SPECIAL EDUCATION

For carrying out the Individuals with Disabilities Education Act, [$6,036,646,000] $6,368,841,000, of which [$2,047,885,000] $2,356,452,000 shall become available for obligation on July 1, [2000] 2001, and shall remain available through September 30, [2001] 2002,[1] and of which $3,742,000,000 shall become available on October 1, [2000] 2001 and shall remain available through September 30, [2001] 2002, for academic year [2000-2001] 2001-2002:[2] *Provided,* That [$1,500,000 shall be for the recipient of funds provided by Public Law 105-78 under section 687(b)(2)(G) of the Act to provide information on diagnosis, intervention, and teaching strategies for children with disabilities:[3] *Provided further,* That $1,500,000 shall be awarded to the Organizing Committee for the 2001 Special Olympics World Winter Games in Alaska and $1,000,000 shall be awarded to the Salt Lake City Organizing Committee for the VIII Paralympic Winter Games:[4] *Provided further,* That $1,000,000 shall be for the Early Childhood Development Project of the National Easter Seal Society for the Mississippi Delta Region, which funds shall be used to provide training, technical support, services and equipment to address personnel and other needs:[5] *Provided further,* That $1,000,000 shall be awarded to the Center for Literacy and Assessment at the University of Southern Mississippi for research dissemination and teacher and parent training][6] the amount for section 611(c) of the Act shall be equal to the amount available for that section under Public Law 106-113, increased by the rate of inflation as specified in section 611(f)(1)(B)(ii) of the Act.[7] *(Department of Education Appropriations Act, 2000, as enacted by section 1000(a)(4) of the Consolidated Appropriations Act, 2000 (P.L. 106-113).)*

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 appropriation language.

SPECIAL EDUCATION

Analysis of Language Provisions and Changes

Language Provision	Explanation
SPECIAL EDUCATION [1] ...of which [$2,047,885,000] $2,356,452,000 shall become available for obligation on July 1, [2000] 2001, and shall remain available through September 30, [2001] 2002, ...	This provision specifies funds to become available as a forward-funded appropriation on July 1, 2001, which includes funds for Preschool grants, Grants for infants and families, State improvement, and a portion of Grants to States, and continues the availability of these funds for obligation at the Federal level through the end of fiscal year 2002.
[2] ... and of which $3,742,000,000 shall become available on October 1, [2000] 2001 and shall remain available through September 30, [2001] 2002, for academic year [2000-2001] 2001-2002:	This provision specifies funds to become available as an advanced appropriation on October 1, 2001, which includes funds for a portion of Grants to States, and continues the availability of these funds for obligation at the Federal level through the end of fiscal year 2002.
[3] *Provided,* That [$1,500,000 shall be for the recipient of funds provided by Public Law 105-78 under section 687(b)(2)(G) of the Act to provide information on diagnosis, intervention, and teaching strategies for children with disabilities:]	This language earmarks an amount for the Greater Washington Educational Television Association (GWETA). The language is deleted because funds are not requested for this project in 2001.
[4] [*Provided further,* That $1,500,000 shall be awarded to the Organizing Committee for the 2001 Special Olympics World Winter Games in Alaska and $1,000,000 shall be awarded to the Salt Lake City Organizing Committee for the VIII Paralympic Winter Games:]	This language earmarks amounts for the Organizing Committee for the 2001 Special Olympics World Winter Games in Alaska and the Salt Lake City Organizing Committee for the VIII Paralympic Winter Games. The language is deleted because funds are not requested for these organizations in 2001.

SPECIAL EDUCATION

Analysis of Language Provisions and Changes

Language Provision	Explanation
[5] [*Provided further,* That $1,000,000 shall be for the Early Childhood Development Project of the National Easter Seal Society for the Mississippi Delta Region, which funds shall be used to provide training, technical support, services and equipment to address personnel and other needs:]	This language earmarks an amount for the Early Childhood Development Project of the National Easter Seal Society for the Mississippi Delta Region. The language is deleted because funds are not requested for this project in 2001.
[6] [*Provided further,* That $1,000,000 shall be awarded to the Center for Literacy and Assessment at the University of Southern Mississippi for research dissemination and teacher and parent training]	This language earmarks an amount for the Center for Literacy and Assessment at the University of Southern Mississippi. The language is deleted because funds are not requested for this project in 2001.
[7] *Provided,* That ...<u>the amount for section 611(c) of the Act shall be equal to the amount available for that section under Public Law 106-113, increased by the rate of inflation as specified in section 611(f)(1)(B)(ii) of the Act</u>.	This language would limit the increase in the amount of funds required to be transferred to the Department of the Interior to an amount equal to the amount transferred to the Department of the Interior for fiscal year 2000 plus inflation.

SPECIAL EDUCATION

Amounts Available for Obligation
($000s)

	1999	2000	2001
Discretionary Authority:			
Annual appropriation	$5,124,146	$6,036,646	$6,368,841
Enacted rescission	0	450	0
Real transfer from Department of Education, Child Literacy Initiative for: Special education	210,000	0	0
Subtotal, appropriation	5,334,146	6,036,196	6,368,841
Advance for succeeding fiscal year	0	-3,742,000	-3,742,000
Advance from prior year	0	0	3,742,000
Subtotal, budget authority	5,334,146	2,294,196	6,368,841
Spending authority from offsetting collections from: Federal sources: Interagency reimbursements	798	0	0
Subtotal, gross budget authority	5,334,944	2,294,196	6,368,841
Recovery of prior-year obligations	3,755	0	0
Unobligated balance, start of year	117,943	118,984	1,212
Unobligated balance expiring	-726	0	0
Unobligated balance, end of year	-118,984	-1,212	-712 [1]
Subtotal, obligations	5,336,932	2,411,968	6,369,341
Reimbursable obligations	-798	0	0
Total, direct obligations	5,336,134	2,411,968	6,369,341

[1] Reflects funds appropriated under Public Law 98-8, commonly referred to as the Emergency Jobs Bill, enacted on March 24, 1983, that were unused by States.

SPECIAL EDUCATION

Obligations by Object Classification
($000s)

	1999	2000	2001
Rent	$7	0	0
Contractual services and supplies:			
Peer review	1,689	$1,888	$2,138
Other services	6,572	6,512	6,262
Subtotal	8,261	8,400	8,400
Grants	5,327,866	2,403,568	6,360,941
Total, direct obligations	5,336,134	2,411,968	6,369,341

SPECIAL EDUCATION

Summary of Changes
($000s)

2000	$6,036,196
2001	6,368,841
Net change	+332,645

	2000 base	Change from base
Increases:		
Program:		
State grants - Grants to States -- increase to provide States with additional support, including support to both offset the impact of inflation and serve an additional 106,000 children with disabilities estimated to require special education and related services.	$4,976,685	+$287,000
State grants - Grants to States -- increase to provide additional support for conducting a National Assessment of the Individuals with Disabilities Education Act and other evaluations.	13,000	+3,000
State grants - Grants for infants and families -- increase to assist States in meeting the rising costs of administering their statewide systems of early intervention services for infants and toddlers with disabilities and .	375,000	+8,567
National activities - State improvement -- increase to assist in funding approximately 15 new State improvement grant awards.	35,200	+10,000
National activities - Research and innovation -- increase to demonstrate effective practices for serving young children with reading and behavior disabilities.	64,433	+10,000
National activities - Technical assistance and dissemination -- increase to provide awards to State educational agencies to address individual State technical assistance needs.	45,481	+8,000

SPECIAL EDUCATION

Summary of Changes -- Continued
($000s)

	2000 base	Change from base
Increases:		
Program--continued:		
National activities - Parent information centers -- increase to provide additional new and continuation support for centers and technical assistance to centers.	$18,535	+$7,465
Subtotal, increases		+334,032
Decreases:		
Program:		
National activities - Technology and media services -- decrease because of elimination of an appropriation earmark to fund a designated organization to provide information on children with reading disabilities.	1,387	-1,387
Net change		+332,645

SPECIAL EDUCATION

Authorizing Legislation
($000s)

Activity	2000 Authorized	2000 Estimate	2001 Authorized	2001 Request
State grants:				
Grants to States *(IDEA-B-611 and D-674)*	Indefinite [1]	$4,989,685 [2]	Indefinite [1]	$5,279,685 [2]
Preschool grants *(IDEA-B-619)*	Indefinite	390,000	Indefinite	390,000
Grants for infants and families *(IDEA-C)*	Indefinite	375,000	Indefinite	383,567
National activities:				
State improvement *(IDEA-D-1)*	Indefinite	35,200	Indefinite	45,200
Research and innovation *(IDEA-D-2-672)*	Indefinite	64,433	Indefinite	74,433
Technical assistance and dissemination *(IDEA-D-2-685)*	Indefinite	45,481	Indefinite	53,481
Personnel preparation *(IDEA-D-2-673)*	Indefinite	81,952	Indefinite	81,952
Parent information centers *(IDEA-D-2-682-684)*	Indefinite	18,535	Indefinite	26,000
Technology and media services *(IDEA-D-2-687)*	Indefinite	35,910	Indefinite	34,523
Total definite authorization	---		---	
Total appropriation		6,036,196		6,368,841

[1] Studies and Evaluations in the Grants to States program are limited to $20,000 thousand adjusted upward for inflation after fiscal year 1998. This amount is estimated to be $20,800 thousand for fiscal year 2000 and $21,300 thousand for fiscal year 2001.

[2] Includes $13,000 thousand for Studies and Evaluations in fiscal year 2000 and $16,000 thousand in fiscal year 2001.

SPECIAL EDUCATION

Appropriations History
($000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
1992	$2,729,853	$2,822,676	$2,860,756	$2,854,895
1993	2,943,400	2,920,103	3,045,773	2,965,602
1994	3,124,921	3,039,442	3,134,734	3,108,702
1995	3,294,959	3,106,634	3,299,459	3,252,846
1996	3,342,126	3,245,447	3,245,447	3,245,415
1997	3,552,913	3,246,315	3,262,315 [1]	4,035,979
1998	4,210,000	4,428,647	4,958,073	4,810,646
1999	5,055,646	5,314,146	5,322,946	5,334,146
2000	3,524,896	2,225,146	3,834,587	2,294,646
2000 Rescission	0	0	0	-450
2000 Advance for 2001	1,925,000	3,608,000	2,201,059	3,742,000
2001	2,626,841			
2001 Advance for 2002	3,742,000			

Significant Items in FY 2000 Appropriations Reports

Technology and Media Services - Recording for the Blind and Dyslexic

House: The bill includes $7,000,000 for recording for the blind and dyslexic program, an increase of $500,000 over the amount appropriated for 1999 and $1,000,000 more than the amount requested by the President. These funds support continued production and circulation of recorded textbooks, increased outreach activities to print disabled students and their teachers, and accelerated use of digital technology.

Senate: The Committee recommends $7,500,000 for Recordings for the Blind and Dyslexic, an increase of $1,500,000 above the amount requested by the President and $1,000,000 more than the fiscal year 1999 amount. These activities include production and circulation of recorded textbooks, increased outreach activities to print disabled students and their teachers, and accelerated use of digital technology for recordings for the blind and dyslexic products and services. This investment will allow the organization to continue efforts to expand the number of students served and to provide materials based on the latest user friendly technologies.

Conference: The FY 1999 budget justification materials submitted by the Department of Education indicated that a continuation award of $6,000,000 would be made in 1999 to the Recording for the Blind & Dyslexic under the President's proposed budget. The conference agreement increases the amount of this continuation award for RFB&D to $6,500,000 in order for it to serve more blind and print disabled students and to continue development and use of user-friendly digital-audio technology on behalf of these students. The conference agreement contemplates that these funds be distributed to RFB&D as early in the fiscal year as possible.

Response: The conference agreement includes $7,500,000 for Recordings for the Blind and Dyslexic as described in the House and Senate Reports. The conference agreement contemplates that these funds be distributed to RFB&D as early in the fiscal year as possible. Recording for the Blind and Dyslexic, Inc., is currently the recipient of two grant awards from the Department totaling $6,500,000. Both awards are in continuation status in FY 2000. The Department made a continuation award to RFB&D in December, 1999. It is awaiting information from RFB&D as to how it would use an additional $1,500,000 before supplementing this award. An additional continuation award, for $1,500,000, is scheduled to be made in June, 2000.

Technology and Media Services - Readline

Senate: The Committee recommends $1,500,000 for the Readline Program. The amount recommended is the same as the fiscal year 1999 appropriation activity, which is authorized by section 687(b)(2)(G) of the Individuals with Disabilities Education Act, as amended. This project would disseminate research conducted by the National Institutes of Health, as well as other research concerning effective teaching strategies, early diagnosis of, and intervention for, young children with reading disabilities. Funding for this project was shown as a activity under the Technology and Media Services program on the Senate Report Comparative Statement of New Budget (Obligational) Authority for Fiscal Year 1999 and Budget Estimates and Amounts Recommended in the Bill for 2000.

Conference: The conference agreement also includes $1,500,000 for Public Telecommunications Information and Training Dissemination as proposed by the Senate. This language was reflected in the bill earmark which states that, "$1,500,000 shall be for the recipient of funds provided by Public Law 105-78 under section 687(b)(2)(G) of the Act to provide information on diagnosis, intervention, and teaching strategies for children with disabilities."

Response: The Department will award $1,500,000 to the Greater Washington Educational Television Association (GWETA), which is the recipient of funds provided by Public Law 105-78 under section 687(b)(2)(G) of the IDEA, to provide information on diagnosis, intervention, and teaching strategies for children with disabilities.

DEPARTMENT OF EDUCATION FISCAL YEAR 2001 BUDGET REQUEST

(in thousands of dollars)

Office, Account, Program and Activity	Category Code	1999 Appropriation	2000 Appropriation	2001 President's Request	President's Request Compared to FY 2000 Appropriation: Amount	Percent
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES (OSERS)						
Special Education (IDEA)						
1. State grants:						
(a) Grants to States (Part B-611 and Part D-674):						
Annual appropriation	D	4,310,700 [1]	1,247,685	1,537,685	290,000	23.2%
Advance for succeeding fiscal year	D	0	3,742,000	3,742,000	0	0.0%
Subtotal		4,310,700	4,989,685	5,279,685	290,000	5.8%
(b) Preschool grants (Part B-619)	D	373,985	390,000	390,000	0	0.0%
(c) Grants for infants and families (Part C)	D	370,000	375,000	383,567	8,567	2.3%
Subtotal, State grants		5,054,685	5,754,685	6,053,252	298,567	5.2%
2. National activities (Part D):						
(a) State improvement (Subpart 1)	D	35,200	35,200	45,200	10,000	28.4%
(b) Research and innovation (section 672)	D	64,508	64,433	74,433	10,000	15.5%
(c) Technical assistance and dissemination (section 685)	D	44,556	45,481	53,481	8,000	17.6%
(d) Personnel preparation (section 673)	D	82,139	81,952	81,952	0	0.0%
(e) Parent information centers (sections 682-684)	D	18,535	18,535	26,000	7,465	40.3%
(f) Technology and media services (section 687)	D	34,523	35,910	34,523	(1,387)	-3.9%
Subtotal		279,461	281,511	315,589	34,078	12.1%
Total, Appropriation		5,334,146 [1]	6,036,196	6,368,841	332,645	5.5%
Total, Budget authority		5,334,146	2,294,196	6,368,841	4,074,645	177.6%
Current		5,334,146	2,294,196 [2]	2,626,841 [2]	332,645	14.5%
Prior year's advance		0	0	3,742,000	3,742,000	---
Outlays, Total		*4,444,100*	*5,432,293*	*5,815,842*	*383,549*	*7.1%*
Outlays, current		*4,444,100*	*5,432,293*	*3,196,442*	*(2,235,851)*	*-41.2%*
Outlays, advance		*0*	*0*	*2,619,400*	*2,619,400*	*---*

[1] *Includes $210,000 thousand transferred from the Reading Excellence account in fiscal year 1999, pursuant to instructions in the Department of Education Appropriations Act of 1998.*

[2] *Excludes an advance appropriation of $3,742,000 thousand that becomes available on October 1 of the following fiscal year.*

SPECIAL EDUCATION

Summary of Request

The Individuals with Disabilities Education Act (IDEA) Amendments of 1997 established a solid foundation for improving results for children with disabilities. A major goal embedded in these amendments is to change the special education focus from "process orientation" to "results orientation." The IDEA amendments make it clear that the education of children with disabilities must first and foremost be based on the same challenging standards as applied to nondisabled students, with appropriate modifications and supports for their disabilities, and that schools must be held accountable for achieving results in the same manner in which they are for nondisabled students. The improvement of results is the foundation upon which our GPRA performance indicators are built and is the focus of this budget request, which would provide $6.369 billion for Special Education, an increase of $333 million or 5.5 percent over the 2000 level.

The Department is requesting $5.28 billion for **Grants to States** to assist in covering the excess costs of providing special education and related services to children with disabilities ages 3 through 21. This is a $290 million (5.8 percent) increase over the fiscal year 2000 appropriation of $4.99 billion. This level of funding would maintain the Federal contribution toward meeting the excess cost of special education at 13 percent of the national average per pupil expenditure (APPE), by providing more than sufficient funds to offset the impact of inflation and the additional cost expected to result from serving more children.

The request also continues the 2000 policy of delaying the availability of a portion of the funds until the following fiscal year. Under the request, $3.742 billion of fiscal year 2001 funding for Grants to States would become available for obligation in fiscal year 2002 and thus would be scored as 2002 budget authority.

The Grants to States increase is proposed as part of a package of increases designed to improve the delivery of special education services. Other increases, under National Activities, are aimed at increasing the supply of qualified personnel, demonstrating research-based strategies to help children with reading and behavior difficulties, providing technical assistance support to States, and providing additional information and training to parents of children with disabilities.

The request for the **Preschool Grants** program is $390 million, the same level as appropriated for 2000. Funds provided under this program assist States in covering the excess costs of providing special education and related services to children with disabilities ages 3 through 5, and are in addition to funds provided to States for these same children under the Grants to States program. This program provides the leadership and resources needed to ensure that high-quality programs providing age appropriate services are maintained, students experience a smooth transition between preschool and regular school, and students are served in community-based settings.

The $384 million requested for the **Grants for Infants and Families** program would support formula grants to States to assist them in implementing statewide systems of coordinated, comprehensive, multi-disciplinary, interagency programs to provide early intervention services to all children with disabilities from birth through age 2 and their families. The increase of $9 million, or 2.3 percent, is requested to help States meet rising costs due to inflation.

SPECIAL EDUCATION

The $314 million requested for six **National Activities** programs is an increase of $34 million, or 12.1 percent. These programs will use a variety of strategies to help States, schools, teachers, and families to improve results for children with disabilities.

An increase of $10 million, or 28.4 percent, is requested for the **State Improvement** program. The Department believes that this program is one of the best vehicles available to address the chronic shortages of highly-qualified personnel to work with children with disabilities. The numbers of special education teachers graduating each year from university-based teacher preparation programs are insufficient to meet States' needs. In addition, there are thousands of teachers currently in the schools who lack the appropriate certification to teach special education, and countless general education teachers who are not adequately prepared to work with the students with disabilities who are taking part in the general curriculum. Through both preservice and inservice activities, the State Improvement program can attend to these issues.

