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The United States first enacted federal legislation supporting the education of the disabled in 1975. Called the Education for All Handicapped Children Act, Public Law (P.L.) 94

Even if LEA base payment amounts are adjusted, the total statewide base payment amounts for the two grant programs remain the same. For Texas, the total statewide base payment amounts are as follows:

IDEA-B Formula: \$252,423,854

IDEA-B preschool: \$16,012,434

-B Formula base payment is the amount that the LEA would have received if TEA
1998 count of children with disabilities ages 3 21.

-B Preschool base payment is the amount that the LEA would have received if TEA
1996 count of children with disabilities ages 3 5.

TEA is required to recalculate base payments for IDEA-B Formula and IDEA-B Preschool when any of the following events occur:

A new LEA, including a new charter school LEA, is created.

Two or more LEAs combine into a new, single LEA.

It is important to note that population and poverty calculations are determined by the total enrollment of children in public schools rather than enrollment figures of children with disabilities.

Two data sources used to distribute populatng and poverty funding for both grants and to perform LEA base amount adjustments are:

The annual Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) fall data collection

The eGrants PS3502 Private Nonprofit Schools Participation schedule in the Special Education Consolidated Grant Application (Federal)

In April 2018, the US Department of Education provided guidance to states on two allowable base payment adjustment methods:

Method A Individual Adjustment

Method B Group Adjustment

TEA uses the Method B Group Adjustment model. In Texas, charter school LEAs draw their student enrollments from one or more traditional school districts (district LEAs). As a result, charter LEAs can have campuses scattered throughout the state impacting numerous school districts, making the group adjustment method more practical.

When Texas first implemented Method B, the first step was to create LEA groupings. Each grouping centered upon a district LEA and featured a fixed, state-defined geographic boundary. The total base payment for each group is divided proportionally among the district LEA, charter LEAs, and special state LEAs, according to the number of special education students served reported in TSDS

Although the total base payment for the group of LEAs remains static, it is redistributed whenever a base payment adjustment event occurs. The five adjustment events listed in the Base Payment Adjustment Overview section are grouped into three categories, according to the type of adjustment methodology required, as follows:

1. **Two or more LEAs are combined into a single LEA, or two or more LEAs' geographic boundaries change.** This event is treated as an LEA merger/consolidation event. In the year that it occurs and/or becomes effective, student counts and resulting funding amounts are combined into the surviving LEA.
2. **The LEA received a base payment of \$0 in its first year of operation.** This event, \$0 Base Payment Adjustment, occurs the first time that existing LEAs report serving special education students (ages 3-21 for IDEA-B Formula or ages 3-5 for IDEA-B Preschool) in the TSDS PEIMS fall data collection. These LEAs do not have an existing base amount, thus base amounts are established for these LEAs by the following means:
 - a. Extracting total current year reported TSDS PEIMS ages 3-21 (IDEA-B Formula) and ages 3-5 (IDEA-B Preschool) special education student counts
 - b. Creating statewide IDEA-B Formula and IDEA-B Preschool per-pupil amounts by dividing the state total base payment received for each grant by the total special education count extracted for the applicable age group
 - c. education counts times the applicable

3. **IDEA-B base payments are adjusted for new and significant expansion charter LEAs.**

When performing required base payment adjustments for new and significant expansion charter LEAs, the formula will do the following:

- a. Create district group base payments and associated special education served student count tables using both:
 - i. Existing district base payments and TSDS PEIMS special education students served, and
 - ii. Existing charter base payments proportionately allocated to district groups determined by TSDS PEIMS special education students served and the students TSDS PEIMS reported campus of residence.
- b. Insert or replace charter LEA TSDS PEIMS campus of residence student aggregates in the formula with residing school district data collected via the eGrants SC5050 LEA Enrollment Data Request (SC5050).
- c. Redistribute the total group base payment amount within each group determined by the updated groups current special education coded student counts.
- d. Aggregate charter LEAs base payments and special education served student counts from each group to create a new or updated base payment amount and special education student count for the charter LEA.

IDEA funds are allocated in two phases: planning amounts and final amounts.

Planning amounts are estimates of LEA IDEA entitlements released for LEA budget planning purposes. They are typically released in April or May. TEA typically withholds the lesser of 3.0% or \$300,

When additional student data is received from new and significant expansion charter school LEAs, LEA entitlements are recalculated. For most LEAs, the 3.0% / \$300,000 reservation of funding is adequate to cover changes resulting from the recalculation of LEA entitlements and statutory adjustments. **An LEA may still see a decrease in final funding when final amounts are calculated and released in the fall.**

New and significant expansion charter school LEAs have until November 1 to submit and certify actual enrollment data through the SC5050. For that reason, the final calculation of formula grant amounts for funds in any given grant year begins after that date.

The amount

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