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Spencer Collins

University of Kentucky, spencer.collins@uky.edu

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A Review of the Individuals with Disabilities Education Act in Kentucky Schools System

Spencer T. Collins

University of Kentucky

Martin School of Public Policy and Administration

Spring 2024: Capstone

Advisor: Ron Zimmer, PhD

A Review of the Individuals with Disabilities Education Act in Kentucky Schools System

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A Review of the Individuals with Disabilities Education Act in Kentucky Schools System

Abstract

In the following paper, readers will deeply dive into a comprehensive review of the Individuals with Disabilities Education Act within Kentucky public schools. IDEA protects students of the most vulnerable population groups to have equal access to the education of their peers. This comprehensive review will walk you through the significant policy changes that led to the creation of the Individuals with Disabilities Education Act in 1989. Following that background information, readers can expect to learn both the role of the federal government and state governments within IDEA funding. Finally, this paper will answer questions on how different administrations affect the use of DEA funds in Kentucky.

Key Topics:

IDEA, Education Funding, Special Education Funding

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Introduction

The federal government's role in education has been center stage for the past decade. Policy actors on the right call for a complete deconstruction of the federal Department of Education (ED). In today's partisan fighting over government funding, the topic of education services is critical. With further investigations into education services provided by federal funding, one vulnerable population that needs to be safeguarded is those students with disabilities. Protecting those students with disabilities and ensuring equal access to education and resources provided for non-disabled students should be one of the highest priorities of policy actors within the education sphere today.

Therefore, this paper will review how special education funding from the Individuals with Disabilities Education Act (IDEA) is allocated across Kentucky school districts. The central research question for this paper is: How does the allocation of IDEA funds change over the previous two gubernatorial administrations, and what policy changes were made? Education has been at the center stage of the Kentucky political shear. At the same time, partisan fighting has caused many policy actors to force more controversial policies up for consideration. In Kentucky, changes in the KAR Title 707 Chapter 001 in the 2021 Kentucky General Assembly allowed for examining changes during two gubernatorial administrations. In the coming pages, I will review the policy actions that led to the creation of the Individuals with Disabilities Education Act (IDEA), primary funding methods for Special Education that are in use across the United States, and the review of Kentucky's use of IDEA funds.

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History

The policy-making timeline that led to the Individuals with Disabilities Education Act dates to the early 1970s and then President Richard Nixon. The Rehabilitation Act of 1973 extended and revised grants to states under the Department of Health, Education, and Welfare by creating the Rehabilitation Service Administration. With this legislative action, the mutely decade-long fight for access to education for students with disabilities began.

Education for All Handicapped Children Act

In 1975, the 94th United States Congress, with the help of then-President Gerald Ford, passed the Education for All Handicapped Children Act (EAHCA or EHA) Pub. L. 94-142¹. The EHA had four essential functions; the first two focused on proven secrecy and safeguarding that said service was fair and appropriate. At the same time, the third and fourth functions established oversight and federal funding for services².

Before the EHA, many students with disabilities or handicaps were not able to receive the same education as non-disabled students. One prominent case we see was in *Smith v. Robinson*, 468 U.S. 992 (1984). Tommy Smith was an eight-year-old student with cerebral palsy; his school district in Rhode Island planned on placing Tommy in a program at the local children's hospital. Only after the Supreme Court's 6-3 decision did EHA see its first significant steps. The EHA was the first to allow public schools to receive federal funding to provide education for children with physical and mental disabilities³. At the same time, schools were required to evaluate children and

¹ Nathaniel Ross, "Individuals with Disabilities Education Act (1975) | Embryo Project Encyclopedia."

² Nathaniel Ross.

³ Rhim, "A GOOD SCHOOL IS GOOD FOR STUDENTS OF ALL AVILITIES."

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create an education plan with input from parents. The program aimed to allow students with disabilities to have as close to a "normal" education as their non-disabled peers⁴.

Department of Education Organization Act

During the last years of Jimmy Carter's presidency, the 96th Congress passed the Department of Education Organization Act. Under this, the Department of Health, Education, and Welfare was separated into the Department of Health and Human Services and the Department of Education. Under the leadership of President Jimmy Carter, the Department of Education was formed to help centralize education policy on a national level, leading to new policy changes and actors.