Research and Innovation activities would be increased by $10 million, from $64.4 million to $74.4 million. The additional funds would be used for grants to develop, demonstrate, and evaluate research-based model interventions for children ages 3 through 9 with developmental delays in the areas of reading and behavior. These areas are being targeted because of the large number of children with developmental delays in these areas and because early intervention in these areas has been identified as being particularly effective in improving results for children, but services have typically been delayed because of late identification and a lack of appropriate early childhood interventions.

The $53.5 million requested for **Technical Assistance and Dissemination** would increase funding for the program by $8 million, or 17.6 percent. The additional funds would fund new awards to assist individual States in addressing their technical assistance needs. These needs vary from State to State. In some States, the greatest need for technical assistance is to improve State monitoring and complaint resolution and to correct deficiencies found through State and Federal monitoring of the implementation of IDEA. Other States may direct this technical assistance toward addressing State performance goals, providing technical assistance to local educational agencies, or disseminating promising practices.

The request for the **Parent Information Centers** program is $26 million, $7.5 million or 40.3 percent over the 2000 appropriation. This program provides training and disseminates information to parents of children with disabilities to help them understand their children's rights under IDEA and how they can improve their children's education. The substantial increase would be distributed among both new and continuation awards and would allow the Centers to reach more parents during this critical period for the implementation of the IDEA amendments.

A small decrease for **Technology and Media Services**, from $35.9 million to $34.5 million, reflects the termination of a 3-year project to demonstrate the use of publicly-funded telecommunications systems to provide information and training. The Technology and Media Services program develops and promotes technology to improve results for children with disabilities and provides media services, such as describing videos and captioning television.

The remaining National Activities program, **Personnel Preparation**, would be funded at its 2000 level of $82 million. This program, working in conjunction with the State Improvement program, helps ensure an adequate supply of highly-qualified personnel to serve children with disabilities by addressing national or regional personnel needs and issues.

State grants: Grants to States
(Individuals with Disabilities Education Act, Part B, Section 611 and Part D, Section 674)

FY 2001 Authorization ($000s): Indefinite [1]

Budget Authority ($000s):

	2000	2001	Change
Annual appropriation	$1,247,685 [2]	$1,537,685 [3]	+$290,000
Advance for succeeding fiscal year	3,742,000	3,742,000	0
Total	4,989,685	5,279,685	290,000

[1] Studies and evaluations are limited to $20 million increased by the cumulative amount of inflation after 1998. The maximum amount authorized is estimated to be $21.3 million for fiscal year 2001.
[2] Includes $13 million for studies and evaluations.
[3] Includes $16 million for studies and evaluations.

PROGRAM DESCRIPTION

The Grants to States program provides formula grants to assist the 50 States, the District of Columbia, Puerto Rico, the Secretary of the Interior, and Outlying Areas in meeting the excess costs of providing special education and related services to children with disabilities. In order to be eligible for full funding, States must serve all children with disabilities ages 3 through 21 years, except that they are not required to serve children ages 18 through 21 years if services are inconsistent with State law or practice or the order of any court. The Individuals with Disabilities Education Act (IDEA) Amendments of 1997 provided that until the appropriation for the Grants to States program exceeded $4.925 billion funds would be distributed based on the number of children with disabilities to whom the States provide a free appropriate public education (FAPE).

Fiscal year 2000 was the first year in which the appropriation exceeded this amount. Under the new formula, funds are allocated among States based on a variety of factors. First, each State is allocated an amount equal to the amount that it received in the prior year. Eighty-five percent of the remaining funds are allocated based on the number of children in the general population in the age range for which the State guarantees FAPE to children with disabilities. Fifteen percent of the remaining funds are allocated based on the number of children living in poverty in the age range for which the State guarantees FAPE to children with disabilities. The law also includes several maximum and minimum allocation requirements.

This is a forward-funded program that includes advance appropriations. A portion of the funds becomes available for obligation on July 1 of the fiscal year in which they are appropriated and remains available for 15 months through September 30 of the following year. The remaining funds become available on October 1 of the fiscal year following the appropriations act and remain available for 12 months, expiring at the same time as the forward-funded portion.

State grants: Grants to States

School districts will use both the forward and advance funded amounts included in this request primarily for the 2001-2002 school year. However, funds will remain available for obligation at State and local levels until September 30, 2003.

Most funds provided to States must be passed on to local educational agencies (LEAs). However, a portion of the funds may be used for State-level activities such as administration, monitoring, mediation, direct and support services, developing plans for the State Improvement program, and helping LEAs address personnel shortages. The maximum amount of funds that can be retained by a State for State-level activities is an amount equal to 25 percent of the amount it received for fiscal year 1997 under the Grants to States program adjusted upward each year by the lesser of the rate of increase in the State's allocation or the rate of inflation. The amount used for administration is limited to the greater of 20 percent of the amount available to a State for State-level activities or $500,000, as adjusted for inflation from fiscal year 1998. This amount is estimated to be $532,488 for fiscal year 2001.

Funds that are not used for State-level activities must be passed through to LEAs either by formula or as special subgrants for capacity building and improvement. Sub-State formula allocations must be made in a fashion similar to that used to allocate funds among the States.

In any fiscal year in which the appropriation for Grants to States exceeds $4.1 billion, LEAs may treat up to 20 percent of the increase in their allocations over the prior year as local funds for the purpose of meeting an IDEA LEA maintenance of effort requirement that Federal funds be used to supplement and not to supplant local funding. However, an SEA may prohibit an LEA from treating funds in this way if the SEA determines that the LEA is not meeting the requirements of Part B of IDEA and the SEA is authorized to do so by the State constitution or a State statute.

A State must provide its LEAs with special subgrants for capacity building when the percentage increase in the State's allocation exceeds the rate of inflation and the amount of required funding for these grants in the State is $100,000 or greater. The amount required for these subgrants is equal to the amount that the State was authorized to retain for State-level activities in the prior year, multiplied by the difference between the rate of increase in the State's allocation and the rate of inflation. It should be emphasized that, while this subgrant calculation is based on the amount of funds that a State is authorized to retain for State-level activities, the subgrant does not come from those funds, but rather from the increase in overall funding. Funds that are provided for capacity building in one fiscal year are distributed through sub-State formula allocations in the next fiscal year.

Competitive grants not to exceed $7.243 million must also be made to the Outlying Areas of the Pacific Basin and Freely Associated States through fiscal year 2001. These grants are in addition to funds provided by formula to the Outlying Areas.

SPECIAL EDUCATION

State grants: Grants to States

Funding levels for the past 5 fiscal years were:

	($000s)
1996	2,323,837 [1]
1997	3,107,522 [1]
1998	3,801,000 [2]
1999	4,310,700 [3]
2000	4,989,685 [4]

[1] Excludes funds for studies and evaluations, which were supported under other authorities prior to the Individuals with Disabilities Education Act Amendments of 1997.

[2] Excludes $6.7 million for studies and evaluations, which was provided under a separate budget activity but is shown elsewhere in this justification on a comparable basis as part of Grants to States.

[3] Includes $9.7 million for studies and evaluations.

[4] Includes $13 million for studies and evaluations.

FY 2001 BUDGET REQUEST

The Department is requesting $5.28 billion for Grants to States to assist in covering the excess costs associated with providing special education and related services to children with disabilities. This is a $290 million (5.8 percent) increase over the fiscal year 2000 appropriation of $4.99 billion.

The IDEA authorizes awards to States of no more than 40 percent of the national average per pupil expenditure (APPE) times the number of children with disabilities served in each State. At the requested level of funding, the Grants to States program would provide about 13 percent of APPE, the highest level provided and roughly the same as provided in fiscal year 2000. The 2001 request would fund about 11 percent of the excess cost of special education.

The request would provide $827 per child for an estimated 6.368 million children with disabilities ages 3 through 21 who are projected to be served. This compares with $795 per child for an estimated 6.262 million children for 2000.

The Grants to States increase is proposed as part of a package of increases designed to improve the delivery of special education services. Other increases, under National Activities, are aimed at increasing the supply of qualified personnel, demonstrating research-based strategies to help children with reading and behavior difficulties, providing technical assistance support to States, and providing additional information and training to parents of children with disabilities.

Prior to the enactment of the IDEA, as many as one million children with disabilities were excluded from educational services. Over the last 25 years, IDEA has been successful in ensuring that all children with disabilities have access to a free appropriate public education.

The primary challenge of the program is now to improve the quality of that education so that children with disabilities can, to the maximum extent possible, meet challenging standards that have been established for all children, and be prepared to lead productive, independent adult lives.

Although money alone will not improve educational results for children with disabilities, the budget constraints faced by States and local educational agencies could prevent effective implementation of changes needed to improve results for children with disabilities. Historically, local educational agencies have struggled with meeting the minimal education needs of a growing population of children with disabilities.

The amount requested for 2001 demonstrates the Federal Government's continued commitment to provide the services needed by children with disabilities. It also could assist State and local educational agencies in addressing critical issues in improving services for children with disabilities. For example, the Department of Education consistently finds deficiencies when it monitors States' compliance with IDEA in areas such as: general supervision, particularly complaint resolution and State monitoring systems; placement of students in the least restrictive environments with appropriate supports and services: services required to provide transition from school to adult life; and availability of qualified personnel, particularly speech therapists, physical therapists, occupational therapists, and psychologists.

The IDEA Amendments also require that each State establish performance goals for itself in improving results for children with disabilities. (IDEA Section 612(a)(16)) The performance indicators that the State uses to assess progress toward achieving those goals must address, at a minimum, the performance of children with disabilities on assessments, graduation rates, and drop-out rates. Achieving these goals will require substantial resources, as well as knowledge and expertise to develop and implement plans for systems change. For example, in the 1996-97 school year only 53.5 percent of youths with disabilities graduated from high school with regular diplomas and 32.7 percent dropped out of school.

The request continues a policy of delaying the availability of a portion of funds until the following fiscal year. Under the request, approximately $3.742 billion of fiscal year 2001 funding would become available for obligation in fiscal year 2002 and, thus would be scored as 2002 budget authority. This is the same level of advance funding that was appropriated for 2000, but which will not become available until October 1, 2001.

The IDEA requires that 1.226 percent of the funds appropriated for Grants to States be provided to the Department of the Interior for serving Indian children with disabilities regardless of the number of children served by the Department of the Interior. Because of this, the substantial increases in funding for Grants to States in recent years have caused disproportionate increases in funding for children served by the Department compared to those served by States. Between 1997 and 1999, the Federal contribution to States grew by 2 percent of APPE, from 9 percent to 11 percent. During the same period, the funding for the Department of Interior grew by 20 percent of APPE, from 80 percent to about 100 percent of APPE. For 2000 the estimated percent is expected to exceed 110 percent of APPE. For this reason, the request also includes appropriation language limiting the increase in the allocation for the Department of Interior to the amount necessary to counter the effects of inflation.

Studies and Evaluations: Section 674 of IDEA authorizes funds to be used for studies and evaluations of the implementation of the Act, including a mandated National Assessment. The request includes $16 million, an increase of $3 million over the 2000 level, for these studies and evaluations. The National Assessment is being conducted to determine the effectiveness of the Act, to provide information on how to implement the Act more effectively, and to provide information that will be useful in developing legislation to achieve the purposes of the Act more effectively.

Studies and evaluations are also needed to measure performance relative to the Government Performance and Results Act (GPRA) indicators that the Department has established for the Grants to States program, and to provide the Department with the information that it needs to improve programs and results for children with disabilities.

Study and evaluation activities in 2001 would include support for a new National Longitudinal Transition Study for children ages 13 through 21, and for a comprehensive evaluation of National Activities. Continuation support would be provided for the National Early Intervention Longitudinal Study (NEILS), a National Secondary Education Longitudinal Study, a National Elementary School Longitudinal Study, a Study of Special Education Expenditures, a study of the Implementation of IDEA, a study of the Implementation of the Grants for Infants and Families program, and a Kindergarten Longitudinal Study.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and other programs supporting the performance goals and objectives.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: To improve results for children with disabilities by assisting State and local educational agencies to provide children with disabilities access to high-quality education that will help them meet challenging standards and prepare them for employment and independent living.

SPECIAL EDUCATION

State grants: Grants to States

Objective: All children with disabilities have access to the general curriculum and assessments, with appropriate accommodations, supports and services, consistent with high standards.

Indicator	1999	2000	2001	2002
Performance on the National Assessment of Educational Progress (NAEP). The percentage of students with disabilities who meet or exceed basic levels in reading, math, and science in the NAEP will increase. The number of students with disabilities who do not meet basic standards will decrease. The percentage of students who are excluded from the NAEP because of their disabilities will decrease. *Baseline for math and science, FY 1996. Baseline for reading to be determined.*				
Baseline: The percentage of students with disabilities who met or exceeded basic levels was: *Grade / **Math** / **Science*** *4th Grade: 43.3% / 38.6%* *8th Grade: 16.8% / 16.7%* *12th Grade: 9.4% / 16.3%*		Cont. Impr.	Cont. Impr.	Cont. Impr.
Baseline: The number of students with disabilities who did not meet basic levels was: *Grade / **Math** / **Science*** *4th Grade: 172,897 / 200,773* *8th Grade: 208,813 / 176,944* *12th Grade: 87,055 / 71,847*		Cont. Impr.	Cont. Impr.	Cont. Impr.
Baseline: The percentage of students who were excluded because of their disabilities was: *Grade / **Math** / **Science*** *4th Grade: 4% / 6%* *8th Grade: 3% / 4%* *12th Grade: 3% / 3%*		Cont. Impr.	Cont. Impr.	Cont. Impr.

Cont. Impr. = Continuous Improvement

SPECIAL EDUCATION

State grants: Grants to States

This three-part indicator uses data collected through the National Assessment of Educational Progress (NAEP) conducted by the National Center for Education Statistics. All three of these parts must be considered in weighing the educational progress of children with disabilities. For example, an increase in the percentage of students with disabilities that meet or exceed basic levels, which is accompanied by an increase in the percentage of children with disabilities excluded from testing, may simply indicate that children with disabilities who would have received low scores have been excluded from testing, not that the performance of children with disabilities has actually improved. It should be noted that data on children with disabilities who meet or exceed basic standards and who do not meet basic standards are based on very small sample sizes.

Data on performance for children with disabilities in mathematics and science were from assessments conducted in 1996, and were used to establish baselines in these areas. Data on reading were collected during 1998. Data for the reading assessment are now available for all children. However, data on children with disabilities are still being analyzed and will not be available until later in 2000.

Indicator	1999	2000	2001	2002
Regular education settings (school age). The percentage of children with disabilities ages 6 through 21 that are reported by States as being served in the regular education classroom at least 80% of the day will increase. *Baseline: In school year 1996-97, 45.7% of children with disabilities ages 6 through 21 were reported by States as being served in regular education classrooms at least 80% of the day.*	48%	47.5%	48%	

The most ready access for children with disabilities to the general curriculum is through the regular education classroom, and the number of children with disabilities reported by States who are educated for all or most of the day in general education classrooms has grown steadily for several years. The baseline and target data come from annual reports provided by the States. For the 1997-98 school year, States reported that 46.5 percent of children with disabilities were served in regular education classrooms. While this represents an increase over the 1996-97 school year level of 45.7 percent, it is likely that the rate of growth will be sufficient to reach a level of only 47 percent by the 1998-99 school year, slightly less than the target level of 48 percent. Based on this lower than expected rate of increase, the target for 2000 has been revised downward from 49 percent to 47.5 percent, and the target for 2001 has been revised downward from 50 percent to 48 percent. Data for the 2001-02 school year will become available in fiscal year 2004.

State grants: Grants to States

Objective: Secondary school students with disabilities get the support they need to complete high school prepared for postsecondary education or employment.

Indicator	1999	2000	2001	2002
Graduation. The percentage of children with disabilities exiting school with a regular high school diploma will increase, and the percentage of children with disabilities who drop out will decrease. *School year 1996-97 baseline: Of students with disabilities ages 14 through 21 who are known to have left school:*				
53.5% graduated with a regular diploma.	56%	57%	58%	
32.7% dropped out.	31%	30%	29%	

The baseline and target data come from annual reports provided by the States. Data for school year 1997-98 indicate that 55.4 percent of children with disabilities graduated with a regular diploma and the percentage of children that dropped out decreased to 31 percent. Based on these data, we expect to achieve the targets set for school year 1998-99. Data for the 2001-02 school year will become available in fiscal year 2004.

State grants: Grants to States

PROGRAM OUTPUT MEASURES

	1999	2000	2001
Program funding ($000):			
Formula grants to States	$4,212,567	$4,879,201	$5,165,109
Formula grants to Outlying Areas	28,341	29,067	29,741
Competitive Grants to Pacific Basin entities	7,243	7,243	7,243
Department of the Interior	52,849	61,174	61,592
Studies and Evaluations	9,678	12,978	15,978
Peer review of new award applications	22	22	22
Total	4,310,700	4,989,685	5,279,685
Number of children with disabilities served ages 3 through 21	6,133,000	6,262,000	[1]6,368,000 [1]
Average Federal share per child ($)	$701	$795 [2]	$827 [2]
Average per pupil expenditure (APPE) ($)	$6,136 [2]	$6,293 [2]	$6,439 [2]
Federal funding as a percentage of APPE	11% [2]	13% [2]	13% [2]
Average excess cost of educating a child with a disability ($)	$7,179 [2]	$7,363 [2]	$7,534 [2]
Federal funding as a percentage of excess cost	10% [2]	11% [2]	11% [2]

[1] The estimated count assumes a reduction in the growth rate of children served, from 2.6 percent in 1999 over the prior year to an estimated 2.1 percent in 2000 and 1.7 percent in 2001. These percentages reflect lower rates of increase in the general school age population and reductions in the counts in some States due to educational reforms.

[2] Estimate.

SPECIAL EDUCATION

State grants: Grants to States

	School Year 1995-96	School Year 1996-97	School Year 1997-98
Educational environments for children with disabilities ages 6 through 21:			
Regular classrooms (removed from regular classroom less than 21% of the day)	2,286,505	2,388,238	2,494,209
Percent	45.3%	45.7%	46.5%
Resource rooms (removed from regular classroom for 21% to 60% of the day)	1,445,966	1,488,540	1,560,287
Percent	28.7%	28.5%	29.1%
Separate classes (removed from regular classroom for more than 60% of the day)	1,093,193	1,118,709	1,096,364
Percent	21.7%	21.4%	20.4%
Separate schools	154,593	161,563	151,994
Percent	3.1%	3.1%	2.8%
Residential facilities	34,109	36,436	37,493
Percent	.7%	.7%	.7%
Home or Hospital	27,928	28,314	29,285
Percent	.6%	.5%	.5%

	1995-96	1996-97	1997-98
Basis for leaving school for youth ages 14 through 21:			
Graduating with a regular diploma	52.6%	53.5%	55.4%
Graduating through certification	10.9%	11.4%	11.2%
Dropping out	34.1%	32.7%	31.0%
Reaching maximum age for services and other reasons	2.4%	2.4%	2.4%
Total	100.0%	100.0%	100.0%

Note: Percentages may not add to 100% due to rounding.

