	509,123,084	35,589,266	7.5%
Minnesota	232,947,616	233,242,617	250,455,203	17,507,587	7.5%
Mississippi	144,872,088	145,055,552	155,760,205	10,888,117	7.5%
Missouri	273,149,625	273,495,537	293,678,665	20,529,040	7.5%
Montana	45,978,367	46,074,284	49,964,667	3,986,300	8.7%
Nebraska	90,915,942	91,031,076	98,693,817	7,777,875	8.6%
Nevada	96,817,708	97,194,425	106,621,951	9,804,243	10.1%
New Hampshire	56,713,037	56,784,857	60,975,404	4,262,367	7.5%
New Jersey	432,091,008	432,638,201	464,565,567	32,474,559	7.5%
New Mexico	108,763,942	108,901,679	116,938,287	8,174,345	7.5%
New York	905,507,664	906,654,384	973,562,684	68,055,020	7.5%
North Carolina	414,178,532	414,703,041	454,927,816	40,749,284	9.8%
North Dakota	38,880,274	39,518,186	43,351,315	4,471,041	11.5%
Ohio	520,667,408	521,326,773	559,799,083	39,131,675	7.5%
Oklahoma	181,250,221	181,479,753	199,082,668	17,832,447	9.8%
Oregon	159,821,386	160,023,781	171,833,043	12,011,657	7.5%
Pennsylvania	518,944,156	519,601,338	557,946,316	39,002,160	7.5%
Rhode Island	52,275,509	52,341,710	56,204,367	3,928,858	7.5%
South Carolina	220,145,020	220,423,808	238,386,577	18,241,557	8.3%
South Dakota	43,839,622	43,934,178	47,824,561	3,984,939	9.1%
Tennessee	289,114,308	289,480,438	317,559,049	28,444,741	9.8%
Texas	1,250,501,548	1,252,085,163	1,373,533,137	123,031,589	9.8%
Utah	142,871,872	143,052,803	156,928,435	14,056,563	9.8%
Vermont	37,488,006	38,103,075	41,798,943	4,310,937	11.5%
Virginia	345,739,785	346,177,624	379,755,668	34,015,883	9.8%
Washington	274,745,913	275,093,847	301,777,008	27,031,095	9.8%
West Virginia	90,785,429	90,900,398	97,608,567	6,823,138	7.5%
Wisconsin	249,617,277	249,933,388	268,377,702	18,760,425	7.5%
Wyoming	39,328,635	39,973,904	43,851,236	4,522,601	11.5%
American Samoa	8,269,376	7,987,926	8,642,909	373,533	4.5%
Guam	18,800,038	19,173,342	20,745,490	1,945,452	10.3%
Northern Mariana Islands	6,299,381	6,145,450	6,649,356	349,975	5.6%
Puerto Rico	149,556,625	149,746,021	160,796,816	11,240,191	7.5%
Virgin Islands	7,895,168	7,761,160	8,397,548	502,380	6.4%
Freely Associated States	7,641,376	7,895,168	7,895,168	253,792	3.3%
Indian set-aside	106,525,906	106,675,798	109,204,063	2,678,157	2.5%
Other	27,500,000	27,000,000	27,500,000	0	0.0%
Total	14,213,704,000	14,233,704,000	15,400,819,000	1,187,115,000	8.4%

NOTES:

- 1) The 2027 allocations assume enactment of the Administration's proposed appropriations language that authorizes the Department to calculate a State's allocation without regard to a reduction in funding in a prior year resulting from a failure to meet the maintenance of State financial support requirements in section 612 of the IDEA. The FY 2027 estimates are currently based on 2024 population data. New FY 2027 estimates will be based on 2025 data once it becomes available.
- 2) — means Not Available
- 3) Compiled for posting on the WEB by the Budget Service on March 16, 2026.