The Reagan Administration

In the 1980 election, President Jimmy Carter lost to former California Governor Ronald Reagan. With Carter's exit from the political stage, the populist approach to domestic policy ended. From a historical perspective, the 'Reagan Revolution' and the call for 'small government,' the Reagan Administration was not afraid to cut programs.

It is essential to note that in the 1980s, the Reagan administration attempted to weaken the EHA. Through the administration's push to shrink the federal government's financial reach, Reagan's policy team members tried to pull funding out of the Department of Education that was to be used for EHA funding. The Disability Rights Center led a grassroots campaign to stop the administration from doing anything drastic. The teams led by Patrisha Wright of the Disability

⁴ Eckes and Ochoa, "Students with Disabilities: Transitioning from High School to Higher Education."

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Rights Educations & Defense Fund (DREDF) and Evan Kemp Jr. sent out more than 40,000 mailers. It led to the administration dropping the fight by 1984⁵.

Individuals with Disabilities Education Act

A decade after the Reagan Administration attempted to weaken the EHA, the 101st Congress made its first significant change. This change led to the name change that ended with the Individuals with Disabilities Education Act (IDEA). Former Senator Tom Harkin (D-IA) introduced the changes in October 1989. Along with the reauthorization of the current EHA

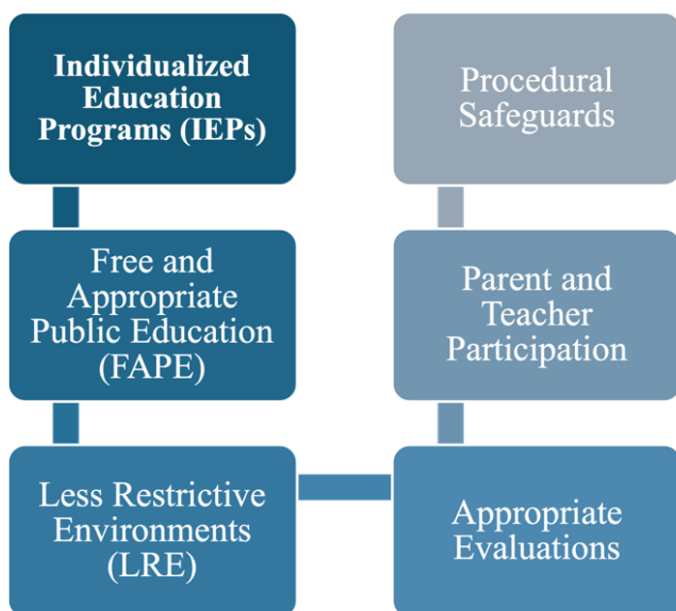


Figure 1 Six Key Elements of the Individuals with Disabilities Education Act (IDEA)

language, the new version of the bill changed the critical elements of the EHA. The new elements are outlined in Figure 1⁶.

The critical element that received the most pushback from the public was access to less restrictive environments. The goal was a “coherent, coordinated, comprehensive education

system where all children learn together with a focus on upgraded outcomes.⁷” Many people

⁵ “Disability Rights Timeline.”

⁶ “Thirty-Five Years of Progress in Educating Children With Disabilities Through IDEA-- Pg 10.”

⁷ Verstegen, “Integrating Services and Resources For Children Under the Individuals with Disabilities Education Act (IDEA).”

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believed that if the education system moved to blended environments, it cause issues, not non-disabled students. While the goal was to find new ways to

“Blending or consolidation of services and funding to create greater coordination and less fragmentation of programs and services for exceptional children and youth⁸”

Before the IDEA, nearly half of all disabled children in America were placed in two options⁹:

- 1.Placed without any supplemental assistance in the classroom.
- 2.Excluded from public education entirely.

The Individuals with Disabilities Education Act called for “free appropriate public education¹⁰.”