State grants: Grants to States

History of Children Counted for the Distribution of Funds and Program Funding

Fiscal Year	Child Count (000s)	Appropriation ($000s)	Federal Share Per Child [1]	Federal Share as a percentage of APPE
1977	3,485	$251,770	$72	5%
1978	3,561	566,030	159	10%
1979	3,700	804,000	217	13%
1980	3,803	874,500	230	12%
1981	3,941	874,500	222	10%
1982	3,990	931,008	233	10%
1983	4,053	1,017,900	251	10%
1984	4,096	1,068,875	261	9%
1985	4,124	1,135,145	275	9%
1986	4,121	1,163,282	282	8%
1987	4,167	1,338,000	321	9%
1988	4,236	1,431,737	338	9%
1989	4,347	1,475,449	339	8%
1990	4,419	1,542,610	349	8%
1991	4,567	1,854,186	406	9%
1992	4,727	1,976,095	418	8%
1993	4,896	2,052,728	419	8%
1994	5,101	2,149,686	421	8%
1995	5,467	2,322,915	425	8%
1996	5,622	2,323,837	413	7%
1997	5,806	3,107,522	535	9%
1998	5,976	3,807,700 [2]	636	11%
1999	6,133	4,310,700 [2]	701	11%
2000	6,262 [3]	4,976,685 [2]	795 [3]	13%
2001	6,368 [3]	5,279,685 [2]	827 [3]	13%

[1] The Federal share per child is calculated from Grants to States funding, excluding amounts available for studies and evaluations.

[2] Includes $6.7 million in 1998 for studies and evaluations on a comparable basis. Includes $9.7 million for studies and evaluations in 1999, $13 million in 2000, and $15 million in 2001.

[3] Estimate

State grants: Preschool grants
(Individuals with Disabilities Education Act, part B, section 619)

FY 2001 Authorization ($000s): Indefinite

Budget Authority ($000s):

2000	2001	Change
$390,000	$390,000	0

PROGRAM DESCRIPTION

The Preschool Grants program provides formula grants to States, the District of Columbia, and Puerto Rico to make available special education and related services for children with disabilities in the 3-through-5-year-old age range. In order to be eligible for these grants, States must serve all children with disabilities aged 3 through 5, have an approved State plan under Part B of the Individuals with Disabilities Education Act (IDEA), and have an approved application. A State that does not make a free appropriate public education (FAPE) available to all children with disabilities aged 3 through 5 cannot receive funds under this program or funds attributable to this age range under the Grants to States program. In addition, the State would not be eligible for grants under IDEA National Activities for activities pertaining solely to children aged 3 through 5. Currently, all States are making 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, who need special education and related services. States, at their discretion, and local educational agencies, if consistent with State policy, may also 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 are not disabled and that removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. However, States are not required to provide public preschool programs. To comply with this requirement, preschool-aged children with disabilities may be placed in a variety of settings, including public or private preschool programs, regular kindergarten, Head Start programs, or childcare facilities.

Funds are distributed to eligible entities through a formula based on general population and poverty. Under the formula, each State is first allocated an amount equal to the amount it received in fiscal year 1997. For any year in which the appropriation is greater than the prior year level, 85 percent of the funds above 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 is 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. 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: (1) the percent the appropriation grew above the prior year, minus 1.5 percent; or, (2) 90 percent of the percentage increase from the prior year. The formula also provides for a minimum allocation of 1/3 of 1 percent of the increase in the total appropriation over the preceding year and places a ceiling on how much the allocation to a State may increase, in that 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 is no radical shift in resources among the States.

States must distribute the bulk of their grant awards to local educational agencies. They may retain funds for State-level activities up to an amount equal to 25 percent of the amount they received for fiscal year 1997 under the Preschool Grants program, adjusted upward each year by the lesser of the rate of increase in the State's allocation or the rate of inflation. The amount that may be used for administration is limited to 20 percent of the amount available to a State for State-level activities. State-level activities include: (1) support services, including 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) development of a State improvement plan; (4) activities to meet the performance goals established by the State and to support implementation of the State improvement plan; or (5) supplements to other funds used to develop and implement a statewide coordinated services system designed to improve results for children and families, including children with disabilities and their families, but not to exceed 1 percent of the amount received by the State under this program for a fiscal year.

Funds for this program are provided on a forward-funded basis. The fiscal year 2001 appropriation will become available on July 1, 2001, and remain available for obligation through September 30, 2002. States would use fiscal year 2001 funds primarily during the 2001-2002 school year.

Funding levels for the past 5 fiscal years were:

	($000s)
1996	$360,409
1997	360,409
1998	373,985
1999	373,985
2000	390,000

FY 2001 BUDGET REQUEST

The Department is requesting $390 million for the Preschool Grants program, which would maintain this program at the fiscal year 2000 appropriation level. Funding under the Preschool Grants program supplements funds provided to States under the Grants to States program for children with disabilities aged 3 through 21. An increase of $290 million is requested for the Grants to States program. The Department believes that the combination of the proposed funding under this program and the funds available under the Grants to States program will provide sufficient funds to support State efforts to provide appropriate special education and related services to young children with disabilities.

Funding under the Preschool Grants program supports early childhood programs that provide services needed to prepare young children with disabilities to enter and succeed in school. For children that participated in the Grants for Infants and Families program, the Preschool Grants program provides a developmental bridge between early intervention services and elementary school. The Preschool Grants program helps ensure that high quality programs providing age appropriate services are maintained, students experience a smooth transition between preschool and regular school, and students are served in appropriate settings. All States are currently making FAPE available to all preschool children with disabilities. State efforts under this program directly support the National Education Goal of ensuring that every child enters school ready to learn.

Numbers served. Between fiscal years 1992 and 1998, the number of children served under this program increased from 367,428 to 571,888, a 55.6 percent increase. At the same time, the growth in the number of 3-through-5-year-old children in the general population was only 3.5 percent. However, the rate of growth for children served under this program has slowed dramatically in recent years. In fiscal year 1998, the number of children served under this program increased from 561,748 to 571,888, an increase of only 1.8 percent. In 1999, the number served was 574,713, an increase of only .5 percent. The Department predicts that the number of children will increase in fiscal years 2000 and 2001, but only by about .5 percent each year.

National Profile of the Preschool Grants program. The National Early Childhood Technical Assistance System (NEC*TAS), funded through the Office of Special Education Programs' Technical Assistance and Dissemination program, annually assembles information from the State preschool program coordinators to develop a national profile of the Preschool Grants program and how it is administered. Information is collected from the 50 States, District of Columbia, Puerto Rico, and 5 Outlying Areas. The most recent report was released in May 1999, and included responses from 43 States and one Outlying Area. The report also includes a section on performance measures. As a result of the IDEA Amendments of 1997, States are now required to establish goals for the performance of children with disabilities and performance indicators to assess the progress of children toward achieving those goals. Of the 44 respondents, 26 indicated that outcome measures and evaluation strategies are under development for their preschool special education programs. An additional 9 States are in the process of collecting data on some or all of the child outcomes that have been identified through their process. The remaining 9 States are not addressing child outcomes at this time. States are also improving their family-centered practices. Twenty-five States have developed specific preschool policies and strategies to enhance involvement of parents in their child's individualized education program, and 10 States are developing family-focused policies and strategies.

Early Childhood Longitudinal Study – Kindergarten Cohort (ECLS-K). The National Center for Education Statistics (NCES) is conducting a major longitudinal study of the progress of preschool children. Initiated in the fall of fiscal year 1998, the study will follow the progress of approximately 23,000 children entering kindergarten in 1,000 schools nationwide, including children with disabilities. Information will be gathered on performance and skill development of these children. In addition, information will be collected from families of the children, teachers, and school officials. The study will follow the children for six years and will be used to study the experience of children transitioning to kindergarten from preschool and the relationships between the experiences of children in kindergarten and their school performance in grades 1 through 5. The Department is using Studies and Evaluations program funds from fiscal years 1998, 1999, and 2000 to supplement funding for ECLS-K in order to develop and adapt instruments to address issues related to preschool children with disabilities. The Office of Special Education Programs (OSEP) has been participating in the development of assessment protocols and will continue to be involved throughout the course of the study. The Department anticipates that the first report issued from this study will be released in the Summer of 2000.

Pre-Elementary Longitudinal Study (PEELS). The Office of Special Education Programs (OSEP) is planning to initiate a study in fiscal year 2000 of children ages 3 through 5 in preschool special education. The PEELS study will provide an opportunity to build on the data collected through OSEP's National Early Intervention Study (NEILS) and to compare the experience of children that participated in early intervention with those who did not. We anticipate that the study would provide information on: (1) the percent of children with disabilities who have the necessary skills to participate in kindergarten and first grade; (2) the number of children receiving special education services in preschool that make the transition into appropriate school placements and receive special education services that meet their unique needs; and (3) the number of parents who were satisfied that their children received appropriate services to address their unique needs. OSEP plans to initiate the study in fiscal year 2000 and will follow the initial cohort from the time they enter preschool until age 8. Formal data collection would begin in fiscal year 2002, and OSEP estimates that initial data on parent satisfaction would be available in fiscal year 2003.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, as assessment of progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: To improve results for children with disabilities by assisting State and local education agencies to provide children with disabilities access to high-quality education that will help them meet challenging standards and prepare them for employment and independent living.

Objective: All preschool children with disabilities receive services that prepare them to enter school ready to learn.

SPECIAL EDUCATION

State grants: Preschool grants

Indicator	1999	2000	2001	2002
The percent of preschool children with disabilities who are receiving their special education and related services in inclusive settings (regular kindergarten, public preschool programs, Head Start, or childcare facilities) will increase. *Baseline data to be available in fiscal year 2000.*				

The Department revised its data collection related to participation in regular education and initiated new data requirements for children aged 3 through 5 in school year 1998-99. The previous data collection analyzed the amount of time children with disabilities spent in various educational settings. Under the new data collection, data will be reported according to the setting in which the children receive special education services. Data for school year 1998-99 was collected in fiscal year 1999 and will be available in fiscal year 2000.

Indicator	1999	2000	2001	2002
The percent of preschool children with disabilities receiving special education and related services who will have readiness skills when they reach kindergarten or first grade will increase. *Baseline data to be available in fiscal year 2004.*				

This indicator has been revised to make it more outcome oriented. The previous indicator measured the extent to which children aged 3 through 5 have access to age appropriate developmental activities, regardless of placement. At that time, we did not have a vehicle to measure skill levels. We anticipate that the PEELS study will provide information on the percent of children with disabilities aged 3 through 5 who have the necessary skills to participate successfully in kindergarten and first grade. The study will include survey data from kindergarten and first grade teachers and direct child assessment data. The first data collection related to readiness skills is planned to begin in fiscal year 2003, and we anticipate that initial data will become available in fiscal year 2004. The Department will continue to monitor States and provide technical assistance to help local educational agencies to develop and implement appropriate individualized education programs and individualized family service plans, including age appropriate developmental activities for children with disabilities ages 3 through 5.

SPECIAL EDUCATION

State grants: Preschool grants

Indicator	1999	2000	2001	2002
The number of States and outlying areas where at least 90% of special education teachers serving children aged 3 – 5 are fully certified will increase. *Baseline: In the 1995-96 school year, 34 States and Outlying Areas met the 90% criteria.*	40	41	42	

The baseline data for this indicator have been revised downward because of an error in calculating the original baseline. The number of States and Outlying Areas where at least 90 percent of the special education teachers for children ages 3 through 5 are fully certified was revised downward from 38 to 34. In spite of the change in baseline data, the Department still expects to meet its target for personnel serving children ages 3 through 5. In the 1997-98 school year, 38 States and Outlying Areas reported that at least 90 percent of their special education teachers for children ages 3 through 5 were fully certified. Fiscal year 1999 data (school year 1998-99) will not be available for these measures until 2001. This is State-reported data that is collected annually. However, States are not required to report the data until the following fiscal year. As such, actual data for fiscal year 1999 will not become available until fiscal year 2001.

PROGRAM OUTPUT MEASURES

	1999	2000 [1]	2001 [1]
Children served [2]	574,713	577,600	580,500
Share per child (whole $)	$651	$675	$672

[1] Estimates.

[2] The figures for the number of children served do not include children served by the States who are 2 years old at the time of the count, but will turn 3 years old during the school year.

State grants: Preschool grants

History of Children Counted for the Distribution of Funds and Program Funding

Fiscal Year	Child Count (000s)	Appropriation ($000s)	Federal Share Per Child
1977	197	$12,500	$64
1978	201	15,000	81
1979	215	17,500	81
1980	232	25,000	108
1981	237	25,000	105
1982	228	24,000	105
1983	242	25,000	103
1984	243	26,330	108
1985	260	29,000	112
1986	261	28,710	110
1987	266	180,000	677 [1]
1988	288	201,054	698
1989	322	247,000	767
1990	352	251,510	715
1991	367	292,766	798
1992	398	320,000	804
1993	441	325,773	739
1994	479	339,257	709
1995	522	360,265	689
1996	549	360,409	656
1997	562	360,409	642
1998	572	373,985	654
1999	575	373,985	651
2000	578 [2]	390,000	675 [2]
2001	580 [2]	390,000 [2]	672 [2]

[1] The Education of the Handicapped Act Amendments of 1986 changed the Preschool Grants program from a grant program that provided an incentive for States to serve children with disabilities aged 3 through 5 to a program that, beginning in fiscal year 1991, required that services be made available to all such children as a condition for receiving funding for children in this age range under any IDEA program.

[2] Estimates.

State grants: Grants for infants and families
(Individuals with Disabilities Education Act, part C)

FY 2001 Authorization ($000s): Indefinite

Budget Authority ($000s):

2000	2001	Change
$375,000	$383,567	+$8,567

PROGRAM DESCRIPTION

This formula grant program assists States in implementing statewide systems of coordinated, comprehensive, multidisciplinary, interagency programs to make available early intervention services to all children with disabilities, aged birth through 2, and their families. Under the program, States are responsible for ensuring that services are made available to all birth-through-2-year-olds with disabilities, including Indian children and their families residing on reservations geographically located in the 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 areas: cognitive development, physical development, communication development, social or emotional development, or adaptive development; or (2) have a diagnosed physical or mental condition which has a high probability of resulting in developmental delay. Within statutory limits, "developmental delay" has the meaning given the term by each State. In addition, States have the discretion to provide services to infants and toddlers who are at risk of having substantial developmental delays if appropriate early intervention services are not provided.

The IDEA requires that early intervention services, to the maximum extent appropriate, be provided in natural environments and occur in another setting only when early intervention cannot be achieved satisfactorily for the infant or toddler in a natural environment. The natural environment includes the home and community settings where children would be participating if they did not have a disability. Each child's individualized family service plan 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.

Funds allocated under the program can be used to: (1) maintain and implement 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 services that are otherwise available; (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; and (5) 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.

SPECIAL EDUCATION

State grants: Grants for Infants and Families

To be eligible for a grant, a State must have in effect a policy that appropriate early intervention services are available to all infants and toddlers with disabilities in the State and their families, including Indian infants and toddlers with disabilities and their families residing on a reservation geographically located in the State. The statewide system also must comply with 17 statutory requirements, including having a lead agency designated with the responsibility for the coordination and administration of funds and a State Interagency Coordinating Council to advise and assist the lead agency. In addition, the IDEA requires the Secretary of Education to establish a Federal Interagency Coordinating Council to advise and assist the Secretaries of Education, Health and Human Services, Defense, Interior, and Agriculture and Commissioner of Social Security, in the performance of their responsibilities related to serving children from birth through 5 who are eligible for services under Part C or Part B of IDEA.

Allocations are based on the number of children in the general population aged birth through 2 years. 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 up to 1 percent of the funds appropriated. The Secretary of the Interior (Interior) 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 Interior 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.

Funds for this program are provided on a forward-funded basis. The 2001 appropriation will become available on July 1, 2001, and remain available for obligation through September 30, 2002.

Funding levels for the past 5 fiscal years were as follows:

	($000s)
1996	$315,754
1997	315,754
1998	350,000
1999	370,000
2000	375,000

FY 2001 BUDGET REQUEST

The Department is requesting $383.567 million for the Grants for Infants and Families program, $8.6 million, or 2.3 percent, more than the fiscal year 2000 appropriation to help offset the effect of inflation. Funding under this program is used to implement family focused service systems, coordinate early intervention services on a statewide basis, and provide critical services that otherwise would not be available.

Early intervention services contribute to the healthy development and future well-being of infants and toddlers with disabilities. Studies of brain development indicate that cognitive ability is formed in a child's early years. As such, intervention needs to occur as soon as a parent, primary caretaker, or physician first determines that an infant is not developing within typical developmental norms. For many families, the State Part C systems are the initial avenue into the service systems that will support their children to achieve positive developmental and educational outcomes. Studies indicate positive differences for children that receive early intervention services as they progress through elementary school. By addressing the effects of disability or complications that could arise if services are not provided, the provision of early intervention services means that these children will have a greater likelihood of better results and require less intensive or possibly no special services when they are ready to enter school. The Grants for Infants and Families program helps States to address the needs of infants and toddlers with disabilities and their families at the earliest point possible. We believe that the investment in children made through this program results in important long-term gains in the intellectual, social, and adaptive behavior of children with disabilities.

Numbers Served. This program was first authorized in 1989, and States were gearing up until the end of fiscal year 1993, when all of the States assured the Department that they met the requirements of the Grants for Infants and Families program. As of 1993, the statewide systems established under Part C served 143,392 infants and toddlers with disabilities. This number rose to 186,819 in fiscal year 1999, an increase of 30.3 percent over the 6-year period. This growth in the number of children served is even more significant because it came at a time when the Nation's overall population of birth through 2-year-olds had continuously declined. The combination of these trends has resulted in a steady growth in the percentage of the general population aged birth through 2 served through the Part C program, from 1.2 percent in 1993 to just under 1.6 percent in 1999.

The Department anticipates that the number of children served and the percent of total population served will continue to increase, but at a somewhat lower rate. While the general population of children aged birth through 2 increased in 1998, the Census Bureau continues to predict declines in the general population of children in this age range for the following years. Based on these trends, the Department predicts that the number of children to be served by Part C will increase by 2 percent in fiscal year 2000 and 1.5 percent in fiscal year 2001. This prediction takes into account the Census estimates, as well as the trend data on the number of children served under Part C.

Effect of Statutory Changes. The increase requested for fiscal year 2001 would help offset the cost to States of implementing a number of the statutory changes made by the IDEA Amendments of 1997. These provisions are resulting in increased costs to administer and implement the Part C program at the State level. For example, the Amendments added provisions to strengthen State efforts to identify children at risk of developmental delay, including authority to use Federal funds to initiate, expand, or improve collaborative efforts related to at-risk infants and toddlers and to establish linkages with appropriate public or private community-based organizations, services, and personnel, for the purpose of identifying, evaluating, referring, and following up on these children. The 1997 Amendments also significantly strengthened the Part C provisions related to providing early intervention services in natural environments, such as a home, child-care, or other community setting, where children without disabilities and their families would be found. The Individualized Family Service Plan must now include a justification of the extent, if any, to which services cannot be satisfactorily achieved in natural environments. It can be much more expensive, in some cases, to provide services in natural environments because of the travel time involved with providing itinerant services. However, we believe that the provision of services in natural environments enhances the development of these children and has a positive effect on outcomes for the family. Modeling skills training in natural settings helps families and caretakers to incorporate these models into their daily routines, thereby naturally reinforcing learning and functional skill acquisition.