SPECIAL EDUCATION

Special Education – Preschool Grants

State or Other Area	2025 Actual	2026 Estimate	2027 Estimate	Amount Change FY 2025 to 2027	Percent Change FY 2025 to 2027
Alabama	6,182,504	6,182,504	0	(6,182,504)	(100.0%)
Alaska	1,394,380	1,394,380	0	(1,394,380)	(100.0%)
Arizona	6,010,894	6,010,894	0	(6,010,894)	(100.0%)
Arkansas	5,904,428	5,904,428	0	(5,904,428)	(100.0%)
California	42,175,137	42,175,137	0	(42,175,137)	(100.0%)
Colorado	5,503,524	5,503,524	0	(5,503,524)	(100.0%)
Connecticut	5,398,783	5,398,783	0	(5,398,783)	(100.0%)
Delaware	1,387,906	1,387,906	0	(1,387,906)	(100.0%)
District of Columbia	270,255	270,255	0	(270,255)	(100.0%)
Florida	20,530,932	20,530,932	0	(20,530,932)	(100.0%)
Georgia	11,021,675	11,021,675	0	(11,021,675)	(100.0%)
Hawaii	1,114,695	1,114,695	0	(1,114,695)	(100.0%)
Idaho	2,415,909	2,415,909	0	(2,415,909)	(100.0%)
Illinois	19,409,261	19,409,261	0	(19,409,261)	(100.0%)
Indiana	9,794,517	9,794,517	0	(9,794,517)	(100.0%)
Iowa	4,393,488	4,393,488	0	(4,393,488)	(100.0%)
Kansas	4,770,287	4,770,287	0	(4,770,287)	(100.0%)
Kentucky	11,241,786	11,241,786	0	(11,241,786)	(100.0%)
Louisiana	7,111,602	7,111,602	0	(7,111,602)	(100.0%)
Maine	2,766,436	2,766,436	0	(2,766,436)	(100.0%)
Maryland	7,350,989	7,350,989	0	(7,350,989)	(100.0%)
Massachusetts	10,888,209	10,888,209	0	(10,888,209)	(100.0%)
Michigan	13,783,294	13,783,294	0	(13,783,294)	(100.0%)
Minnesota	8,176,457	8,176,457	0	(8,176,457)	(100.0%)
Mississippi	4,649,156	4,649,156	0	(4,649,156)	(100.0%)
Missouri	6,621,358	6,621,358	0	(6,621,358)	(100.0%)
Montana	1,315,398	1,315,398	0	(1,315,398)	(100.0%)
Nebraska	2,499,586	2,499,586	0	(2,499,586)	(100.0%)
Nevada	2,530,340	2,530,340	0	(2,530,340)	(100.0%)
New Hampshire	1,714,696	1,714,696	0	(1,714,696)	(100.0%)
New Jersey	12,523,500	12,523,500	0	(12,523,500)	(100.0%)
New Mexico	3,508,798	3,508,798	0	(3,508,798)	(100.0%)
New York	37,147,853	37,147,853	0	(37,147,853)	(100.0%)
North Carolina	12,532,895	12,532,895	0	(12,532,895)	(100.0%)
North Dakota	901,424	901,424	0	(901,424)	(100.0%)
Ohio	13,794,617	13,794,617	0	(13,794,617)	(100.0%)
Oklahoma	4,089,078	4,089,078	0	(4,089,078)	(100.0%)
Oregon	4,257,895	4,257,895	0	(4,257,895)	(100.0%)
Pennsylvania	15,349,111	15,349,111	0	(15,349,111)	(100.0%)
Rhode Island	1,839,796	1,839,796	0	(1,839,796)	(100.0%)
South Carolina	7,859,585	7,859,585	0	(7,859,585)	(100.0%)
South Dakota	1,612,818	1,612,818	0	(1,612,818)	(100.0%)
Tennessee	7,629,788	7,629,788	0	(7,629,788)	(100.0%)
Texas	25,698,103	25,698,103	0	(25,698,103)	(100.0%)
Utah	3,974,569	3,974,569	0	(3,974,569)	(100.0%)
Vermont	960,590	960,590	0	(960,590)	(100.0%)
Virginia	10,107,218	10,107,218	0	(10,107,218)	(100.0%)
Washington	9,045,402	9,045,402	0	(9,045,402)	(100.0%)
West Virginia	3,834,657	3,834,657	0	(3,834,657)	(100.0%)
Wisconsin	10,426,012	10,426,012	0	(10,426,012)	(100.0%)
Wyoming	1,183,554	1,183,554	0	(1,183,554)	(100.0%)
American Samoa	0	0	0	0	—
Guam	0	0	0	0	—
Northern Mariana Islands	0	0	0	0	—
Puerto Rico	3,394,855	3,394,855	0	(3,394,855)	(100.0%)
Virgin Islands	0	0	0	0	—
Freely Associated States	0	0	0	0	—
Indian set-aside	0	0	0	0	—
Other	0	0	0	0	—
Total	420,000,000	420,000,000	0	(420,000,000)	(100.0%)

NOTES:

- 1) State allocations for fiscal years 2026 and 2027 programs are preliminary estimates based on currently available data. Allocations based on new data may result in significant changes from these preliminary estimates.
- 2) — means Not Available
- 3) Compiled for posting on the WEB by the Budget Service on March 16, 2026.