Literature Review

Funding Models

When reviewing how states and even local school districts fund special education, we see a vast and complex system that differs from state to state; it is impossible to say that the funding formula that works for County A can be helpful for County B; the same can be said when looking at it at a state-by-state level. Funding structure can affect the level of special education services provided and how equitably these services are distributed across districts¹¹. Scholars have recently created six broad categories defining funds flow into special education: pupil weights, flat grants,

⁸ Verstegen.

⁹ Dannenberg, “A Derivative Right to Education.”

¹⁰ Dannenberg.

¹¹ Conlin and Jalilevand, “Equity and Unrestricted Funds in Special Education.”

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resource-based, percentage reimbursement, variable block grants, and census¹². The three most used models currently are flat grants, variable block grants, and a growing number of states using the census model. Flat grants provide a fixed funding model per student in special education. This means that a county with more students who require special education assistance receives higher funding than a county with a lower population of special education students. Variable block grants are based on apportionments of prior year allocations, expenditures, and special education enrollment. The census model differs because most funding is based solely on total district enrollment.

It should be noted that the census model, while popular in the late 1990s and early 2000s, needs to allocate appropriate funds¹³. Under the census model, school districts with a high number of individuals with disabilities receive higher levels of funding. In many cases, the exact opposite is true; school districts with fewer individuals with disabilities have received more funding than those with larger populations¹⁴.

This disparity has led to a growing distrust among the education community that funds that are meant to help students with disabilities are being allocated to school districts that do not need or have a lack of need. It's important to understand that in previous years, under the IDEA, districts have been limited in the number of children who may be counted for federal funding. Recent standards have made 12% of the general school-age population count (Field, Parrish & Chambers,

¹² Dhuey and Lipscomb, "Funding Special Education by Capitation: Evidence from State Finance Reforms."

¹³ Dhuey and Lipscomb.

¹⁴ Dhuey and Lipscomb, "Funding Special Education by Total District Enrollment: Advantages, Disadvantages, and Policy Considerations."

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1996). At the same time, districts must provide services to all eligible students with registered disabilities to continue to receive federal funding. In the 1970s, federal funds were allocated based on the national average per pupil expenditure (APPE)¹⁵.

Free and Appropriate Public Education

Before the late 1960s, the standard method of educating students with disabilities was to house them in ‘separate but equal’ environments from the general population. As noted on page #, the passing of the EAH first challenged this method. “Historically, in practically every state, only a “common school” education was required¹⁶” before the passing of the Individuals with Disabilities Education Act. For this reason, schools must adapt to find new ways to integrate students with disabilities into the general population. During the creation of IDEA, policy actors knew that a ‘one size fits all’ approach did not work for integrating students into the general population. Therefore, creating Individualized Education Programs (IEP) has helped mitigate that stress.

“Individual plans are needed to match individual strengths and weaknesses if there is one big problem that is surfacing concerning special education... if they label the kid and then do nothing but put them in the regular class without support.¹⁷”

For this reason, even in the 1980s, the fear of separating students, which we see today, potentially drastically affected students' ability to perform later in life. At the same time, “educating more children together in the regular classroom has had the potential of reducing the possible

¹⁵ Parrish and Chambers, “Financing Special Education.”

¹⁶ Beekman, “Equal Education Through IDEA.”

¹⁷ Versteegen, “Integrating Services and Resources For Children Under the Individuals with Disabilities Education Act (IDEA).”

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stigmatization of children with special needs.¹⁸” Along with “instructional techniques for special services personnel may spill over to regular classroom teachers in core instruction.¹⁹” For more information, refer to page 12 in the Less Restrictive Environments sections.

The Role of the Federal Government

It's only possible to tell the story of IDEA by considering the federal government's role. At the same time, right in the middle of our timeline, the COVID-19 pandemic took place. While this was an unprecedented event, schools needed unprecedented reasons. The pandemic is not the only factor that the federal government has.

Annual Report to Congress on Implementation

Each year, the federal Department of Education publishes the Annual Report to Congress on implementing the Individuals with Disabilities Education Act.