The IDEA Amendments broadened the transition provisions to include transition to services other than preschool services under Part B of IDEA. In the case of children who may be eligible for programs funded through the Preschool Grants program, the Part C lead agency is required to convene a conference among the lead agency, family, and local educational agency at least 90 days, and up to 6 months, before the child is eligible for preschool services to discuss the services the child may need. For children who are not eligible for services funded through the Preschool Grants program, the Part C lead agency is now also responsible for making reasonable efforts to convene a conference among the lead agency, family, and providers of other appropriate services to discuss the services that may be appropriate and available for the child. The States are striving to implement these new provisions.

Program Outcomes. The Department is conducting a National Early Intervention Longitudinal Study (NEILS) through our Studies and Evaluation program that should provide some baseline information on outcomes related to the Part C program. The study is focusing on families with children from birth to 31 months of age at point of entry into the Part C system. It will assess the program over a 5-year period, including an evaluation of the Part C program's impact on children, families, and service providers. The purpose of this study is to determine: (1) who the children and families are that are receiving early intervention services; (2) what early intervention services they receive and how those services are delivered; (3) what outcomes participating children and families experience; and (4) how outcomes relate to variations in child and family characteristics and services provided. The study will follow a nationally representative sample of 3,345 children and their families into Kindergarten and possibly through age 7. The sample includes 93 counties located in 20 States. The 20 States were selected to provide variation in size, region, lead agency, percent of population receiving early intervention services, and whether the State serves children at risk for developing disabilities. Racial/ethnic minorities and rural areas are being oversampled. Child and family variables will be assessed when the child starts receiving early intervention services, and periodically reevaluated during the course of the study. The contractor will collect information on the types of providers, nature of services provided, and quantity, quality, duration, and cost of services received by each child and family.

Data collection for the NEILS began in fiscal year 1998, and the first reports were released in 1999. These include a report on the characteristics of children and families entering early intervention and a report on the variations in how States are organized to provide early intervention services. Following are highlights from the reports:

- The first report provides information on the demographics of students and families participating in the Part C program. The analysis is based on data provided from a sample of 5,667 children aged birth through 36 months who were entering early intervention for the first time during the recruitment period. The sample includes demographic data on the

3,345 children who will participate in the study and all other families recommended for participation by service agencies. The agencies recommended 2,322 additional children that were not included in the final sample that will be used for the main study. However, the demographic information provided for these additional children was included in the analysis of student demographics. The analysis of the information on this sample indicated that the children had the following characteristics: 61 percent were male; 55 percent white, non-Hispanic; 22 percent African-American, non-Hispanic; 15 percent Hispanic; 5 percent Asian/Pacific Islander (non-Hispanic); 1 percent Native American; and 2 percent mixed race or other. Forty-two percent of the population received public assistance, and 7 percent of the children were in foster care. Reasons for eligibility for early intervention among the preliminary sample were developmental delay (59 percent), diagnosed condition (28 percent), and at-risk (13 percent). In States serving lower percentages of their general population, a higher percentage of children were younger at time of entry, eligible due to diagnosed conditions, in foster care, and from racial/ethnic minorities. Further analyses of this data will provide additional information on family and child characteristics, including child health and functioning; families' experiences in receiving early intervention services; and service characteristics.

- The second report involved an analysis of State-to-State Variations in Early Intervention Systems. This report indicates that no two States in the sample are the same on all dimensions of their early intervention service systems. It found similarities on some dimensions, but the dimensions were assembled in so many different ways that the resulting systems look very different. Another significant finding was related to the amount of within-State variation in local systems. Some States were relatively uniform from locality to locality, and others showed substantial local variation. Some States have delegated the responsibility for designing local systems to the local area. The States exhibiting the least variation have the same agencies or mix of agencies performing the same roles across the State, similar intake procedures, and similar models for service coordination. Differences among the States regarding the eligible population served also appear to be strongly linked to differences in the definition of developmental delay. However, the significance of many of these differences is not yet clear. At this point, almost nothing is known about the relationship between the type of early intervention system and outcomes experienced by children. Subsequent analyses from NEILS will examine the utility of various systems and system features, the relationship of these variables to child and family outcomes, and their implications for the delivery of services.

Cost of Early Intervention Services. The Department is aware of the increased cost many States face in providing appropriate early intervention services for infants and toddlers with disabilities. However, there is a lack of national data on actual costs. In fiscal year 1999, the Department awarded a supplement to the contract for the NEILS study for the collection of comprehensive, nationally representative data on the per-child cost of providing services to children served under the Grants for Infants and Families program. Costs and patterns of expenditures will be examined for a nationally representative sample of infants and toddlers served in early intervention. Data will be obtained from service providers and State agencies represented in the NEILS sample regarding expenditures for early intervention services, as well as ancillary therapy services for children aged birth to three and their families. Information gathered through the study will be used to calculate a range of per child expenditures by disability and placement (sample size permitting).

Transitions to Childcare and Early Education Programs. The National Center for Education Statistics (NCES) is conducting a major longitudinal study of the progress of preschool children, which began in fiscal year 1996. The Department is using Studies and Evaluations program funds from fiscal years 1998, 1999, and 2000 to supplement funding for the NCES "Early Childhood Longitudinal Study: Birth Cohort" study in order to develop and adapt instruments to address issues related to infants and toddlers with disabilities. This 5-year study will examine children's transitions to childcare and early education programs, including children with disabilities. The study will provide normative information on children's rates of cognitive growth and language development during the critical early years, which will allow us to compare the success of children with disabilities with otherwise similar children. This data will help early intervention programs to set goals and better target services to the particular needs of infants and toddlers with disabilities. The Office of Special Education Programs (OSEP) worked with NCES to identify accommodations that will permit children with disabilities and their families to participate in the study. OSEP also is providing funding to support the collection of more extensive data on children with disabilities and the programs and services they receive to ensure that sufficient numbers of these children will be sampled to provide reliable information on the needs and progress of these children.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, as assessment of progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: Family and child outcomes are enhanced by early intervention services, and States provide a comprehensive system of early intervention services for infants and toddlers with disabilities and their families.

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

SPECIAL EDUCATION

State grants: Grants for Infants and Families

Indicator	1999	2000	2001	2002
The percentage of children aged birth through 2 served under Part C, as a proportion of the general population in this age range, will increase, while the number of States that serve less than 2% of the general population of the State in this age range will decrease. *FY 1998 baseline (As of 12/1/97): National average – 1.69%, number of States below 2% - 39.*		Nat'l Avg. 1.61% States Below 2% - 38	Nat'l Avg. 1.62% States Below 2% - 37	Nat'l Avg. 1.64% States Below 2% - 36

Actual data for fiscal year 1999 show that the Part C program served 1.59 percent of the birth through 2 general population and that 40 States served less than 2 percent of the general population of the State in this age range. The decrease in the percent of population from 1998 to 1999 reflects a significant over count of children in a single State in 1998. After correcting this error, the 1998 measure drops to 1.55 percent. Therefore, a positive trend is evident. Correcting for the State with the overcount raises the number of States serving below 2 percent of their general population to 40, the same level as in 1998. In addition, clustering of States around the 2 percent mark may result in unpredictable changes from year to year. Clear evidence of progress is likely to require a period of 5-7 years. The Department is providing technical assistance and disseminating information on effective identification and evaluation practices and is focusing its monitoring efforts on States that identify and serve low percentages of children and families. Data on numbers of infants and toddlers with disabilities being served under Part C are reported annually by State lead agencies responsible for the implementation of the Grants for Infants and Families program. The population data used for this indicator is provided by the U.S. Census Bureau.

Indicator	1999	2000	2001	2002
The percentage of children aged birth to 1 served under Part C, as a proportion of the general population in this age range, will increase, while the number of States that serve less than 0.3% of the general population of the State in this age range will decrease. *FY 1998 baseline (As of 12/1/97): National average – 0.89%, number of States below 0.3% of their general population - 34.*		Nat'l Avg. 0.80% States Below 0.3% - 35	Nat'l Avg. 0.82% States Below 0.3% - 34	Nat'l Avg. 0.84% States Below 0.3% - 33

Actual data for fiscal year 1999 show that the Part C program served 0.79 percent of the birth through 2 general population and that 36 States served less than .3 of 1 percent of the general population of the State in this age range. The decrease in the percent of population from 1998 to 1999 reflects a significant over count of children in a single State in 1998. After correcting this error, the 1998 measure drops to 0.72 percent. Therefore, a positive trend is evident. Correcting for the State with the overcount raises the number of States serving below 0.3 percent of their general population to 35. In addition, clustering of States around the 0.3 of

State grants: Grants for Infants and Families

1 percent mark may result in unpredictable changes from year to year. Clear evidence of progress is likely to require a period of 5-7 years. The Department is conducting demonstration and outreach projects on effective practices for identifying infants who qualify for services. Data on numbers of children served by discrete age groupings are reported annually by State lead agencies responsible for the implementation of the Grants for Infants and Families program. The population data used for this indicator is provided by the U.S. Census Bureau.

Indicator	1999	2000	2001	2002
The percentage of children primarily receiving age-appropriate services in home, community-based settings, and programs designed for typically developing peers will increase. *FY 1998 baseline: 63%.*		67%	69%	71%

Fiscal year 1999 data will not be available until fiscal year 2000. However, trend data for fiscal years 1996 through 1998 indicate that continuing increases can be expected. The Department plans to conduct research, provide technical assistance, and disseminate information on effective home visiting and other practices related to providing services in natural settings. Data on settings in which children receive services are reported by State lead agencies on an annual basis.

Objective: The functional development of children participating in the Part C program is enhanced by early intervention services.

Indicator	1999	2000	2001	2002
The percentage of children participating in the Part C program that demonstrate improved and sustained functional abilities will increase. *Baseline data will become available in 2005.*				

The Department will provide technical assistance and disseminate information to providers and State agencies on developmentally appropriate practices and effective measures of functional abilities. Baseline data will be collected through the National Early Intervention Longitudinal Study (NEILS) in fiscal year 2004 and will be reported in 2005.

State grants: Grants for Infants and Families

PROGRAM OUTPUT MEASURES

($000)	1999	2000 [1]	2001 [1]
Range of State awards:			
Minimum State award [2]	$1,812	$1,837	$1,886
Average State award [2]	$6,970	$7,064	$7,252
Maximum State award [2]	$46,250	$48,399	$49,691
Children served	186,819	190,555	193,413

[1] Estimates.
[2] The calculations for minimum, average, and maximum awards do not include the Outlying Areas or the Department of Interior.

National activities: State improvement
(Individuals with Disabilities Education Act, Part D, Subpart 1)

FY 2001 Authorization ($000s): Indefinite

Budget Authority ($000s):

2000	2001	Change
$35,200	$45,200	+$10,000

PROGRAM DESCRIPTION

The State Improvement program established by the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 provides competitive grants to assist State educational agencies, in partnership with others, to reform and improve their systems for providing educational, early intervention, and transitional services to improve results for children with disabilities. This includes their systems for professional development, technical assistance, and dissemination. The program does this by providing resources specifically to assist States to develop and implement their own plans for improving results.

Awards are based on State improvement plans that identify critical aspects of early intervention, regular education, and special education that must be improved to enable children with disabilities to meet the goals that each State must establish for itself under section 612(a)(16) of IDEA. These plans are integrated, to the maximum extent possible, with State plans under the Elementary and Secondary Education Act of 1965 and the Rehabilitation Act of 1973. Each State Improvement Plan must include an analysis of the State's needs, examining factors such as the performance of children with disabilities on assessments, drop-out rates, graduation rates, participation in postsecondary education, employment outcomes, and personnel needs. Based on the needs analysis, each plan must also incorporate improvement strategies that include:

1. How the State educational agency, local educational agencies, and other State agencies will work together, as well as in partnership with other organizations, to implement systemic-change activities;
2. How the State will hold local educational agencies and schools accountable for the educational progress of children with disabilities;
3. How the State will address identified needs for the inservice and preservice preparation of personnel to serve children with disabilities;
4. How the State will provide technical assistance and disseminate information; and
5. How the State will address systemic problems identified in Federal compliance reviews.

Because an essential component of school improvement is ensuring that early intervention, regular education, special education, and related services personnel have the necessary skills and knowledge to address the special needs of children with disabilities and the developmental goals of young children, States are required to use at least 75 percent of the funds that they receive under this program for professional development. The need for professional development is particularly acute as States, school districts, and schools provide for participation of students with disabilities in curricula aligned with State standards and the placement of more students in regular education classrooms.

Funds are provided on a forward-funded basis. The fiscal year 2001 appropriation will become available on July 1, 2001, and remain available for obligation through September 30, 2002. Grants may be made for periods of one to five years. Under the statute, awards to States must be not less than $500,000 nor more than $2 million per fiscal year. Awards to Outlying Areas must be not less than $80,000 per fiscal year. Three factors determine the ultimate amount of each award: the amount of funds available; the relative population of the State or Outlying Area; and the types of activities proposed by the State or Outlying Area.

In the past three years, State Improvement funds have been used to make continuation awards that were originally made under the expired Severe Disabilities, Secondary and Transitional Services, and Personnel Development programs. By fiscal year 2001, continuation awards will have come to an end for all three of these programs, and funds will no longer be used for these purposes.

Funding levels for the past 5 fiscal years were:

	($000s)
1996	0[1]
1997	0[1]
1998	$35,200
1999	35,200
2000	35,200

[1] Prior to 1998, funding for system change activities such as those under State Improvement were funded under the now expired Special Purpose Funds activities.

FY 2001 BUDGET REQUEST

The Department requests $45.2 million for the State Improvement program, an increase of $10 million or 28 percent above the fiscal year 2000 appropriation. For the past two years, the Department has received many more approvable applications than it can fund. In the spring of 1999, the Department made its first round of awards with FY 1998 funding. Thirty-six States submitted applications, and 18 received funding. The competition for FY 1999 grant awards under the State Improvement program closed on December 15, 1999. Under this competition, 22 States submitted applications and the Department expects to make about 7 new awards. The FY 2000 competition will likely result in an additional 3 State improvement grants, for a total of 28 State awards.

States have been provided a variety of technical assistance opportunities to enhance their ability to develop competitive grant proposals including: (1) an annual "bidders' conference" where State representatives are provided information on the discretionary grant procedures, selection criteria, and grant writing tips; (2) Regional Resource Center support to improve grant writing skills and information analysis; and (3) availability of the State Improvement Grant team to respond to State questions and concerns.

The requested funding level for fiscal year 2001 would provide approximately $15.7 million for new awards and $29.4 million for continuation awards. At the requested funding level for fiscal year 2001, approximately 15 additional States and/or Outlying Areas could receive a State Improvement grant.

The request for an increase in funding is in recognition of the significant potential that these resources have in making a positive difference in the education of children with disabilities. It is well-documented that teacher shortages and inadequately trained teachers in special education are among the most pressing and chronic problems facing the field, and the State Improvement program is an excellent vehicle for addressing the States' needs in these important areas.

There is a need for fully-certified, and highly qualified personnel to work with children with disabilities.

When discussing the chronic personnel shortages in special education, one needs to consider two distinct types of teacher shortages. First, there is a quantity shortage, because the number of individuals who are available to fill all established and funded positions is insufficient to fill those positions. In addition, there is a quality shortage, because of the insufficient number of teachers who are fully certified and adequately trained for their positions.

Each year, approximately 28,000 teachers are needed for new hires, and an additional 36,000 are needed to replace teachers who are not fully certified. Some of the uncertified teachers may be working toward full certification, others may be teaching out of field temporarily with the intention of returning to a previous position for which they are fully certified, and others may spend years in the classroom without ever becoming fully certified as special education teachers.

One obvious way that a State or local district can address its need for teachers is through university-based teacher preparation programs, but the numbers of new teachers graduating from these programs each year fall far short of those needed. For example, in 1994, the number of degree graduates from special education teacher preparation programs was only 18,250, insufficient to address the need for even new hires, let alone the need for certified teachers.

While teacher shortages exist in regular education as well, the problem is more chronic in special education for a number of reasons: the annual demand for entering teacher hires in special education is greater than in regular education; the annual supply of degree graduates of teacher preparation programs in special education has been exceptionally low in comparison with regular education; and evidence shows that considerably more special education teachers switch to regular education annually than the other way around.

There is still one more component of the personnel shortage issue that often gets overlooked. Of those teachers who are fully certified, many still may need upgraded skills each year in areas such as technology, instruction, and assessment. The field of education, including special education, is changing at an increasingly rapid pace. All teachers need to be adept at integrating the latest technologies into classroom instruction, and be able to employ new strategies to solve the novel problems with which they are faced. Changes in the laws governing special education also lead to new requirements that may necessitate training for existing teachers. Also, special education students are spending more and more time in the mainstream environment – which means that regular education teachers need to be skilled at employing many of the same strategies as special education teachers. For many special and regular education teachers, the only practical way to gain the necessary skills is through professional development provided by State and local educational agencies.

The State Improvement program is one of the best vehicles for addressing States' needs for highly-qualified personnel.

By statute, at least 75 percent of the State Improvement grant award must be used for professional development activities. A State Improvement grant award will be a critical source of funding to ensure, through inservice and preservice preparation, that all special education and regular education personnel who work with children with disabilities have the skills and knowledge necessary to meet the needs of those children. Based on activities outlined in their State Improvement grant proposals, States are planning on meeting their needs in a number of innovative and creative ways.

All of the currently funded States are addressing special education staff shortages, including efforts to recruit and retain racial and linguistic minorities as well as persons with disabilities, through a variety of innovative approaches including: (1) web based instruction; (2) the development of alternative learning sites; (3) career ladders for paraprofessionals; (4) interstate collaboration through the development of methods for reciprocal certification; and (5) innovative activities such as formal mentoring and enhanced professional development opportunities that target the retention of new staff.

States are addressing their systemic needs for professional development by using State Improvement Grant funds to collaborate with the professional development components from other Federal Programs, most notably Eisenhower State Grants, Title I and the Comprehensive School Reform Demonstration program to provide a coordinated and systematic program of professional development that addresses the needs of regular and special educators so that they can meet the needs of **all** children. The major targets for supporting the funding of these collaborative efforts have been in the areas of statewide literacy initiatives, the development of positive behavior supports, and the enhancement of classroom management skills.

States are using grant funds to support the inclusion of children with disabilities in schoolwide reform efforts. Funds are being brought to the "reform table" in order that there are adequate resources and supports in place and that training is provided to regular and special education staff to ensure that necessary modifications and accommodations are in place to meet the curricular and classroom management needs for **all** children.

States are using State Improvement Grant funds to support statewide revisions to preservice curriculum content for regular and special educators to ensure that teacher education program graduates are equipped with the skills necessary to meet the diverse needs of twenty first century learners.

Listed below are examples of some specific State activities:

- Michigan is using SIG funds to develop a novel system of "hubs", a statewide system that will (1) identify promising practices through research; (2) disseminate research and promising practices information; (3) provide staff development to instructional staff to support the dissemination; and (4) provide support to local districts in the dissemination and adoption of promising practices.

- In Virginia, the State Department of Education will be providing extensive statewide professional development to align special education instruction with their high stakes Standards of Learning (SOL) that all students will have to meet. The outcome should be greater achievement for special education students in the SOL testing process.

