

# FFY25 IDEA Grant Application Activities

## Purpose

This document outlines the grant application categories for set aside funds in the federal fiscal year (FFY) 2025 Individuals with Disabilities Education Act (IDEA) draft grant application, corresponding activities that would be supported in each category, and proposed funding needs for each category. Activities outlined in this document are responsive to the needs of Louisiana’s students, educators, and families and support Louisiana’s priorities and best practices to support a high quality educational journey for students with disabilities.

While the Louisiana Department of Education (LDOE) has not received allocations from the Office of Special Education Programs (OSEP), OSEP instructed states to initially prepare the draft activities using allocations from the FFY24 application (\$4,610,639 for admin and \$26,154,696 for set aside) and upon receipt of the FFY25 allocation tables, update dollar amounts to align with the FFY25 allocation total prior to final application submission.

For Other State Level Activities	Activities And Descriptions		Dollar Amounts
Required Activities Funds reserved under 20 U.S.C. 1411(e)(2)(A);34 CFR§300.704 shall be used to carry out the following activities:			
For monitoring, enforcement, and complaint investigation.	<ul style="list-style-type: none"> <li>Statewide monitoring</li> <li>Complaint investigation</li> <li>Special Master</li> </ul>	h.	\$793,168
To establish and implement the mediation process required by 20 U.S.C.1415I;34 CFR§300.704, including providing for the cost of mediators and support personnel.	<ul style="list-style-type: none"> <li>State mediators</li> <li>IEP Facilitators</li> </ul>	i.	\$350,000

Authorized Activities Funds reserved under 20 U.S.C. 1411(e)(2)(A);34 CFR§300.704 may be used to carry out the following activities:			
For support and direct services, including technical assistance, personnel preparation, and professional development and training.	<ul style="list-style-type: none"> <li>• Establishing teacher leader advisors and training opportunities with a special education focus for current educators</li> <li>• Interpreting services</li> <li>• Regional technical assistance to support families of students with disabilities</li> <li>• Web-based support of families of students with disabilities</li> <li>• Tools and resources for families and community members to understand critical components of special education, such as the parent survey</li> <li>• Establishing technical assistance and professional development partnerships to support specialized instruction and related services for students with disabilities</li> <li>• K-2 CLASS observations and feedback to support high-quality services</li> <li>• Professional development for special educators, pupil appraisal and related service providers</li> <li>• Building capacity of administrators, educators and support staff who support students with disabilities at Teacher Leader Summit</li> <li>• Supporting administrators and educators with inclusive high school</li> </ul>	j.	\$1,910,258

	experiences and CTE experiences		
To assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for children with disabilities.	<ul style="list-style-type: none"> <li>• Implementation of evidence-based behavioral interventions, supports and strategies.</li> <li>• Educator guidance and professional development to support behavior/mental health needs of students</li> </ul>	k.	\$475,000
To assist local educational agencies in meeting personnel shortages.	<ul style="list-style-type: none"> <li>• Identifying innovative ways to connect LEAs with related services providers in areas with personnel shortages</li> </ul>	l.	\$800,000
To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities.	<ul style="list-style-type: none"> <li>• Regional support and technical assistance for LEAs</li> <li>• Guidance and professional development to support teachers who support students with autism</li> <li>• Guidance and professional development to support teachers who supports students with complex medical needs</li> <li>• Implementing services to build the capacity of educators to develop and implement individualized education plans and use data to support classroom instruction; Special Education Reporting</li> <li>• Establishing technical assistance and professional development partnerships to support special education leadership development, specialized instruction and related services for students with disabilities</li> </ul>	m.	\$4,536,912

To support paperwork reduction activities, including expanding the use of technology in the IEP process.		n.	\$0
To improve the use of technology in the classroom by children with disabilities to enhance learning.	<ul style="list-style-type: none"> <li>• Training and resources on the use of technology to support individual learning needs</li> <li>• Accessible Educational Materials</li> </ul>	o.	\$600,000
To support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities.	<ul style="list-style-type: none"> <li>• Training and resources on the use of technology to support differentiated classroom instruction</li> <li>• Accessible Educational Materials</li> <li>• Support for updated eligibility criteria for visual impairment</li> </ul>	p.	\$500,000
Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children with disabilities to postsecondary activities.	<ul style="list-style-type: none"> <li>• Support leadership development and career preparation as students with disabilities transition from middle school to high school</li> <li>• Youth Leadership Forum for students with disabilities partnership</li> <li>• Online tools and resources for families and community members to understand critical components of special education</li> </ul>	q.	\$1,843,308
Alternative programming for children with disabilities who have been expelled from school, and services for children with disabilities in correctional facilities, children enrolled in State- operated or State-supported schools, and children with disabilities in charter schools.	<ul style="list-style-type: none"> <li>• Behavioral support for students in alternative programs at state-operated schools</li> </ul>	r.	\$80,000
To support the development and	<ul style="list-style-type: none"> <li>• Assessment</li> </ul>	s.	\$8,000,324

provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities, in accordance with Sections 1111(b) and 1201 of the Elementary and Secondary Education Act of 1965.	<p>accommodations: provides funding for the provision of accommodations on regular state assessments</p> <ul style="list-style-type: none"> <li>• Alternate assessment: provides funding for the development and provision of alternate assessments</li> </ul>		
To provide technical assistance to schools and LEAs, and direct services, including direct student services described in section 1003A(c)(3) of the ESEA to children with disabilities, to schools or LEAs implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) of the ESEA on the basis of consistent underperformance of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement based on the challenging academic standards described in section 1111(b)(1) of the ESEA.	<ul style="list-style-type: none"> <li>• Support for school redesign plans that specifically address students with disabilities for schools identified as Urgent Intervention Required based on consistently low performance of the subgroup of students with disabilities</li> </ul>	t.	\$1,865,726
<b>Local Educational Agency Risk Pool (20 U.S.C.1411(e)(3)(A)):</b> For the purpose of assisting local educational agencies (including a charter school that is a local educational agency or a consortium of local educational agencies) in addressing the needs of high need children with disabilities, each State shall have the option to reserve for each			

fiscal year 10 percent of the amount of funds the State reserves for State-level activities under 20 U.S.C. 1411(e)(2)(A); 34 CFR §300.704.			
To establish and make disbursements from the high cost fund to local educational agencies in accordance with 20U.S.C.1411(e)(3) during the first and succeeding fiscal years of the high cost fund; and	<ul style="list-style-type: none"> <li>High cost pool to support additional costs associated with students with complex needs</li> </ul>	u.	\$4,400,000
To support innovative and effective ways of cost sharing by the State, by a local educational agency, or among a consortium of local educational agencies, as determined by the State in coordination with representatives from local educational agencies, subject to 20U.S.C. 1411(e)(3)(B)(ii) [Amount may not be more than 5% of the amount reserved for the LEA Risk Pool.].		v.	\$0
Establishment of High Cost Fund (20 U.S.C.1411(e)(3)(B)(i);34 CFR§300.704)			
A State shall not use any of the funds the State reserves pursuant to 20 U.S.C.1411(e)(3)(A)(i); 34 CFR §300.704,but may use the funds the State reserves under 20 U.S.C. 1411(e)(1);34 CFR §300.704,to establish and support the high cost fund.			