“Section 664(d) of the Individuals with Disabilities Education Act (IDEA), as reauthorized in 2004, requires that the Department of Education report annually on the progress made toward the provision of free appropriate public education to all children with disabilities and the provision of early intervention services to infants and toddlers with disabilities.²⁰”

It outlines critical elements of IDEA and the reasons for allocation. During the 2020-2021 academic year, the Office of Special Education and Rehabilitative Services at the U.S. Department of Education reports that 6.4 million students ages 6 through 21 reached a total of 6.4 million

¹⁸ Verstegen.

¹⁹ Verstegen.

²⁰ “Annual Reports to Congress.”

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students. The Office of Special Education and Rehabilitative Services then categorizes students into seven key disability categories.

1. Specific learning disability
2. speech or language impairment
3. other health impairment
4. autism
5. intellectual disability
6. emotional disability
7. other disability

Appendix B-1 shows a chart outlining the percentage of total US students who fall within each category from the 2016-2017 academic year to the 2020-2021 academic year.

The most recent report, the 44th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, reviews the data from the 2020-2021 academic year. As noted perversely, one of the IDEA's key elements was to provide more appropriate evaluations. This can further explain the increase in students covered under IDEA through IEPs. Changes in evaluation standards have safeguarded students who previously had slipped through the system to receive the proper resources.

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Less Restrictive Environments

We can also see that in Figure 2²¹; the other mission goal is to have students in Less

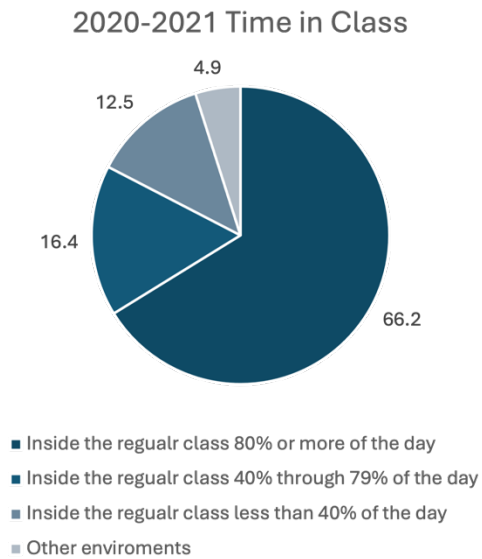


Figure 2 2020-2021 Students Time in Class

Restrictive Environments for students. The key is that more than 50% of students with disabilities are spending time in ‘regular classes’ 80% or more of the day. This is important when considering these students' long-term mental and social health. Cases that cause students to be placed in ‘other environments’, in my case, are for their safety or that of others.

We see 3% more students spend less than 80% or more time in regular classrooms than in the 2016-2017 academic year. The figure for the 2016-2017 academic year can be found in Appendix B-2.

Coronavirus Aid, Relief, and Economic Security Act

The federal government’s response was the unprecedented Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the funding that schools received to help with the transition during the pandemic. While the world was changing due to the pandemic, zoom meetings and working from home became the new normal; the school system had to attend simultaneously. For Kentucky, this was going to present a challenge. Access to high-speed internet, technology, and food in many cases. The CARES Act helped states safely and strategically move students into

²¹ “Annual Reports to Congress.”

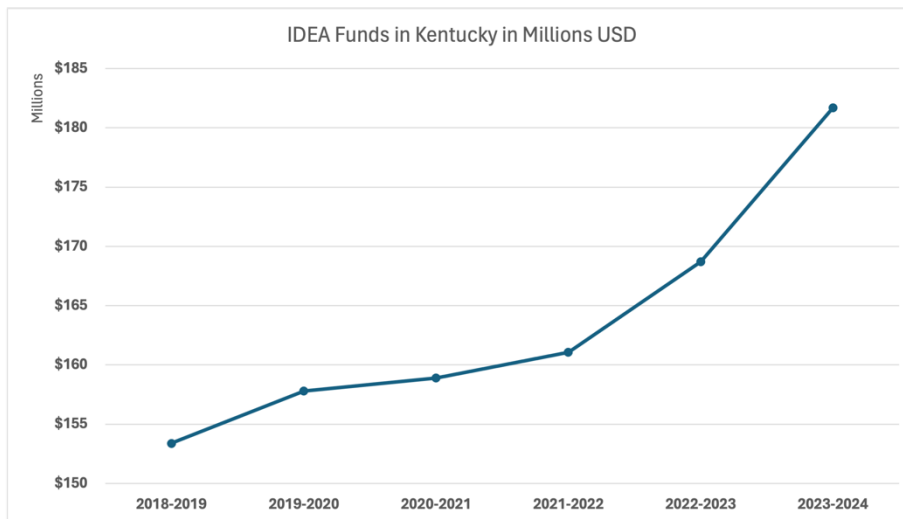
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safer environments. Kentucky received over \$1 billion in CARES Act funding for schools. There is no direct correlation between CARES Act funding and IDEA. Still, the increase in federal funding due to the coronavirus led to significant changes in how the federal government funded education. It is important to note that portions of CARES Act funding did help bring students with more extreme Disability back into the classroom before their peers.