- California is making subgrants to IHEs to ensure that special education coursework that leads to special education certification is offered at times and places that are convenient and accessible to school staff in order to decrease the number of teachers who work under emergency certification. Subgrants will also be used to expand the number of courses that are available because the IHEs have waiting lists for students who wish to access special education coursework.

- Alabama is supporting the development of web-based instructional modules that will support widespread professional development in the areas of reading and positive behavior supports. The State Improvement grant will also support the development and dissemination of web-based special education content syllabi to be used by IHE staff involved in the instruction of future regular and special educators in order to systematize and upgrade the course offerings across the State.

- Maryland is making subgrants to institutions of higher education (IHEs) in order to broker changes in the IHE preservice offerings to regular education majors and special education majors. They hope that this will result in: (1) aligning IHE curricular offerings for both special and regular education with the new State standards; and (2) changes to IHE curricular offerings that include strategies for curriculum accommodations and modifications to ensure special education students have access to the general education curriculum.

In addition to professional development, the State Improvement program can address other problems and issues facing each State.

In recognition of the critical role that States play in implementing IDEA, the State Improvement grant awards should be viewed as important tools that States can use to reach their goals. The required State improvement plan, which is based on a comprehensive needs assessment, identifies critical aspects of the State's programs that must be improved to enable children with disabilities to meet State-established goals. The State Improvement grants will provide flexible support to State agencies so that they may carry out these plans for initiating and directing reform.

For example, IDEA places the primary responsibility for its implementation on the States, and the federally supported technical assistance and dissemination activities funded under Part D of IDEA are not sufficient to ensure that research based best practices are implemented in every regular education and special education classroom. The State Improvement program provides resources for the States to establish a systematic program for the identification, dissemination, and adoption of best practices at the classroom level, and most States have chosen to maximize the flow through of their Part B funds to support local educational agency implementation of the IDEA. These funds will ensure that information needs of local schools, relative to best classroom practices, are identified and met in a timely manner.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected performance information, including the goal, indicator, targets, and an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years for this program and other programs.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: To link best practices to States, school systems, and families to improve results for infants, toddlers, and children with disabilities.

Objective: State Improvement grants will increase and improve the adoption of effective practices by school districts.

Indicator	1999	2000	2001	2002
Qualified personnel: The number of States and outlying areas where at least 90 % of special education teachers are fully certified will increase.				
The number of States and Outlying Areas where at least 90% of the special education teachers for children ages 3-5 are fully certified will increase. *Baseline: In the 1995-96 school year, 34 States and Outlying Areas met the 90% criteria.*	40	41	42	
Number of States and Outlying Areas where at least 90% of the special education teachers for children ages 6-21 are fully certified will increase. *Baseline: In the 1995-96 school year, 39 States and Outlying Areas met the 90% criteria.*	44	42	43	

National activities: State improvement

The baseline data for this indicator have been revised downward because of an error in calculating the original baselines. FY 1999 data (1998-1999 school year) will not be available for these measures until 2001. However, the Department still expects to meet the 1999 target for personnel serving children ages 3 through 5. Data for the 1997-1998 school year show that in 38 States and Outlying Areas, at least 90% of the special education teachers for children ages 3 through 5 were fully certified.

In the 1997-1998 school year, 40 States and Outlying Areas met the 90% criteria for special education teachers for children ages 6-21 who were fully certified. Although progress has been made, the Department does not expect to reach the FY 1999 target that was established last year, which was based on 1995-96 baseline data that were not calculated correctly. Targets for 2000 and 2001 for teachers serving children ages 6 through 21 have been adjusted.

The Department and IDEA both acknowledge the importance of professional development and a large percentage of a State's grant award under this program will be used for professional development activities. The indicator reflects the fact that States will be defining their own needs for personnel and using the State Improvement grants to provide both preservice and inservice training. States may also address interstate policies such as reciprocal certification of personnel.

The State Improvement Plans, aside from being a required part of the grant application, will be able to provide crucial information on the performance of most OSEP programs. The plans contain information on personnel needs, such as shortages, vacancies, and personnel with temporary certification, as well as measures of student progress, such as performance on State assessments, graduation rates, participation in secondary education and employment. This makes them a valuable data source for several of the Special Education performance indicators.

In addition to the activities surrounding GPRA, the Department will begin a formal evaluation of the State Improvement program in FY 2000. Using the studies and evaluation authority under section 674 of the Act, the Department is starting a formative evaluation of the implementation of the program and of the activities it supports at the State and local level, and will follow with a summative evaluation of the effectiveness of the program in improving results for children with disabilities.

National activities: State improvement

PROGRAM OUTPUT MEASURES

($000)	1999	2000	2001
Number of projects:			
Estimated number of State Improvement awards:			
New awards	7	3	15
Continuation	18	25	28
Total	25	28	43
Estimated average award amount[1]	$1,032	$1,049	$1,049
Program funding:			
State Improvement grants:			
New awards	$7,755	$3,558	$15,734
Continuation	18,053	25,808	29,366
Subtotal, State Improvement	25,808	29,366	45,100
Expiring programs (all are continuations):			
Severe Disabilities	1,422	0	0
Secondary and Transitional Services	7,890	5,784	0
Personnel Development	0	0	0
Subtotal, expiring programs	9,312	5,784	0
Peer review of new award applications	80	50	100
Total funding:			
New	7,755	3,558	15,734
Continuations	27,365	31,592	29,366
Peer review of new award applications	80	50	100
Total	35,200	35,200	45,200

[1] Funding for the Outlying Areas are not included in the average.

National activities: Research and innovation
(Individuals with Disabilities Education Act, Part D, Subpart 2, Chapter 1, Section 672)

FY 2001 Authorization ($000s): Indefinite

Budget Authority ($000s):

2000	2001	Change
$64,433	$74,433	+$10,000

PROGRAM DESCRIPTION

The Research and Innovation program is the primary source of support under the IDEA for producing and advancing the use of knowledge to improve services and results for children with disabilities. The program supports a wide range of activities including research, demonstrations, and outreach that are designed to produce new knowledge, integrate research and practice, and improve the use of professional knowledge. Research, demonstration, and outreach projects are the primary types of activities supported under the Research and Innovation program.

Research: Research projects are a major source of new knowledge in the areas of early intervention and education for children with disabilities. The findings from these projects can be used to directly improve results for children with disabilities or as a basis for developing model practices that improve results. Research findings under this program are made available to a variety of audiences through Technical Assistance and Dissemination program activities. Validated research findings are also incorporated into personnel development through the Personnel Preparation program activities. Research institutes produce new knowledge and promote the use of research-based knowledge to address problems by serving as information resources.

Demonstration: While much research is immediately useful in improving results for children with disabilities, other research needs to be applied through model demonstration projects. These projects develop and evaluate new services and materials to provide more effective interventions for children with disabilities and their families. Much of the knowledge on which model demonstration projects are based comes from the research activities supported by the Research and Innovation program. However, it is important to emphasize that the awards for demonstration projects are based on the best information available. Demonstrations based on research supported under the Special Education account receive no preference over projects based on research supported from other sources.

Outreach: The Research and Innovation program also supports outreach activities designed to put knowledge into the hands of those working with children with disabilities. Outreach activities help make practices and products that have been proven to be effective available for adaptation or replication. Unlike demonstration projects, which include support for direct services, outreach projects support only activities that distribute information on models and provide advice, training, and other assistance in replicating model practices. Outreach activities are tied closely to technical assistance and dissemination activities. As with demonstration projects, outreach activities are based on the best information available regardless of its source.

Awards are made for projects throughout the fiscal year. The budget periods of most awards include parts of the fiscal year of appropriation and the subsequent fiscal year. The duration of awards varies with the types of award. Research awards are typically made for periods from 1 to 5 years, while demonstration and outreach projects vary from 3 to 5 years.

Funding levels for the past 5 fiscal years were:

	($000s)
1996	0 [1]
1997	0 [1]
1998	$64,508
1999	64,508
2000	64,433

[1] Prior to 1998, funding for research and innovation activities such as those under the Research and Innovation program was provided under the now expired Special Purpose Funds activities.

FY 2001 BUDGET REQUEST

Activities under the Research and Innovation program have contributed substantially to improving results for children with disabilities. For example, research and demonstration activities funded through this program have provided the knowledge base that now enables us to effectively provide positive behavior supports to children with emotional disturbance and others who need behavior interventions. Together with research supported by the National Institute of Child Health and Human Development, this program has also supported the development of the research knowledge to effectively provide early reading interventions to children with learning disabilities. A knowledge base that has permitted students with significant disabilities to be educated in neighborhood schools alongside their nondisabled peers was also developed through this program. The IDEA Amendments of 1997 have raised the bar so that our expectations for students with disabilities are the same as for their nondisabled peers. This will require the development of much more powerful research-based instructional strategies and supports. This budget request reflects this need.

The Department is requesting $74.4 million for Research and Innovation, an increase of $10 million, or 15.5 percent, over the amount available in 2000. The request would provide about $35.7 million for new awards and about $37.9 million for continuation awards.

National activities: Research and innovation

Primary Education Intervention Projects

The $10 million increase would be used to support grants to develop, demonstrate, and evaluate research-based model interventions for children with developmental delays ages 3 through 9. Children with developmental delays include those with delays in physical development, cognitive development, communication development, social or emotional development, or adaptive development. These demonstration grants would focus specifically on two areas: reading and emotional or behavior problems. These areas have been chosen because of the large number of children with developmental delays in these areas and because early intervention in these areas has been identified as being particularly effective in improving results for children, but services have typically been delayed because of late identification and a lack of appropriate early childhood interventions.

Approximately 5 percent of all children currently in public education are identified as having a learning disability. The vast majority of these children (approximately 80 percent) experience their primary difficulties in learning to read. Research suggests that learning disabilities related to basic reading skills are primarily caused by deficits in a child's phonological awareness. According to the Committee on the Prevention of Reading Difficulties in Young Children, these deficits can be identified in late kindergarten and early first grade using relatively inexpensive and straightforward testing.

Likewise, research indicates that children described as having significant emotional or behavioral problems can often be identified very accurately by the age of 3 or 4 years. Some experts also believe that unless the behavior patterns of these children are changed by the age of 9, the likelihood that we can change these behaviors decreases substantially. When unaddressed, these behavioral patterns tend to become more destructive over time.

Primary education intervention projects are expected to be located in a wide range of schools and school districts across the country. Grantees would be supported in carrying out their projects through technical assistance activities that would include developing and distributing information on research-based practices and establishing a network of experts who would be available to respond to district-specific technical assistance requests. Technical assistance would also address issues related to project design, implementation, and individual project evaluation. Part of the technical assistance provided to projects would be provided through the Center for Positive Behavioral Interventions and Supports, which is funded under the Technical Assistance and Dissemination program.

In order to assess the relative merits of various project approaches, primary education intervention projects would be evaluated taking into consideration a variety of factors such as school settings and demographic and socioeconomic variables. In addition, the evaluation would look at which models are most cost-effective, and therefore most affordable for other districts to replicate.

These primary education intervention projects would complement activities funded under the Reading Excellence Act (REA). Research has demonstrated that the majority of children who fail to learn to read will learn to read if they are provided with high quality reading instruction.

The REA addresses this need by providing funds to high-needs schools to improve early reading instruction, and to help ensure that children with reading difficulties are not inappropriately referred to special education. However, a small proportion of children do not learn to read even when provided with such high quality reading instruction. Primary education demonstration projects will address the needs of these children.

Other Research and Innovation Activities

Research

New research projects, institutes, and centers are planned for 2001 in the following areas:

Alternative Schools and Programs. Public concerns about school safety and discipline, as well as new IDEA requirements related to interim alternative educational settings have contributed to a renewed focus on alternative schools and programs for children who have been, or are at risk of being, suspended or expelled from school. Research would be supported on the range of alternative schools and programs in use across the Nation and to explore issues regarding the outcomes for students with disabilities in these schools and programs.

Research and Training Center on Promoting Successful Outcomes for Preschool Children with Disabilities. This center would conduct research on the development of communication, pre-literacy, and behavior skills in children ages 3 through 5. Recent research has focused on the risk factors related to the development of disruptive and serious delinquent behavior in preschool years associated with the lack of development of communication and reading skills. The center would also focus on the development of personnel with skills to teach reading successfully in school and on increasing the capacity of families to enhance the social and emotional development of children.

Gender Issues. Although males and females comprise equal proportions of the school-aged population, males account for approximately two-thirds of all students served in special education. Research would be conducted to determine if females are under-identified for special education, if males are over-identified, or if real differences exist in the prevalence of disability between males and females.

Research Syntheses. Syntheses that organize research into a single body reflecting best practice are vital to move research into the hands of the practitioners in the field. Currently, syntheses are needed in two areas: (1) Effective School-Wide Behavioral Models, and (2) Bridging the Gap Between Research and Practice.

Field-Initiated Research. This priority supports projects conducting research that is determined by peer reviewers to be important in improving special education and related services for children with disabilities and early intervention services for infants and toddlers.

Initial Career Awards. The purpose of this priority is to support individuals in the initial phases of their careers to help them identify, initiate, and develop promising lines of research consistent with the purposes of the program. For fiscal year 2001 awards, individuals must have completed a doctoral program and graduated no earlier than the 1997-1998 academic year.

Student-Initiated Research. This priority provides support for short-term projects (up to 12 months) that would develop research skills in postsecondary students and that, while carried out by the student, would include a principal investigator who serves as a mentor to the student researcher.

Continuation research projects, institutes, and centers are planned for 2001 in the following areas:

Research projects. Research projects receiving continuation support would include projects directed at improving instructional interventions and results for children with disabilities; early and prescriptive assessment of children with learning or emotional disabilities; improving the delivery of early intervention, special education, or related services to children with disabilities from high poverty backgrounds; gender equity issues; including children with disabilities in large scale assessments; reading for children with learning disabilities; and literacy, in addition to field initiated and initial career projects.

Institutes and centers. Several research institutes and centers would also receive continuation support. These include a national center on access to the general education curriculum, a center for students with disabilities involved with and at risk of involvement with the juvenile justice system, an institute to enhance the role of special education and children with disabilities in education policy reform, a research and training center on service coordination, institutes on accelerated learning for children from kindergarten through third grade and from fourth grade through eighth grade, and an institute on transition.

Demonstration Projects

About half of the new funds available for new demonstration projects would be used to support directed priorities focusing on specific areas such as school-wide projects to improve results for children with disabilities. The remaining funds would be used to support field-initiated projects that are determined by peer reviewers to be important in improving special education and related services for children with disabilities and early intervention services for infants and toddlers.

Continuation awards would include projects to demonstrate instructional models to improve early reading results for children with learning disabilities, appropriate services for children who are both deaf and blind, model child find activities for children under age 3, model transition services for students ages 18 through 21, and field initiated model demonstration projects.

Outreach Projects

Regional Postsecondary Outreach Projects for Students with Deafness. These projects would provide assistance to postsecondary institutions in implementing model practices for serving students who are deaf. These projects would be the principle way in which OSERS would meet the requirement of section 661(i)(1)(B) of IDEA to provide at least $4 million each year to address the postsecondary, vocational, technical, continuing, and adult education needs of individuals with deafness.

Field initiated new and continuation outreach projects would also provide assistance to help implement practices proven to be effective in improving results for children with a wide range of disabilities and in all age ranges.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, and assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources of other programs supporting the performance goals and objectives.

Other performance indicators and strategies for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Four indicators have been developed that focus specifically on Research and Innovation activities. These indicators reflect the extent to which Research and Innovation activities address critical needs, are of high quality, communicate findings appropriately, and contribute to improving results for children with disabilities. Two of these indicators are shown below.

Performance goal: To link best practices to States, school systems, and families to improve results for infants, toddlers, and children with disabilities.

Objective: Research and Innovation projects use high quality methods and materials.

Indicator	1999	2000	2001	2002
Highest standards for methods and materials. Expert panels determine that IDEA-funded projects use exceedingly high quality methods and materials. *Baseline: For 1999:*				
60% of research projects.		65%		
12% of demonstration projects.		20%		
20% of outreach projects.		25%		

In determining whether projects use exceedingly high methods and materials, a sample of research, demonstration, and outreach projects is evaluated by an expert panel using a range of

National activities: Research and innovation

criteria appropriate for each type of project. These criteria are intended to determine the extent to which projects use rigorous quantitative or qualitative research and evaluation methods. Data on this indicator were collected for fiscal year 1999 during 2000. Data will continue to be collected annually through reviews of project proposals that were funded in the previous year. Program priorities for 2000 will emphasize high quality methods and materials in order to meet the 2000 target.

Objective: Research and Innovation projects communicate appropriately and products are used to improve results for children with disabilities and their families.

Indicator	1999	2000	2001	2002
Practitioners use results. Expert panels determine that practitioners, including policy-makers, administrators, teachers, parents or others, as appropriate, use products and practices developed through IDEA programs to improve results for children with disabilities. *Baseline data to be developed.*				

Data on this indicator would be collected annually through reviews of project activities actually carried out in the previous year. A baseline study will be conducted in 2001 using fiscal year 2000 as a reference point.

National activities: Research and innovation

PROGRAM OUTPUT MEASURES

($000s)	1999	2000	2001
Program funding:			
Research projects:			
New	$7,420	$10,954	$11,306
Continuations	18,561	14,643	13,403
Subtotal	25,981	25,597	24,709
Research institutes and centers:			
New	1,700	700	1,000
Continuations	3,296	6,471	4,500
Subtotal	4,996	7,171	5,500
Demonstrations:			
New	4,952	4,720	17,025
Continuations	12,943	12,196	13,963
Subtotal	17,895	16,916	30,988
Outreach:			
New	2,820	3,150	6,400
Continuations	10,024	9,234	5,996
Subtotal	12,844	12,384	12,396
Other:			
New	1,252	800	0
Continuations	800	925	0
Subtotal	2,052	1,725	0
Peer review of new award applications	740	640	840
Total:			
New	18,144	20,324	35,731
Continuations	45,624	43,469	37,862
Peer review of new award applications	740	640	840
Total	64,508	64,433	74,433

National activities: Technical assistance and dissemination
(Individuals with Disabilities Education Act, Part D, Subpart 2, Chapter 2, Section 685)

FY 2001 Authorization ($000s): Indefinite

Budget Authority ($000s):

2000	2001	Change
$45,481	$53,481	+$8,000

PROGRAM DESCRIPTION

The Technical Assistance and Dissemination program is the primary vehicle under the Individuals with Disabilities Education Act (IDEA) for putting information into the hands of individuals and organizations serving children with disabilities. The program supports awards for regional resource centers, clearinghouses, and projects that support States and local entities in building capacity to: (1) improve early intervention, educational, and transitional services and results for children with disabilities and their families, and (2) address their systemic-change goals and priorities.

To fulfill its purpose, the Technical Assistance and Dissemination program relies heavily on the knowledge produced through the Research and Innovation and Technology and Media Services programs as well as from studies and evaluations produced using funds set aside under the State Grants programs. Technical Assistance and Dissemination activities are coordinated to address the needs of a variety of audiences. While these audiences vary, in general, they include teachers, related services personnel, early intervention personnel, administrators, parents, and individuals with disabilities.

Many of the Technical Assistance and Dissemination program activities are closely tied to activities under the Parent Information Centers program, since many dissemination projects provide information resources for the parent centers, and the parent centers provide a conduit through which dissemination projects can reach parents.