SPECIAL EDUCATION

Grants for Infants and Families

State or Other Area	2025 Actual	2026 Estimate	2027 Estimate	Amount Change FY 2025 to 2027	Percent Change FY 2025 to 2027
Alabama	7,574,760	7,934,956	7,934,956	360,196	4.8%
Alaska	2,587,723	2,587,723	2,587,723	0	0.0%
Arizona	10,427,078	10,735,909	10,735,909	308,831	3.0%
Arkansas	4,858,017	4,810,673	4,810,673	(47,344)	(1.0%)
California	57,533,275	56,236,781	56,236,781	(1,296,494)	(2.3%)
Colorado	8,344,516	8,452,611	8,452,611	108,095	1.3%
Connecticut	5,124,208	4,927,637	4,927,637	(196,571)	(3.8%)
Delaware	2,587,723	2,587,723	2,587,723	0	0.0%
District of Columbia	2,587,723	2,587,723	2,587,723	0	0.0%
Florida	30,061,713	31,155,142	31,155,142	1,093,429	3.6%
Georgia	17,077,887	17,176,227	17,176,227	98,340	0.6%
Hawaii	2,587,723	2,587,723	2,587,723	0	0.0%
Idaho	2,974,794	3,077,101	3,077,101	102,307	3.4%
Illinois	17,807,738	17,441,911	17,441,911	(365,827)	(2.1%)
Indiana	11,244,927	10,881,787	10,881,787	(363,140)	(3.2%)
Iowa	4,643,613	5,004,230	5,004,230	360,617	7.8%
Kansas	4,802,299	4,653,113	4,653,113	(149,186)	(3.1%)
Kentucky	7,226,512	7,202,500	7,202,500	(24,012)	(0.3%)
Louisiana	7,377,947	7,496,466	7,496,466	118,519	1.6%
Maine	2,587,723	2,587,723	2,587,723	0	0.0%
Maryland	9,666,725	9,315,157	9,315,157	(351,568)	(3.6%)
Massachusetts	9,423,457	9,494,369	9,494,369	70,912	0.8%
Michigan	14,534,285	13,916,351	13,916,351	(617,934)	(4.3%)
Minnesota	8,831,193	8,650,272	8,650,272	(180,921)	(2.0%)
Mississippi	4,341,166	4,655,097	4,655,097	313,931	7.2%
Missouri	9,658,351	9,304,782	9,304,782	(353,569)	(3.7%)
Montana	2,587,723	2,587,723	2,587,723	0	0.0%
Nebraska	3,311,814	3,339,221	3,339,221	27,407	0.8%
Nevada	4,729,131	4,517,790	4,517,790	(211,341)	(4.5%)
New Hampshire	2,587,723	2,587,723	2,587,723	0	0.0%
New Jersey	14,170,600	14,256,822	14,256,822	86,222	0.6%
New Mexico	2,696,018	2,874,117	2,874,117	178,099	6.6%
New York	28,653,331	28,429,294	28,429,294	(224,037)	(0.8%)
North Carolina	16,461,811	16,711,935	16,711,935	250,124	1.5%
North Dakota	2,587,723	2,587,723	2,587,723	0	0.0%
Ohio	17,874,777	17,464,600	17,464,600	(410,177)	(2.3%)
Oklahoma	6,030,335	6,553,087	6,553,087	522,752	8.7%
Oregon	5,411,919	5,373,796	5,373,796	(38,123)	(0.7%)
Pennsylvania	17,884,368	17,662,531	17,662,531	(221,837)	(1.2%)
Rhode Island	2,587,723	2,587,723	2,587,723	0	0.0%
South Carolina	8,005,391	7,952,954	7,952,954	(52,437)	(0.7%)
South Dakota	2,587,723	2,587,723	2,587,723	0	0.0%
Tennessee	11,301,720	11,286,491	11,286,491	(15,229)	(0.1%)
Texas	52,273,960	53,702,820	53,702,820	1,428,860	2.7%
Utah	6,554,812	6,188,844	6,188,844	(365,968)	(5.6%)
Vermont	2,587,723	2,587,723	2,587,723	0	0.0%
Virginia	13,117,857	12,918,978	12,918,978	(198,879)	(1.5%)
Washington	11,251,055	11,380,495	11,380,495	129,440	1.2%
West Virginia	2,587,723	2,587,723	2,587,723	0	0.0%
Wisconsin	8,053,062	8,179,575	8,179,575	126,513	1.6%
Wyoming	2,587,723	2,587,723	2,587,723	0	0.0%
American Samoa	686,570	686,570	686,570	0	0.0%
Guam	1,679,977	1,679,977	1,679,977	0	0.0%
Northern Mariana Islands	526,712	526,712	526,712	0	0.0%
Puerto Rico	2,587,723	2,587,723	2,587,723	0	0.0%
Virgin Islands	895,530	895,530	895,530	0	0.0%
Freely Associated States	0	0	0	0	—
Indian set-aside	6,666,667	6,666,667	6,666,667	0	0.0%
Other	12,000,000	12,000,000	12,000,000	0	0.0%
Total	540,000,000	540,000,000	540,000,000	0	0.0%

NOTES:

1) The FY 2025 actuals were calculated using 2023 population data. FY 2026 and FY 2027 estimates are based on 2024 data, the latest available data. FY 2027 data will be updated using FY 2025 data as soon as the data are available.

2) — means Not Available

3) Compiled for posting on the WEB by the Budget Service on March 16, 2026.