IDEA in Kentucky

The National Education Policy Center at the School of Education, the University of Colorado Boulder, June 2019 report titled *Funding Special Education: Charting a Path That Confronts Complexity and Crafts Coherence* outlines how Kentucky's formula allocation mechanism is a 'Multiple weight' mechanism. While not all funding for Special Education in the state comes from IDEA, it helps lower the cost of other funding streams.²²

As seen in Figure 3²³, IDEA funding steadily increased in the academic years 2018-2019



and 2019-2020. During the 2020-2021 academic year, correlating directly with the COVID-19 pandemic, we see a dramatic increase in federal funding. This

Figure 3 IDEA Funding in Kentucky

federal

²² Tammy Kolbe, "Funding Special Education: Charting a Path That Confronts Complexity and Crafts Coherence."

²³ "Federal Grants - Kentucky Department of Education."

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funding has only continued to increase since the COVID pandemic in the academic years 2021-2022 and 2022-2023, along with the 2023-2024 academic year. Over the past six academic years, Kentucky has seen an average yearly increase of \$5.6 million in IDEA funds. At the same time, post-COVID average annual increases are closer to \$7.6 million. At the same time, the six-year

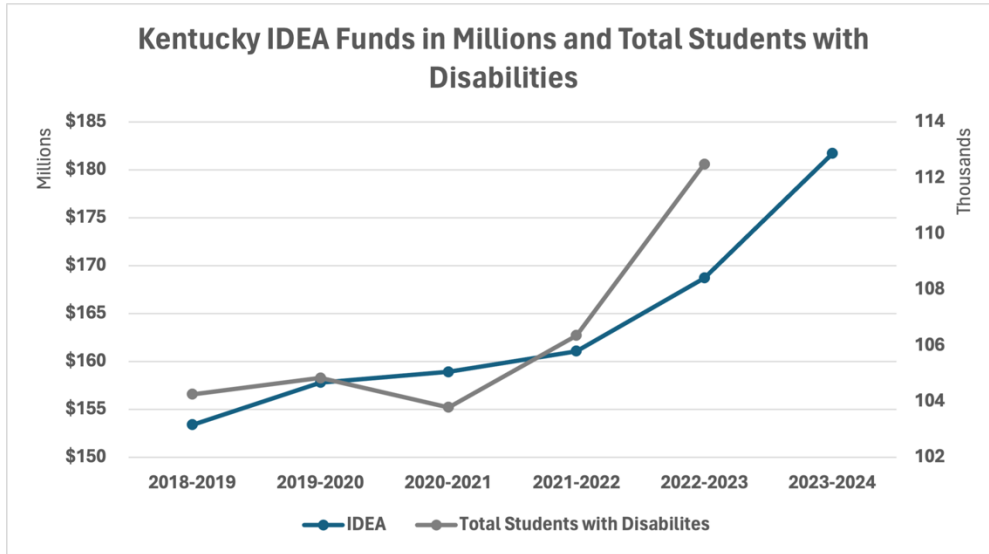


Figure 4 Kentucky IDEA and Total Students with Disabilities

average increase of 2,059 students with disabilities. We can see in Figure 4²⁴ that the IDEA funds in the state are closely related to those of students

with disabilities.