In addition to facilitating the adoption of model practices, technical assistance and dissemination activities play a number of key roles in the application of knowledge to improve practice. These roles include determining areas where technical assistance and information are needed, preparing or ensuring that materials are prepared in formats that are appropriate for a wide variety of audiences, making technical assistance and information accessible to consumers, and promoting communication links among consumers.

As with demonstration and outreach projects supported under the Research and Innovation program, technical assistance and dissemination activities are based on the best information available regardless of its source.

National activities: Technical assistance and dissemination

Awards are made for projects throughout the fiscal year. The budget periods of most awards include parts of the fiscal year of appropriation and the subsequent fiscal year. The duration of awards varies with the award's purpose. Most awards are made for periods of 5 years.

Funding levels for the past 5 fiscal years were:

	($000s)
1996	0 [1]
1997	0 [1]
1998	$44,556
1999	44,556
2000	45,481

[1] Prior to 1998, funding for technical assistance and dissemination activities such as those under the Technical Assistance and Dissemination program was provided under the now expired Special Purpose Funds activities.

FY 2001 BUDGET REQUEST

For fiscal year 2001, $53.5 million is requested for Technical Assistance and Dissemination, $8 million more than the amount available for fiscal year 2000. These additional funds would be used for new State awards to assist individual States in addressing their technical assistance needs. In addition to these new State technical assistance awards, the request includes about $5.9 million for other new technical assistance and dissemination projects and $39.4 million for continuation projects.

State Technical Assistance Awards

Technical assistance needs vary from State to State. In some States, the greatest need for technical assistance is to improve State monitoring and complaint resolution, and to correct deficiencies found through State and Federal monitoring of the implementation of IDEA. Other States may direct this technical assistance toward addressing State performance goals, providing technical assistance to LEAs, or disseminating promising practices.

It is expected the new State technical assistance awards would be instrumental in helping States to address IDEA requirements that have not been well implemented in many States. The Department of Education consistently finds deficiencies when it monitors States' compliance with IDEA in the areas of general supervision, particularly with complaint resolution and State monitoring systems; placement of students in the least restrictive environments with appropriate supports and services; services required to provide transition from school to adult life; and availability of qualified personnel, particularly speech therapists, physical therapists, occupational therapists, and psychologists.

No more than one award would be made per State, and applicants, if they are not State agencies, would have to be endorsed by the States. If awardees are not State agencies, technical assistance would still be directed by States' needs. The amount of individual awards would vary with each State's size.

These funds would complement additional funds requested under the Grants to States program by providing resources to State educational agencies that can be targeted toward improving results for children with disabilities.

Other Technical Assistance and Dissemination Activities

In 1998, Congress increased funding for Technical Assistance and Dissemination activities by $10 million to support a 5-year effort to provide training and disseminate information to State and local administrators, teachers, related services personnel, parents of children with disabilities, and others on the implementation of the IDEA Amendments of 1997. Fiscal year 2001 is the fourth year of this effort. The purpose of this effort is to ensure a common understanding of what needs to be done under IDEA to improve educational services to and results for children with disabilities. This understanding is particularly important in light of the shift in focus under the law from providing access to education and early intervention services to improving results for children with disabilities. For example, the IDEA Amendments included additional requirements to help ensure that children with disabilities have access to challenging curricula, that their developmental and educational programs are based on high expectations, and that their progress is regularly assessed and their parents are kept informed. In accordance with Committee report language, the Department is carrying out this initiative largely through a combination of peer training and collaborative efforts among organizations representing different target audiences such as parents and school officials. The activities supported by the Department to carry out this effort have been very successful.

Partnerships. Four awards support partnerships among associations and other entities that address the needs of four audiences: (1) policy makers, including chief State school officers, State boards of education, local school boards, State directors of special education, and others; (2) service providers, including general and special education teachers, early childhood specialists, community-based providers, and others; (3) local-level administrators, including elementary, middle, and secondary school principals and special education administrators; and (4) families and advocates, including parents of regular and special education students, parents of infants with disabilities, and advocacy organizations, and others.

Clearinghouses. There are 4 clearinghouses supported under the Technical Assistance and Dissemination program: the National Information Center for Children and Youth with Disabilities (NICHCY), the National Clearinghouse on Postsecondary Education for Individuals with Disabilities (HEATH), the National Clearinghouse on Professions in Special Education (NCPSE), and a clearinghouse on deaf-blindness. Funding for the clearinghouse on deaf-blindness will be provided through a new competition in 2001. NICHCY is the Department's main source of information materials on children with disabilities. In addition to disseminating information on the implementation of IDEA and other topics, the Center distributes information on promising practices and research to improve results for children with disabilities.

SPECIAL EDUCATION

National activities: Technical assistance and dissemination

Regional Resource Centers (RRCs). The RRCs are playing an important role in the implementation of the IDEA Amendments of 1997. States have arranged with the RRCs to carry out specific activities to ensure effective implementation of the new IDEA requirements. RRCs play a critical role in assisting States in locating promising practices and other needed resources to implement new requirements. The RRCs have become a key component of OSERS' expanded systems change efforts, serving not only in their traditional capacity as technical assistance providers, but also as brokers of technical assistance for SEAs, LEAs, and their partners. This new role requires RRCs to collaborate and serve as intermediaries between SEAs and other general and special education technical assistance providers at national, State, and local levels.

Center for Positive Behavioral Interventions and Supports. The IDEA requires that teams developing individualized education programs (IEPs) consider, when appropriate, positive behavioral interventions and supports to address behavior problems. The center, which is directed from the University of Oregon, assists schools in designing and implementing effective school-wide positive behavioral intervention and support programs. Among the major activities of the center are: (a) analyzing State and local policies pertaining to the education of children with emotional disturbance and financing and cross-agency coordination strategies for ensuring that resources are available to support the services; and (b) establishing and building a network of researchers, educators, and policy makers to serve as resources to schools in designing and implementing school-wide positive behavioral support programs.

Consortium for Appropriate Dispute Resolution (CADRE). This Center provides information and technical assistance on all forms of dispute resolution, including due process procedures. However, assistance focuses primarily on alternative dispute resolution procedures that assist State educational agencies, local educational agencies, and families to resolve their differences in a less adversarial and more responsive manner than through standard due process hearing procedures. This assistance supports States in implementing the new IDEA requirement that they make mediation available as a means of dispute resolution.

Center to Support the Achievement of World Class Outcomes for Children with Disabilities. The Center, which is located at the University of Minnesota, is providing assistance to State and local educational agencies on including students with disabilities in standards-based educational reform. It addresses such issues as assessment accommodations, alternate assessments, aligning assessments with curriculum, and linking assessments and accountability with improved educational results for students with disabilities. The IDEA requires that all States establish performance goals and indicators for children with disabilities; that they include children with disabilities in State and district-wide assessments, with appropriate accommodations where necessary; and that they develop and conduct alternate assessments for children who cannot participate in general assessments. The Center studies State and local activities, compiles information on best practices, and prepares materials for technical assistance and dissemination.

National Institute for Urban School Improvement. This Institute, at the University of Colorado, helps urban communities and families to build their capacity for sustainable, successful inclusive schools through a variety of networking, dissemination, professional development, and other activities.

Grade-Focused Technical Assistance. Technical assistance focused on three age groups of children served will continue to be provided. The National Early Childhood Technical Assistance Center located at the University of North Carolina will receive continuation support in 2001 to provide technical assistance regarding early intervention services for infants and toddlers through age 2 and their families, and regarding early childhood special education services for children ages 3 through 8. The Center to Identify and Meet Technical Assistance Needs of Elementary and Middle Schools, which is operated by the American Institutes for Research, will also receive continuation funding in 2001. A new award is planned for 2000 to support a center to provide technical assistance regarding secondary services and transitional services. This award will also be funded as a continuation project in 2001.

Technical Assistance on Deaf-Blindness. With regard to children who are both deaf and blind, in addition to the clearinghouse on deaf-blindness, continuation support will be provided for 48 State and multi-State technical assistance projects and a new competition will be held for an award to provide technical assistance to the State and multi-State projects.

Assistance to HBCUs and OMIs. Two continuation awards will be made to promote the participation of Historically Black Colleges and Universities (HBCUs) and other minority institutions (OMIs) in awards under the National Activities programs. One of these awards to Vanderbilt University in Nashville, Tennessee, is promoting participation in personnel preparation awards. A new award to promote participation in research and other areas will be made new in 2000. These awards meet the requirement of section 661(d)(2) of IDEA to fund activities to promote the participation of HBCUs and OMIs in National Activities.

Other Awards. New awards will be made for a Federal Resource Center (FRC) for Special Education, the Educational Resource Information Center (ERIC) Clearinghouse on Disabled and Gifted Children, and to provide support for data analysis and reporting. Continuation funding will be provided for State and Federal information exchange activities as well as technical support.

The request does not include funding for the Center for Literacy and Assessment at the University of Southern Mississippi, which was included as an earmark in the fiscal year 2000 appropriations act.

Dissemination activities in 2001 will continue to place a major emphasis on integrating information on special education and early intervention into clearinghouses, libraries, electronic networks and other information and communication resources that are available to address the needs of all children, not just children with disabilities. These include the National Library of Education, the Eisenhower National Clearinghouse for Mathematics and Science Education, the clearinghouses of the Education Resources Information Center (ERIC), the Office of Educational Research and Improvement's (OERI) 10 regional educational laboratories, public libraries, State information networks, and other information resources.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets will be based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources of other programs supporting the performance goals and objectives.

Other performance indicators and strategies for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Four indicators have been developed that focus specifically on the Technical Assistance and Dissemination program. These indicators reflect the extent to which Technical Assistance and Dissemination activities address critical needs, are of high quality, communicate findings appropriately, and contribute to improving results for children with disabilities. Two of these indicators are shown below.

Performance goal: To link best practices to States, school systems, and families to improve results for infants, toddlers, and children with disabilities.

Objective: Technical Assistance and Dissemination projects use high quality methods and materials.

Indicator	1999	2000	2001	2002
Highest standards for methods and materials. Expert panels determine that IDEA-funded projects use exceedingly high quality methods and materials. *Baseline data to be developed.*				

In determining whether projects use exceedingly high methods and materials, technical assistance and dissemination projects will be evaluated by an expert panel using a range of criteria. These criteria are intended to determine the extent to which projects use current, research-validated materials. Data on this indicator would be collected annually through reviews of project proposals that were funded in the previous year. A baseline study will be conducted in 2001 using fiscal year 2000 as a reference point.

National activities: Technical assistance and dissemination

Objective: Technical Assistance and Dissemination projects communicate appropriately and products are used to improve results for children with disabilities and their families.

Indicator	1999	2000	2001	2002
Practitioners use results. Expert panels determine that practitioners, including policy makers, administrators, teachers, parents or others, as appropriate, use products and practices developed through IDEA programs to improve results for children with disabilities. *FY 1999 baseline: 67% of panel members determined that practitioners used IDEA Technical Assistance and Dissemination products and practices to improve results.*		78%		

Data on this indicator would be collected annually through reviews of project activities carried out in the previous year.

National activities: Technical assistance and dissemination

PROGRAM OUTPUT MEASURES

($000s)	1999	2000	2001
Program funding:			
State technical assistance awards:			
New	0	0	$8,000
Partnership projects to disseminate information on the IDEA Amendments of 1997:			
New	0	$1,500	0
Continuations	$5,992	4,500	6,000
Subtotal	5,992	6,000	6,000
Clearinghouses:			
New	400	0	400
Continuations	2,250	2,650	2,250
Subtotal	2,650	2,650	2,650
Regional resource centers:			
New	398	0	0
Continuations	6,600	7,000	7,000
Subtotal	6,998	7,000	7,000
Specialized technical assistance and dissemination centers:			
New	0	700	0
Continuations	3,027	2,500	2,700
Subtotal	3,027	3,200	2,700
Early childhood, elementary, secondary, and postsecondary assistance:			
New	0	5,900	0
Continuations	9,043	3,000	8,900
Subtotal	9,043	8,900	8,900
Technical assistance for children who are both deaf and blind:			
New	9,200	960	1,700
Continuations	1,686	9,974	9,200
Subtotal	10,886	10,934	10,900
Minority outreach:			
New	1,000	1,000	0
Continuations	1,510	1,500	2,700
Subtotal	2,510	2,500	2,700
Federal technical assistance, technical assistance in data analysis, State and Federal information exchange, other:			
New	101	1,336	3,800
Continuations	3,256	2,830	700
Subtotal	3,357	4,166	4,500

National activities: Technical assistance and dissemination

PROGRAM OUTPUT MEASURES (cont.)

($000s)	1999	2000	2001
Peer review of new award applications	$93	$131	$131
Total:			
New	11,099	11,396	13,900
Continuations	33,364	33,954	39,450
Peer review of new award applications	93	131	131
Total	44,556	45,481	53,481

National activities: Personnel preparation
(Individuals with Disabilities Education Act, Part D, Subpart 2, Chapter 1, Section 673)

FY 2001 Authorization ($000s): Indefinite

Budget Authority ($000s):

2000	2001	Change
$81,952	$81,952	0

PROGRAM DESCRIPTION

Although the primary responsibility for providing personnel to serve children with disabilities lies with the States, the Personnel Preparation program assists States in meeting this responsibility. The program supports competitive awards to:

- Help address State-identified needs for qualified personnel in special education, related services, early intervention, and regular education to work with children with disabilities; and
- Ensure that those personnel have the skills and knowledge, derived from practices that have been determined through research and experience to be successful, that are needed to serve children with disabilities.

The Personnel Preparation program relies heavily on the knowledge produced through the Research and Innovation and Technology and Media Services programs to make sure that the training provided is based on the best information available regarding effective practices.

Projects are supported to prepare personnel to serve children with low- and high-incidence disabilities, and to train leadership personnel. Projects of national significance are also supported to address personnel issues that have broad applicability.

Awards to prepare personnel to serve children with low-incidence disabilities address the demand for small numbers of highly trained personnel to meet the special needs of these children. Low-incidence disabilities include visual impairments, hearing impairments, combined visual and hearing impairments, significant cognitive impairments, and other impairments for which a small number of personnel with highly specialized skills and knowledge are needed. Children who require early intervention services are also considered to be low-incidence.

Awards to prepare personnel to serve children with high-incidence disabilities address the needs of children with disabilities such as specific learning disabilities, speech or language impairments, or mental retardation. These awards emphasize improving and reforming existing personnel preparation programs and incorporating best practices and research-based knowledge into programs.

SPECIAL EDUCATION

National activities: Personnel preparation

Awards for leadership personnel support the preparation of personnel at the advanced graduate, doctoral, or post-doctoral level. Leadership personnel include teacher preparation faculty, administrators, researchers, supervisors, principals, and other personnel.

The authority for awards to support projects of national significance includes a wide range of activities ranging from developing models for teacher preparation to promoting teacher networks and developing voluntary teaching standards. These activities also include support for Historically Black Colleges and Universities and institutions of higher education with minority enrollments of at least 25 percent.

While students are not eligible themselves for awards under the Personnel Preparation program, they may receive scholarship support through awards to eligible entities. If they receive scholarships under projects to prepare personnel to serve children with low- or high-incidence disabilities, or to train leadership personnel, they must work in the areas for which they receive training or repay part or all of the scholarship funds they receive.

Most awardees under this program are institutions of higher education (IHEs). Awards are made for projects throughout the fiscal year. The budget periods of most awards include parts of the fiscal year of the appropriation and the subsequent fiscal year. The duration of awards typically varies from 3 to 5 years depending on the type of project. Projects preparing personnel to serve children with low-incidence disabilities are funded for up to 5 years. Projects preparing personnel to serve children with high-incidence disabilities are funded for up to 3 years. Projects preparing leadership personnel are funded for up to 4 years. The maximum length of projects of national significance varies from 3 to 5 years depending on individual competitions.

Other support for personnel preparation activities is provided through the State Improvement program, under which at least 75 percent of the funds awarded must be used to ensure that there is a sufficient supply of regular education, special education, and related services personnel who have the skills and knowledge necessary to meet the needs of children with disabilities, or to work with other States on common certification criteria. Funds may also be used under the State Grants programs for preparing personnel to serve children with disabilities.

Funding levels for the past 5 fiscal years were:

	($000s)
1996	0 [1]
1997	0 [1]
1998	$82,139
1999	82,139
2000	81,952

[1] Prior to 1998, funding for personal preparation activities such as those under the Personnel Preparation program was provided under the now expired Special Purpose Funds activities.

FY 2001 BUDGET REQUEST

For 2001, $82 million is requested for the Personnel Preparation program, the same amount available for this program in fiscal year 2000. Of this amount, about $25.6 million would be used for new projects and $55.7 million for continuation projects.

Addressing the Shortage of Qualified Personnel

Persistent shortages of qualified personnel have been identified since the enactment of the IDEA. State-reported data suggest that Federal support for preparing personnel to serve children with disabilities has been helpful in meeting State needs, but that shortages still persist. For example, for the 1996-97 school year, States reported shortages of 31,360 special education teachers to work with children ages 6 through 21 with disabilities, up from reported 1987-88 school year shortages of 26,537 teachers.

In some cases, shortages may be caused by a lack of programs to train personnel or a lack of personnel interested in entering the field. In other cases, inconsistent certification and personnel preparation practices among States, lack of reciprocity among States in accepting credentialing, excessive specialization in some areas, and unwillingness of personnel to work in some urban and rural areas may explain the personnel shortages.

The IDEA Amendments of 1997 and this request reflect a growing appreciation of the complexity of the causes of shortages and the need to address shortages through a variety of coordinated strategies. New requirements for State Comprehensive Systems of Personnel Development, as well the requirement that 75 percent of State Improvement funds be used to address personnel issues, help address personnel shortages through State and local activities. Personnel Preparation program activities are targeted to address issues that can be most effectively and efficiently addressed at national or regional levels.

Awards to prepare personnel to serve children with low-incidence disabilities are necessary because the small number of personnel needed does not typically justify local or State support to maintain the high cost programs required to prepare them. Graduates of these programs also tend to be mobile, moving from State to State or working in States other than where they receive their degrees. In addition, the small number of students who enroll in these programs also discourages IHEs from offering these programs. For example, there are 9 universities in the country that have programs to prepare personnel to work with children who are deaf and blind. Personnel Preparation supports 6 of these programs. Awards are designed to help ensure the availability of high quality personnel to serve children with low-incidence disabilities by providing support for preservice programs that might not otherwise be supported; providing financial aid to students to encourage and support them in pursuing careers in special education, related services, and early intervention; and by promoting the use of best practices.

Starting in 1998, awards to prepare personnel to serve children with high-incidence disabilities have emphasized implementation of model practices in preparing personnel, including regular education personnel. The model practices promoted through these awards may come from a wide range of sources including projects of national significance supported under the Personnel

National activities: Personnel preparation

Preparation program and research and demonstration findings under the Research and Innovation program, as well as from other sources. Projects develop or improve, and implement, programs that provide preservice preparation for special and regular education teachers and related services personnel in order to meet the diverse needs of children with high incidence disabilities and to enhance the supply of well-trained personnel to serve these children in areas of chronic shortage. Training of para-professionals to serve children with high-incidence disabilities is authorized under this priority.