Data Plan and Research Design

For this review, I will investigate the use and allocation of federal funding for the Individuals with Disabilities Education Act (IDEA) within Kentucky. All data are publicly accessible online at the Kentucky Department of Education website. I am using two critical types of data. The first will be quantitative, which is the amount of funding Kentucky receives from the federal government. At the same time, a qualitative review of the Annual Report to Congress on the Implementation of IDEA and the state of Kentucky Federal Funding Matrix(s).

²⁴ "Federal Grants - Kentucky Department of Education."

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Quantitative Methods

The total IDEA funds are given to each school district in Kentucky. Jefferson County Public Schools and Fayette County Public Schools have been removed from the data set for this paper. Both districts receive more funding under IDEA than all eight of the following districts combined. At the same time, Silver Grove Independent and West Point Independent were removed because both districts had been merged into county districts during the 2019-2020 academic year. For more details, refer to Appendix A-2.

Examining data from 2018-2024 gives us six academic years' worth of data. The 2018-2021 academic year aligns with that of the Matt Bevin (R-KY) administration. In contrast, the academic year 2021-2024 aligns with that of the Andy Beshear (D-KY) administration. We cannot go without noting that in the middle of our data, the world went through a once-in-a-lifetime event, as stated earlier in this paper. The COVID-19 pandemic changed the world and affected the way policy actors must look at their policy shears. This will allow me to review data pre- and post-COVID-19. This was because schools had to shift to more online learning. We will see drops in a few of the criteria for which funding was used.

For each school year 2018-2019 through 2023-2024, I have access to the IDEA funds given to each school district, along with 'total membership' and 'total students with disabilities.' It is important to note that this is no more than the number of total students. We do not have access to any personal information about the students that could identify them in any way.

I will compare the data from the Matt Bevin Administration and the Andy Beshear Administration. Fixed effects regression is a powerful statistical tool offering several advantages for data analysis. By incorporating fixed effects, one can control for unobserved heterogeneity at the individual or group level, thereby reducing omitted variable bias and improving the accuracy

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of one's estimates. Fixed effects regression accounts for time-invariant characteristics of these entities, allowing for a more precise estimation of the relationships between variables over time. Additionally, fixed effects regression provides consistent estimates despite correlated errors or other violations of classical regression assumptions. By employing fixed effects regression, researchers can obtain more reliable and robust results, enhancing the credibility and validity of their empirical analyses.

Qualitative Methods

I will be reviewing reports for the same timeline, 2018-2023. These reports outline the key factors the states must consider when allocating funds. I also have the state funding matrix that outlines what can and cannot be used with IDEA funds. This will allow me to understand better how the IDEA funds are allocated, which will improve my ability to make recommendations on possible changes to the allocation of federal funds.

Along with the federal reports, I have access to the state funding matrixes; this allows us to see how schools and school districts can use IDEA funds year to year. In 2021, the Kentucky General Assembly had to update and recertify KAR Title 707 Chapter 001—Exceptional and Handicapped Programs. KAR Title 707 outlines the sections for the use of funds for Kentucky use under IDEA. With the changes that took place to Title 70 in the General Assembly in 2021, we can see how the changes that both the governor and the General Assembly sought changed the allocation of IDEA after COVID-19 and the pandemic's role in policy changes.

Results

IDEA, while federally funded grants are allocated to each state. The State Department of Education allocates funds to individual school districts. It is the responsibility of the state legislature to govern what expenditures IDEA funds are allowed to be used for. While the federal

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government provides some oversight on what categories cannot be funded through the grant, each state writes and develops its expenditure code. This brings us back to the point made at the beginning of this paper on how policy actors from both sides of the aisle have continued to fight over how education should be funded.

The tale of two Governors

As previously discussed in this paper, the stories of Governor Bevin's and Governor Beshear's administrations showed stark differences. Each administration and, subsequently, the General Assembly dealt with IDEA funding. As seen in the regression table in Figure 5, there is a

Variables	IDEA	significant change in
Bevin	-50,004.122*** (17,184.098)	IDEA funding
Constant	790,354.300*** (12,150.993)	between the two
Observations 1,014		administrations. With
Number of c_id 169		about \$50,000 less in
R-squared 0.013		IDEA funding during
Standard Errors in Parentheses		the Bevin
*** p<0.01, ** p<0.05, * p<0.1		administration than
		the Bashir

Figure 5 Regression Table

administration? This led to the second part of my question: during the two administrations, what policy changes were enacted that limited the use of IDEA funds?

The Role of the State Government: KAR Title 707

As stated above, in 2021, the Kentucky General Assembly recertified KAR Title 707, chapter 001. This portion of KAR Title 707 explains the fundamental outlines of how DEA funds are used. For this reason, we can see policy shifts taking place after the 2021 General Assembly.

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Governor Beshear later signed the legislation that changed KAR Title 707, which led to a potential change in how funds can be allocated at the district level.

Following his election in 2019, Governor Beshear launched his administration right on the doorstep of the COVID-19 pandemic. A pivot had to be made at the state legislature, and the General Assembly took a hard pivot mid-year not to complete its full-year docket. So, significant issues had to be sought while the COVID pandemic was still raging when the assembly reconvened in 2021. One such issue was Title 707; at this moment, the governor had promised the education system during the election to rework previous plans by past administrations, and we see that happening with the certification of 707.

How Funds are Used

We must note significant changes in the expenditure code after COVID-19. As pointed out in this section above, changes to federal funding post-COVID-19 reshaped federal funding for education in general. Major policy areas that were center stage in Kentucky in the education sphere between 2018 and 2020 were the teacher and county employee retirement systems. It is critical to understand that what this means is that teachers and county employees who worked with students with registered disabilities had portions of their retirement paid for under IDEA—a federal grant to help Open Access to public education for students with disabilities. At the same time, after 2020, there was a shift in allowing both professional training and engineering services to receive idea funds. This is important because portions of IDEA funding allowed capital improvements for “special education classrooms and facilities.”

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Figure 6²⁵ shows a few fundamental policy changes. Before the changes in KAR title 707 chapter 001 in 2021, significant categories within the state's funding matrix where IDEA funds

Allowable Expenditures (MUNIS Program Code)	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
KY Teacher's Retirement System (KTRS)	YES	YES	N/A	N/A	NO	NO
County Employee Retirement System (CERS)	YES	YES	N/A	N/A	NO	YES
Professional Training & Development Services	N/A	N/A	YES	YES	YES	NO
Architectural/ Engineering Services	NO	NO	YES	YES	YES	NO
Other Technical Services	YES	YES	NO	NO	NO	NO

Figure 6 Allowable Expenditures for Kentucky IDEA

were allowed to be used were in the Kentucky teacher retirement system (KTRS) and the county employee retirement system (CERS). After the change in Title 707, both funding to KTRS and CERS are no longer allowed under IDEA funds. Post-recertification changes to Title 707, the cost of professional training development services for special education teachers could be funded through IDEA before 2021. These funding models were not accepted statewide. At the same time, in 2021, changes to the funding model, which allowed architectural and engineering services to special education-specific classrooms, took place. This is a critical note to point out due to the COVID pandemic being able to help schools and counties pay for upgrades to classrooms for students in vulnerable populations.

Conclusion

In conclusion, we can see that over time, the course of IDEA in Kentucky has changed from the 2018-2019 academic year to the 2023-2024 academic year. With a change in administration, we saw the overall reform take place. Actions taken by the federal government

²⁵ "Federal Grants - Kentucky Department of Education."

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also took place. The action taken to counteract COVID-19 will change the path of Education politically for years to come.

Without the federal government's actions, IDEA could not be the program it is today, expanding access to education for those most vulnerable. But here at home, at a state level, the administration and the state legislature are the ones that can dictate the policy of where those funds go and how they can be used. Pointing fingers and playing the blame game is not in the best interest of either side of this ongoing battle but a better word for the students at risk of being overlooked. Using IDEA funds to extend resources into testing and evaluations and developing tools for students to use in the classroom with their peers to no longer feel self-isolated is the best action that can take place.