As in the case of children with low-incidence disabilities, awards to prepare leadership personnel are necessary because the small number of personnel needed does not typically justify local, State, or IHE support. Awards focus on improving results for students with disabilities by ensuring that leadership personnel in both regular and special education have the skills and training to help students with disabilities achieve to high standards.

Projects of National Significance

Projects of national significance address interstate and national issues such as reciprocity, in addition to developing model personnel preparation programs that can be implemented throughout the country. In addition to grants to minority institutions, two areas under consideration for new funding in 2001 are National Training Institutes for School Personnel and a National Academy for Professional Development.

Inadequate knowledge and skills of practicing school administrators and service providers is a major barrier to the full, effective implementation of the provisions and requirements of IDEA in our Nation's schools. National Training Institutes for School Personnel would develop and provide weeklong summer training institutes with follow-up technical assistance to trainees, on critical issues related to providing effective services to children with disabilities. The institutes would be conducted in partnership with national education organizations such as the American Association of School Administrators, the National Association of Secondary School Principals, and others. As an example, one institute might develop and deliver training to school principals on effective strategies for providing leadership to help students with disabilities access the general education curriculum.

As States move forward with implementing their plans for comprehensive systems of personnel development, they are indicating a critical need for access to research-based training materials that focus on topics of identified State need. The purpose of a National Academy for Professional Development would be to collaborate with States to develop research-based training modules that are responsive to the training needs in States.

The 2000 appropriation included earmarks for funding the Special Olympics World Winter Games in Alaska and the VIII Paralympic Winter Games in Utah. Funds no longer needed to fund these earmarks would be used in 2001 to increase funding for projects of National Significance. This proposal is consistent with the IDEA Amendments of 1997, which placed additional emphasis on the Federal activities that support State efforts to ensure that there is an adequate supply of qualified personnel to serve children with disabilities.

National activities: Personnel preparation

All Personnel Preparation competitions will include an emphasis on ensuring that personnel preparation activities incorporate best practices as determined through research and experience. These practices include practices related both to training teachers and other personnel and to providing special education, related services, and early intervention services.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources of other programs.

Other performance indicators and strategies for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: To improve results for children with disabilities by assisting State and local educational agencies to provide children with disabilities access to high-quality education that will help them meet challenging standards and prepare them for employment and independent living.

Objective: States are addressing their needs for professional development consistent with their Comprehensive Systems of Personnel Development (CSPDs).

Indicator	1999	2000	2001	2002
Supply of qualified personnel. The number of States and Outlying Areas where at least 90% of special education teachers are fully certified will increase.				
The number of States and Outlying Areas where at least 90% of the special education teachers for children ages 3-5 are fully certified will increase. *Baseline: In the 1995-96 school year, 34 States and Outlying Areas met the 90% criteria.*	40	41	42	
The number of States and Outlying Areas where at least 90% of the special education teachers for children ages 6-21 are fully certified will increase. *Baseline: In the 1995-96 school year, 39 States and Outlying Areas met the 90% criteria.*	44	42	43	

This indicator is shown in the GPRA submission to Congress under the Grants to States and Preschool Grants programs authorized by Part B of IDEA. However, several other programs provide support for the achievement of this objective including the Personnel Preparation and

State Improvement programs. Data on the indicator are collected annually from States based on each State's independent assessment of its personnel needs.

The baseline data for this indicator have been revised downward because of an error in calculating the original baselines. The number of States and Outlying Areas where at least 90 percent of the special education teachers for children ages 3 through 5 are fully certified was revised downward from 38 to 34, and the number of States and Outlying Areas where at least 90 percent of the special education teachers for children ages 6 through 21 are fully certified was revised downward from 42 to 39. In spite of the change in baseline data, the Department still expects to meet its target for personnel serving children ages 3 through 5. In the 1997-98 school year, 38 States and Outlying Areas reported that at least 90 percent of their special education teachers for children ages 3 through 5 were fully certified. For teachers serving children ages 6 through 21, the 1999 target is not likely to be achieved even though progress is being made. In the 1997-98 school year, 40 States and Outlying Areas reported that at least 90 percent of their special education teachers for children ages 6 through 21 were fully certified. Targets for 2000 and 2001 for teachers serving children ages 6 through 21 have been adjusted.

Four additional indicators have been developed that focus specifically on Personnel Preparation activities. These indicators reflect the extent to which Personnel Preparation activities address critical needs, are of high quality, communicate findings appropriately, and contribute to improving results for children with disabilities. Two of these indicators are shown below.

Performance goal: To link best practices to States, school systems, and families to improve results for infants, toddlers, and children with disabilities.

Objective: Personnel Preparation projects use high quality methods and materials.

Indicator	1999	2000	2001	2002
Highest standards for methods and materials. Expert panels determine that IDEA-funded projects use exceedingly high quality methods and materials. *Baseline data to be developed.*				

Data on this indicator would be collected annually through reviews of project proposals that were funded in the previous year. A baseline study will be conducted in 2001 using fiscal year 2000 as a reference point. In determining whether projects use exceedingly high methods and materials, a sample of projects will be evaluated by an expert panel using a range of criteria appropriate for each type of project. These criteria are intended to determine the extent to which projects use current, research-validated practices and materials.

National activities: Personnel preparation

Objective: The Personnel Preparation projects communicate appropriately and products are used to improve results for children with disabilities and their families.

Indicator	1999	2000	2001	2002
Practitioners use results. Expert panels determine that practitioners, including policy-makers, administrators, teachers, parents or others, as appropriate, use products and practices developed through IDEA programs to improve results for children with disabilities. *Baseline data to be developed.*				

Data on this indicator would be collected annually through reviews of project activities actually carried out in the previous year. A baseline study will be conducted in 2001 using fiscal year 2000 as a reference point.

National activities: Personnel preparation

PROGRAM OUTPUT MEASURES

($000s)	1999	2000	2001
Program funding:			
Low-incidence:			
New	$7,581	$9,800	$6,000
Continuations	16,069	13,795	17,691
Subtotal	23,650	23,595	23,691
High-incidence:			
New	6,276	8,600	6,000
Continuations	6,361	12,664	15,000
Subtotal	12,637	21,264	21,000
High- and low- incidence:			
Continuations	7,461	92	0
Leadership:			
New	3,754	2,600	3,500
Continuations	7,089	8,307	6,174
Subtotal	10,843	10,907	9,674
National significance:			
New	7,871	8,551	10,070
Continuations	16,080	14,585	16,872
Subtotal	23,951	23,136	26,942
Special Olympics and Paralympics:			
New	3,000	2,313	0
Peer review of new award applications	597	645	645
Total:			
New	28,482	31,864	25,570
Continuations	53,060	49,443	55,737
Peer review of new award applications	597	645	645
Total	82,139	81,952	81,952

National activities: Parent information centers
(Individuals with Disabilities Education Act, Part D, Subpart 2, Chapter 1, Sections 682-684)

FY 2001 Authorization ($000s): Indefinite

Budget Authority ($000s):

2000	2001	Change
$18,535	$26,000	+$7,465

PROGRAM DESCRIPTION

The Parent Information Centers program is one of the primary vehicles under the IDEA for providing information and training to parents of children with disabilities. The program supports awards to assist parents to:

- Understand their children's rights to educational and early intervention services, and procedural safeguards under IDEA;
- Understand the nature of their children's disabilities and their educational and developmental needs; and
- Communicate effectively with personnel responsible for providing special education, early intervention, and related services, and participate in the decision-making processes and development of individualized educational programs.

Three types of projects are authorized -- parent training and information centers, community parent resource centers, and technical assistance for parent centers.

State parent training and information centers must serve parents of children with all types of disabilities. Awards are made only to parent organizations as defined by the Individuals with Disabilities Education Act. The training and information provided by the centers must meet the training and information needs of parents of children with disabilities living in the 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 submission of acceptable applications. Large and heavily populated States have multiple centers.

Community parent resource centers are parent training and information centers, operated by local parent organizations, that help ensure that underserved parents of children with disabilities, including low-income parents, parents of children with limited English proficiency, 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 other parent training and information centers in their States.

National activities: Parent information centers

Technical assistance is also authorized to assist parent training and information centers, including community centers, in areas such as coordinating parent training efforts, disseminating information, self-evaluation, and promoting the use of technology.

While parent centers act as direct resources for parents and families they also serve as referral points to other resources such as those available under the Technical Assistance and Dissemination program. Technical Assistance and Dissemination activities are coordinated with Parent Information Centers activities to ensure that parents participating in parent training projects as well as other parents have access to validated information that is designed to address their needs.

The budget periods of most awards include parts of the fiscal year of appropriation and the subsequent fiscal year. The duration of awards varies from 1 to 5 years.

Funding levels for the past 5 fiscal years were:

	($000s)
1996	0 [1]
1997	0 [1]
1998	$18,535
1999	18,535
2000	18,535

[1] Prior to 1998, funding for parent training activities such as those under the Parent Information Centers program was provided under the now expired Special Purpose Funds activities.

FY 2001 BUDGET REQUEST

The request for the Parent Information Centers program is $26 million, $7.5 million more than the fiscal year 2000 appropriation. The Department believes that parents are an underutilized resource in our efforts to improve results for children with disabilities, and that the Parent Information Centers program provides one of the best means for tapping this resource. Increased funding for the program is particularly important because the IDEA Amendments of 1997 significantly expanded the opportunities for parents to participate in the planning of their children's educational programs.

Family involvement in children's learning is critical to achieving high-quality education. Three decades of research show that positive school-family partnerships can be built to inform and involve families in their children's learning. Studies show that all families can take concrete steps that significantly help their children succeed in school, regardless of their income, education, or knowledge of the English language. The training and information provided by the parent centers helps ensure that parents have the knowledge and skills to help their children succeed. In addition to helping parents better understand the nature of their children's disabilities and their educational and developmental needs, the centers provide training and information on how parents can work with professionals serving their children. For school-aged children, this includes participating with administrators and teachers in the development of their Individualized Education Programs (IEPs). For infants and toddlers receiving early intervention services, it means participating with a multidisciplinary team in the development of Individualized Family Service Plans (IFSPs).

The increased funds requested for Parent Information Centers will allow the centers to reach more parents and to provide information parents need to improve results for their children. This includes information on the expanded roles for parents in decisions regarding their children's eligibility for special education, evaluations of their children, development of IEPs for their children, and meetings to discuss placements. Parent centers also provide information to parents regarding what they should expect from States and from local educational agencies. This includes information on new State requirements to include children with disabilities in general assessments, conduct alternative assessments for children who cannot participate in general assessments, and report on the results of assessments, as well as the new requirement that regular education teachers be a part of IEP teams if a child is or may be placed in a regular education class.

The parent centers also play an increasingly important role in dispute resolution by explaining to parents the benefits of alternative methods of dispute resolution, such as the mediation process that the IDEA Amendments of 1997 now require that every State put in place. These alternative methods of dispute resolution can help avoid costly litigation. As part of that role, parent centers are now required, at the option of State educational agencies, to contract with those agencies to provide individuals who will meet with parents to explain to them the IDEA mandated mediation process.

About $6.5 million of the increase would be distributed among 76 new and continuing State parent training and information center projects. The average award would be increased from about $198,000 to $281,000. The additional funds would be used by the State centers to address unmet demand for information through a variety of means such as conducting more training workshops, expanding telephone access, and translating information on local programs into foreign languages. Continuation awards would include two special focus centers that target the needs of parents of children who are served in schools operated by the military and parents of children served in schools operated by the Bureau of Indian Affairs.

The request also includes funds for a new special focus parent training and information center to address the needs of migrant families. Other State centers typically do not have the capacity or expertise for addressing the needs of these parents. The special focus center for migrants would fill this gap by identifying migrant parents and providing them with information and training on how to deal with changing State and local environments as their children move from one educational jurisdiction to another.

An additional $450,000 is also included in the request for Community parent resource centers. These additional funds would be used to increase funding for new awards and to expand the number of Community parent resource centers from 23 to 26.

National activities: Parent information centers

The request includes $1.7 million for a new award to provide technical assistance to the State and Community centers. This increase of $500,000 million over the 2000 level is needed to support State and Community centers in effectively expanding their activities.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents program performance information, including goals; indicators; targets; and, where possible, and assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources of other programs supporting the performance goals and objectives.

Other performance indicators and strategies for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: To link best practices to States, school systems, and families to improve results for infants, toddlers, and children with disabilities.

Objective: Families receive the information about services for children with disabilities.

Indicator	1999	2000	2001	2002
Increase in informed families. The percentage of families that report that the training and technical assistance received from the parent centers made a positive difference in their child's supports and services will increase. *FY 1998 baseline: 71% of the families served by parent centers reported that the training and technical assistance received from the centers made a positive difference in their child's receipt of appropriate supports and services.*		75%	76%	

Data for this indicator is being collected annually through surveys of parents conducted by the parent centers in conjunction with the parent centers' technical assistance provider. Data for 1999 will be available by the spring of 2000.

National activities: Parent information centers

PROGRAM OUTPUT MEASURES

($000s)	1999	2000	2001
Program funding:			
State parent training and information centers:			
New	$3,578	$4,360	$12,094
Continuations	12,318	10,500	9,281
Subtotal	15,896	14,860	21,375
Community parent resource centers:			
New	300	1,000	1,150
Continuations	994	1,300	1,600
Subtotal	1,294	2,300	2,750
Technical assistance:			
New	0	0	1,700
Continuations	1,300	1,200	0
Subtotal	1,300	1,200	1,700
Peer review of new award applications	45	175	175
Total:			
New	3,878	5,360	14,944
Continuations	14,612	13,000	10,881
Peer review of new award applications	45	175	175
Total	18,535	18,535	26,000

Note: The requested increase would be used to both increase funding for continuation projects and to increase the size of new awards in 2001.

National activities: Parent information centers

PROGRAM OUTPUT MEASURES (cont.)

	1999	2000	2001
Number of projects:			
Parent training and information centers:			
New	18	16	43
Continuations	56	59	33
Subtotal	74	75	76
Community parent information centers:			
New	3	10	10
Continuations	10	13	16
Subtotal	13	23	26
Technical assistance:			
New	0	0	1
Continuations	1	1	0
Subtotal	1	1	1
Total:			
New	21	26	54
Continuations	67	73	49
Total	88	99	103

National activities: Technology and media services
(Individuals with Disabilities Education Act, Part D, Subpart 2, Chapter 2, Section 687)

FY 2001 Authorization ($000s): Indefinite

Budget Authority ($000s):

2000	2001	Change
$35,910	$34,523	-$1,387

PROGRAM DESCRIPTION

The Technology and Media Services program is the primary source of support under the IDEA for technology and media-related activities. Technology activities promote the development, demonstration, and utilization of technology. They include activities such as research on using technology to improve learning and provide access to the classrooms, and on using interactive telecommunications to provide distance learning opportunities to children with disabilities in rural communities. Media Services activities focus on individuals who are deaf or hard-of-hearing and individuals who are blind or print disabled. Authorized media activities include:

- Educational media activities of educational value to children with disabilities;
- Providing described video and captioned television programs, videos, and educational materials;
- Distributing captioned and described videos and educational materials;
- Providing free educational materials in accessible media for visually impaired and print disabled students in elementary, secondary, postsecondary, and graduate schools; and
- Providing cultural experiences that enrich the lives of hearing impaired individuals and promote their integration, and increase public awareness of the achievements of hearing impaired individuals.

In the area of Media Services, the Individuals with Disabilities Education Act Amendments of 1997 provide that after fiscal year 2001, described video and captioned television will be limited to educational, news, and informational television.

Awards are made for projects throughout the fiscal year. The budget periods of most awards include parts of the fiscal year of the appropriation and the subsequent fiscal year. The duration of awards typically varies from 3 to 5 years.

National activities: Technology and media services

Funding levels for the past 5 fiscal years were:

	($000s)
1996	0 [1]
1997	0 [1]
1998	$34,023
1999	34,523
2000	35,910

[1] Prior to 1998, funding for technology and media services activities such as those under the Technology and Media Services program was provided under the now expired Special Purpose Funds activities.

FY 2001 BUDGET REQUEST

The request for Technology and Media Services is $34.5 million, $1.4 million less than the amount available for 2000 and the same level as appropriated for fiscal year 1999. About $11.4 million would be used for technology activities and $21.9 million for media services activities. Within the media services area, about $13.9 million would be used for activities related to deafness and $9 million would be used for activities related to blindness. These are about the same levels of funding as in 2000.

Technology

Technology activities, which promote the development, demonstration, and utilization of technology, primarily involve research. Most new and continuation awards will be made under the Steppingstones of Technology Innovation for Students with Disabilities priority. Awards for this priority have been supported since 1998. Under this priority, awards are made in three phases: development of a technology intervention, research and evaluation, and implementation and validation. Projects focus on curriculum materials and instructional methodologies that use innovative and emerging technology to achieve educational purposes for students with disabilities.

A new award would also be made to support a center on technology for children with disabilities from birth to age 3. This center would focus on developing and testing the use of technology to improve the development of these children and on implementing strategies to expand the availability and use of technology to address their needs.

New awards would also be made under the Small Business Innovative Research (SBIR) program as required by the Small Business Act of 1982, as amended.

Continued support would be provided to a center on technology and families, which works with programs and organizations to improve the availability and quality of technology-related information and support to families of children with disabilities, and a center to link school districts with information on the use of technology, media, and materials.

National activities: Technology and media services

The reduction in funding requested for the Technology and Media Services program reflects the end of an award to the Greater Washington Educational Telecommunications Association (GWETA) under section 687(b)(2)(G) of IDEA. This section authorizes projects for demonstrating the use of publicly-funded telecommunications systems to provide parents and teachers with information and training concerning early diagnosis of, intervention for, and effective teaching strategies for, young children with reading disabilities. A 3-year award totaling $1.5 million was made for this activity in 1998. Appropriation language in 1999 and 2000 required that additional continuation awards of $1.5 million be made to GWETA in each year. In 2000, $113,000 of this appropriation earmark was rescinded.

Activities for Deaf and Hearing Impaired Individuals

About $8.9 million would be provided for new and continuation funding for the closed captioning of television programs. Closed captions are encoded into television transmissions and can be displayed by viewers, at their discretion, with televisions equipped with special decoders. The Television Decoder Circuitry Act of 1990 required that by July 1, 1993 all televisions 13 inches or larger sold in the United States contain circuitry to display these closed captions.

Support for closed captioning of television currently includes a diversity of programming including sports, children's, adventure, news, and educational programming as well as soap operas and talk shows, which reflect the varied interests of individuals with hearing impairments. This variety of programming provides individuals with hearing impairments with equal access to the same types of programming of interest to hearing individuals. However, in accordance with the IDEA Amendments of 1997, captioning activities must be limited to educational, news, and information television after September 30, 2001. On December 12, 1999, the Department published a notice in the *Federal Register* soliciting comments on what programming should be considered within this limitation. This limitation applies to all captioning activities whether or not they are carried out under awards made before or after September 30.

The Department also expects to provide about $3.4 million to support captioning and distribution of educational videos. In the past these videos have been provided with open captions. Open captions are subtitles that are a fixed part of the video program. They cannot be turned on and off. While all new televisions over 13 inches have been required to have closed caption decoders since 1993, some organizations and educational institutions have older televisions that do not have this circuitry built in. Open captioning has provided these organizations and institutions with the ability to show captioned educational videos, while at the same time making available educational videos that might not otherwise be captioned. Videos have been distributed through a special system of depositories located throughout the country.