Therefore, we must approach the federal government to strengthen regulations on using Ida funds. This could not be a sole matter held on a state level if a federally mandated process must be in place, a process that we do not currently have, not only to outline the allocation of funds but to outline what revenue streams those funds can be allocated into. We risk too much if we don't strengthen this process, which currently stands at risk of students falling through the cracks and unprepared for life outside of secondary education. If history has taught us anything, the battle over Disability education is far from over. We must continue to fight for those who cannot stand up for themselves and for advocates to see that, which has to be the most crucial point of this recommendation.

In conclusion, I finished this paper knowing that the changes in Kentucky after the 2021 legislative session sought to fix decades-long problems within the idea program. Work can still be done and will still be done in the future. Kentucky must recertify ideas in the 2025 legislative session, and it will only be then that we see what changes will be made to the stat sheet. Only

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time will tell how the state legislature and the current administration will step up to further protect students in the most vulnerable populations.

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Appendix A: Notes

Appendix A-1: The Risk

It cannot go without noting that when working with populations like students with disabilities, there is a risk of students falling through the cracks. Studies have shown that “minority students were less likely to be identified as having disabilities than otherwise similar white students.²⁶” The risk that minority students with disabilities have a higher chance of not being adequately tested or evaluated opens questions for future research.

Appendix A-2: Removed Counties from Dataset

The data from Jefferson County and Fayette County public schools was removed due to the high amount of ID funding they received. Both counties are two of the most populous in the state, leading to a higher concentration of Syrians with disabilities due to population breakdown. I removed both counties from the data set to remove two extreme outliers.²⁷

²⁶ George Farkas and Paul Morgan, “Risk and Race in Measuring Special Education Need.”

²⁷ “Federal Grants - Kentucky Department of Education.”

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Appendix B: Additional Tables

Appendix B-1: Student with Disabilities Categorized

The Office of Special Education and Rehabilitative Services then categorizes students into seven key disability categories. US students fall within each category from the 2016-2017 to 2020-2021 academic year²⁸.

School Year	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total Students	6,048,882	6,130,637	6,315,412	6,472,061	6,464,088
Specific Learning Disability	38.6%	38.2%	37.7%	37.1%	34.9%
Speech or Language Impairment	16.8%	16.6%	16.4%	16.3%	17.8%
Other Health Impairment	15.4%	15.8%	16.2%	16.8%	16.5%
Autism	9.6%	10.1%	10.5%	11.0%	11.6%
Intellectual Disability	6.9%	6.8%	6.7%	6.5%	6.1%
Emotional Disability	5.5%	5.5%	5.5%	5.4%	5.2%
Other Disability	7.2%	7.1%	7%	7%	7.9%

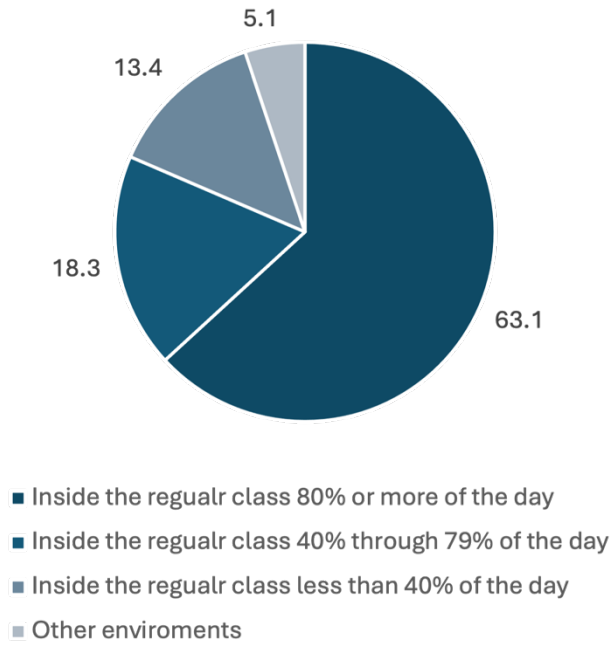
²⁸ "Annual Reports to Congress."

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Appendix B-2: 2016-2017 Time in Class

Less Restrictive Environments for Students 2016-2017 academic year²⁹.

2016-2017 Time in Class



²⁹ "Annual Reports to Congress."