About $1.4 million would be used to provide new and continuation support for cultural experiences that enrich the lives of deaf and hard-of-hearing individuals; increase public awareness of deafness and the achievements of deaf and hard-of-hearing individuals; and promote the integration of hearing, deaf, and hard-of-hearing persons through shared cultural, educational, and social experiences.

Continuation support would also be provided for research on the use and impact of captioning.
Activities for Blind and Print Disabled Individuals

The request includes $9 million for activities to assist visually impaired and print-disabled individuals in 2001. This includes $1.5 million in new and continuation funding for described video of educational, children's, and syndicated programs and movies shown on television, as well as of educational programs and movies distributed on videotapes. In addition, about $7.5 million will be made available in 2001 for new awards for recording textbooks and providing educational materials in accessible formats to visually impaired and print disabled individuals.

Based on appropriation report language, Recording for the Blind and Dyslexic, Inc. (RFB&D) will receive awards totaling $7.5 million for this purpose in 2000. This is an increase of $1 million over the amount that RFB&D received in 1999, and an increase of $1.5 million over the amount that RFB&D received in 1998. In fact, the amount of funding provided to RFB&D has more than doubled in the last 4 years, since 1996. Continuation funding for RFB&D awards will end in 2000. For fiscal year 2001, the Department proposes to conduct one or more competitions for awards totaling $7.5 million to make print materials accessible for blind and print-disabled individuals. This would include support for using technology to develop a variety of alternative means for providing textbooks and other educational materials in accessible formats for individuals at all educational levels who are visually or print disabled.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources of other programs supporting the performance goals and objectives.

Other performance indicators and strategies for this program are included in the Department's Annual Program Performance Plan.

Performance goal: To link best practices to States, school systems, and families to improve results for infants, toddlers, and children with disabilities.

Four indicators have been developed that focus specifically on Technology and Media Services activities. These indicators reflect the extent to which Technology and Media Services activities address critical needs, are of high quality, communicate findings appropriately, and contribute to improving results for children with disabilities. Two of these indicators are shown below.

National activities: Technology and media services

Objective: Technology and Media Services projects use high quality methods and materials.

Indicator	1999	2000	2001	2002
Highest standards for methods and materials. Expert panels determine that IDEA-funded projects use exceedingly high quality methods and materials. *Baseline data to be developed.*				

In determining whether projects use exceedingly high methods and materials, a sample of technology related projects would be evaluated by an expert panel using a range of criteria appropriate for each type of project. These criteria are intended to determine the extent to which projects use rigorous quantitative or qualitative research and evaluation methods. Data on this indicator would be collected annually through reviews of project proposals that were funded in the previous year. A baseline study will be conducted in 2001 using fiscal year 2000 as a reference point.

Indicator	1999	2000	2001	2002
Practitioners use results. Expert panels determine that practitioners, including policy-makers, administrators, teachers, parents or others, as appropriate, use products and practices developed through IDEA programs to improve results for children with disabilities. *Baseline: For 1999, 78% of an expert panel determined that products and practices developed through technology projects under the Technology and Media services program were used to improve results for children with disabilities.*		89%		

Data on this indicator is being collected annually through reviews of project activities actually carried out in the previous year. The baseline data for fiscal year 1999 reflects only an assessment of Technology activities and does not include Media Services activities.

National activities: Technology and media services

PROGRAM OUTPUT MEASURES

($000s)	1999	2000	2001
Program funding:			
Technology:			
Technology development and use:			
New	$7,957	$8,965	$2,747
Continuations	2,987	2,472	8,607
Subtotal	10,944	11,437	11,354
Reading information:			
Continuation	1,500 [1]	1,387 [1]	0
Subtotal, Technology:			
New	7,957	8,965	2,747
Continuations	4,487	3,859	8,607
Subtotal	12,444	12,824	11,354
Media services:			
Activities related to deafness:			
Television captioning:			
New	6,296	500	2,148
Continuations	2,757	8,427	6,796
Subtotal	9,053	8,927	8,944
Educational video captioning and distribution:			
New	0	0	3,350
Continuations	3,346	3,348	0
Subtotal	3,346	3,348	3,350
Research on captioning:			
New	0	250	0
Continuations	240	0	250
Subtotal	240	250	250
Cultural experiences related to deafness:			
New	0	800	600
Continuations	1,319	536	800
Subtotal	1,319	1,336	1,400
Subtotal, Activities related to deafness:			
New	6,296	1,550	6,098
Continuations	7,662	12,311	7,846
Subtotal	13,958	13,861	13,944

[1] Funds were awarded in FY 1998 for a 3-year grant, with $500,000 provided each year. Appropriation language required an additional $1.5 million for this award in FY 1999. In FY 2000, appropriation language specified $1.5 million, however, $133,000 of this amount was rescinded.

National activities: Technology and media services

PROGRAM OUTPUT MEASURES (cont.)

($000s)	1999	2000	2001
Activities related to blindness:			
Free recorded and electronic textbooks:			
New	0	0	$7,500
Continuations	$6,500	$7,500	0
Subtotal	6,500	7,500	7,500
Described video:			
New	0	800	700
Continuations	1,499	700	800
Subtotal	1,499	1,500	1,500
Subtotal, Activities specifically to blindness:			
New	0	800	8,200
Continuations	7,999	8,200	800
Subtotal	7,999	9,000	9,000
Other:			
New	10	0	0
Peer review of new award applications	112	225	225
Total:			
New	14,263	11,315	16,045
Continuations	20,148	24,370	18,253
Peer review of new award applications	112	225	225
Total	34,523	35,910	34,523

SPECIAL EDUCATION

Grants to States

State or Outlying Area	1999 Appro. for 2000	2000 Appro. for 2001	2001 Request for 2002
Alabama	$68,906,291	$79,468,294	$83,803,682
Alaska	12,223,506	14,332,202	15,380,171
Arizona	61,143,757	71,691,761	76,933,855
Arkansas	40,812,654	46,847,605	49,324,773
California	430,397,584	504,646,134	538,172,871
Colorado	51,851,905	60,796,957	65,238,397
Connecticut	52,960,246	60,507,692	63,672,723
Delaware	11,202,811	13,135,425	14,095,886
District of Columbia	5,632,806	6,604,530	7,087,453
Florida	238,211,379	272,159,250	286,395,332
Georgia	107,489,839	126,033,077	135,248,603
Hawaii	14,182,773	16,629,465	17,845,410
Idaho	19,015,033	22,295,346	23,782,047
Illinois	195,787,282	224,431,134	236,188,582
Indiana	101,144,133	115,558,339	121,602,954
Iowa	48,969,940	55,948,722	58,875,283
Kansas	40,320,594	46,727,877	49,357,876
Kentucky	60,712,428	70,104,525	73,959,701
Louisiana	65,731,023	77,070,383	82,705,762
Maine	21,948,758	25,076,709	26,388,419
Maryland	77,078,759	88,263,502	92,880,381
Massachusetts	113,864,530	130,091,540	136,896,357
Michigan	143,824,267	168,556,499	178,708,345
Minnesota	73,287,209	85,359,615	90,314,979
Mississippi	42,634,586	49,977,838	52,992,024
Missouri	90,796,388	103,735,921	109,162,130
Montana	12,978,504	15,217,446	16,208,454
Nebraska	29,951,455	34,219,883	36,009,854
Nevada	22,994,298	26,961,080	28,932,472
New Hampshire	18,979,837	21,709,445	22,845,021
New Jersey	144,987,129	165,649,468	174,314,246
New Mexico	35,964,521	41,270,980	43,449,123
New York	298,216,428	344,291,172	363,203,484
North Carolina	114,100,553	132,293,598	139,761,301
North Dakota	9,096,547	10,665,806	11,445,689
Ohio	158,835,881	185,541,380	196,503,192
Oklahoma	55,409,503	64,401,783	68,092,848
Oregon	51,655,909	59,990,227	63,411,217
Pennsylvania	156,229,276	183,180,629	194,429,984
Rhode Island	17,540,925	20,040,709	21,088,997
South Carolina	68,345,219	78,085,201	82,169,675
South Dakota	10,836,354	12,705,750	13,634,793
Tennessee	88,524,494	101,471,018	106,785,180
Texas	335,917,996	392,003,680	415,025,183
Utah	38,130,825	44,708,832	47,520,806
Vermont	8,771,498	10,284,683	11,036,698
Virginia	108,142,698	123,715,560	130,186,863
Washington	78,773,708	92,008,104	97,440,429
West Virginia	30,462,839	34,804,145	36,624,677
Wisconsin	81,012,476	93,318,158	98,369,275
Wyoming	9,201,446	10,788,802	11,577,678
American Samoa	4,832,745	4,956,510	5,071,435
Guam	11,675,837	11,974,852	12,252,509
Northern Marianas	2,980,233	3,056,556	3,127,427
Puerto Rico	37,375,828	43,823,590	47,027,967
Virgin Islands	8,852,007	9,078,705	9,289,210
Department of the Interior	52,849,182	61,173,538	62,591,949
Other non-State allocations	16,943,368	20,243,368	23,243,368
TOTAL	4,310,700,000	4,989,685,000	5,279,685,000

SPECIAL EDUCATION

Preschool Grants

State or Outlying Area	1999 Appro. for 2000	2000 Appro. for 2001	2001 Request for 2002
Alabama	$5,506,321	$5,769,492	$5,769,492
Alaska	1,240,996	1,294,380	1,294,380
Arizona	5,241,962	5,545,067	5,545,067
Arkansas	5,275,780	5,422,566	5,422,566
California	37,945,640	40,139,753	40,139,753
Colorado	4,856,958	5,084,774	5,084,774
Connecticut	4,823,971	4,979,940	4,979,940
Delaware	1,234,522	1,287,906	1,287,906
District of Columbia	240,026	253,905	253,905
Florida	18,166,520	19,050,448	19,050,448
Georgia	9,602,719	10,103,200	10,103,200
Hawaii	979,916	1,036,578	1,036,578
Idaho	2,150,606	2,224,442	2,224,442
Illinois	17,371,793	18,155,632	18,155,632
Indiana	8,751,690	9,060,069	9,060,069
Iowa	3,925,710	4,064,497	4,064,497
Kansas	4,262,391	4,388,610	4,388,610
Kentucky	10,044,866	10,324,340	10,324,340
Louisiana	6,382,405	6,648,716	6,648,716
Maine	2,471,892	2,540,666	2,540,666
Maryland	6,570,944	6,862,321	6,862,321
Massachusetts	9,728,934	9,999,618	9,999,618
Michigan	12,368,808	12,924,879	12,924,879
Minnesota	7,305,905	7,539,055	7,539,055
Mississippi	4,160,974	4,351,357	4,351,357
Missouri	5,894,391	6,199,582	6,199,582
Montana	1,162,014	1,215,398	1,215,398
Nebraska	2,216,202	2,310,993	2,310,993
Nevada	2,194,131	2,313,800	2,313,800
New Hampshire	1,532,131	1,590,667	1,590,667
New Jersey	11,190,115	11,626,840	11,626,840
New Mexico	3,135,213	3,253,183	3,253,183
New York	33,194,656	34,130,779	34,130,779
North Carolina	11,125,858	11,553,625	11,553,625
North Dakota	793,645	839,536	839,536
Ohio	12,325,761	12,933,951	12,933,951
Oklahoma	3,577,925	3,777,797	3,777,797
Oregon	3,779,595	3,970,213	3,970,213
Pennsylvania	13,763,543	14,370,998	14,370,998
Rhode Island	1,643,912	1,689,650	1,689,650
South Carolina	7,022,771	7,218,163	7,218,163
South Dakota	1,441,100	1,492,484	1,492,484
Tennessee	6,776,149	7,093,296	7,093,296
Texas	22,381,975	23,676,157	23,676,157
Utah	3,491,974	3,651,305	3,651,305
Vermont	844,142	892,952	892,952
Virginia	8,977,259	9,333,754	9,333,754
Washington	8,034,152	8,351,674	8,351,674
West Virginia	3,426,378	3,521,709	3,521,709
Wisconsin	9,315,949	9,575,143	9,575,143
Wyoming	1,037,066	1,090,450	1,090,450
Puerto Rico	3,094,744	3,273,690	3,273,690
TOTAL	373,985,000	390,000,000	390,000,000

SPECIAL EDUCATION

Grants for Infants and Families

State or Outlying Area	1999 Appro. for 2000	2000 Appro. for 2001	2001 Request for 2002
Alabama	$5,401,820	$5,383,471	$5,506,458
Alaska	1,812,075	1,836,563	1,878,520
Arizona	6,790,748	6,957,494	7,116,441
Arkansas	3,224,319	3,285,956	3,361,025
California	46,249,617	48,398,901	49,504,590
Colorado	5,125,020	5,064,773	5,180,480
Connecticut	3,831,379	3,967,127	4,057,757
Delaware	1,812,075	1,836,563	1,878,520
District of Columbia	1,812,075	1,836,563	1,878,520
Florida	17,360,485	17,336,877	17,732,943
Georgia	10,497,445	10,325,998	10,561,899
Hawaii	1,812,075	1,836,563	1,878,520
Idaho	1,812,075	1,836,563	1,878,520
Illinois	16,098,291	16,531,112	16,908,771
Indiana	7,501,701	7,498,501	7,669,807
Iowa	3,315,411	3,374,806	3,451,905
Kansas	3,335,406	3,307,242	3,382,797
Kentucky	4,795,769	4,726,119	4,834,088
Louisiana	5,747,605	5,748,817	5,880,151
Maine	1,812,075	1,836,563	1,878,520
Maryland	6,237,516	6,349,850	6,494,915
Massachusetts	8,115,297	7,282,278	7,448,644
Michigan	11,896,386	11,905,459	12,177,443
Minnesota	5,792,064	5,782,491	5,914,594
Mississippi	3,688,050	3,698,755	3,783,255
Missouri	6,630,914	6,715,166	6,868,576
Montana	1,812,075	1,836,563	1,878,520
Nebraska	2,098,289	2,113,888	2,162,180
Nevada	2,488,044	2,418,312	2,473,560
New Hampshire	1,812,075	1,836,563	1,878,520
New Jersey	9,865,491	10,107,921	10,338,840
New Mexico	2,415,047	2,449,731	2,505,696
New York	22,590,621	24,119,822	24,670,847
North Carolina	9,652,685	9,528,359	9,746,037
North Dakota	1,812,075	1,836,563	1,878,520
Ohio	13,495,119	13,72[illegible],447	14,040,031
Oklahoma	4,236,413	4,157,616	4,252,599
Oregon	3,969,749	3,943,926	4,034,026
Pennsylvania	12,889,527	13,349,020	13,653,983
Rhode Island	1,812,075	1,836,563	1,878,520
South Carolina	4,638,845	4,624,047	4,729,684
South Dakota	1,812,075	1,836,563	1,878,520
Tennessee	6,622,525	6,657,889	6,809,991
Texas	29,847,674	29,904,817	30,588,002
Utah	3,832,145	3,721,400	3,806,417
Vermont	1,812,075	1,836,563	1,878,520
Virginia	8,150,863	8,299,663	8,489,271
Washington	7,047,124	7,081,841	7,243,628
West Virginia	1,812,075	1,878,819	1,921,741
Wisconsin	6,010,473	6,102,671	6,242,089
Wyoming	1,812,075	1,836,563	1,878,520
American Samoa	581,948	589,804	603,278
Guam	1,288,752	1,306,150	1,335,989
Northern Marianas	387,343	392,572	401,540
Puerto Rico	5,560,061	5,609,827	5,737,986
Virgin Islands	759,069	769,316	786,891
Department of the Interior	4,567,901	4,629,630	4,735,395
TOTAL	370,000,000	375,000,000	383,567,000

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Divider Title: **REHABILITATION SERVICES AND DISABILITY RESEARCH**

Department of Education

REHABILITATION SERVICES AND DISABILITY RESEARCH

Fiscal Year 2001 Budget Request

CONTENTS

REHABILITATION SERVICES AND DISABILITY RESEARCH

For carrying out, to the extent not otherwise provided, the Rehabilitation Act of 1973, the Assistive Technology Act of 1998, and the Helen Keller National Center Act, [$2,707,522,000] <u>$2,798,651,000</u>: *Provided,* [That notwithstanding section 105(b)(1) of the Assistive Technology Act of 1998 ("the AT Act"), each State shall be provided $50,000 for activities under section 102 of the AT Act:[1] *Provided further*, That of the funds available for section 303 of the Rehabilitation Act of 1973 and notwithstanding any other provision of law, $750,000 shall be awarded to the Krasnow Institute at George Mason University for a Receptive Language Disorders research center, $1,000,000 shall be awarded to the University of Central Florida for a virtual reality-based education and training program for the deaf, $2,000,000 shall be awarded to the Seattle Lighthouse for the Blind for interpreter, orientation, mobility, and education services for deaf, blind and other visually impaired adults, $1,000,000 shall be awarded to the Professional Development and Research Institute on Blindness in Louisiana for the training of professionals in the field of education and rehabilitation of blind adults and children, $600,000 shall be awarded to the Alaska Center for Independent Living in Anchorage, Alaska to develop capacity to implement a self-directed model for personal assistance services, including training of self-employed personal assistants and their clients, and $250,000 shall be awarded to the Center for Discovery International Family Institute in Sullivan County, New York to provide educational opportunities and support to individuals with severe mental and physical disabilities:[2] *Provided further*, That of the funds available for section 305 of the Rehabilitation Act of 1973 and notwithstanding any other provision of law, $1,000,000 shall be awarded to the California State University at Northridge for a Western Center for Adaptive Therapy:[3] *Provided further*, That of the funds available for title II of the Rehabilitation Act of 1973 and notwithstanding any other provision of law, $500,000 shall be awarded to the Albert Einstein Medical Center healthcare network in Philadelphia for research on post polio syndrome.]:[4] <u>That the funds provided for</u>

Title I of the Assistive Technology Act of 1998 ("the AT Act"') shall be allocated notwithstanding section 105(b)(1) of the AT Act: [5] *Provided further*, That $15,000,000 shall be used to support grants for up to three years to States under Title III of the AT Act, of which the Federal share shall not exceed 75 percent in the first year, 50 percent in the second year, and 25 percent in the third year, and that the requirements in section 302 of that Act shall not apply to such grants.[6] *(Department of Education Appropriations Act, 2000, as enacted by section 1000(a)(4) of the Consolidated Appropriations Act, 2000 (Public Law 106-113).)*

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 appropriation language.

REHABILITATION SERVICES AND DISABILITY RESEARCH

Analysis of Language Provisions and Changes

Language and Provision	Explanation
[1] [That notwithstanding section 105(b)(1) of the Assistive Technology Act of 1998 ("the AT Act"), each State shall be provided $50,000 for activities under section 102 of the AT Act:]	This language is no longer needed because the proposed new language would allow for the allocation of $50,000 to each protection and advocacy program funded under §102.
[2] [*Provided further*, That of the funds available for section 303 of the Rehabilitation Act of 1973 and notwithstanding any other provision of law, $750,000 shall be awarded to the Krasnow Institute at George Mason University for a Receptive Language Disorders research center... and $250,000 shall be awarded to the Center for Discovery International Family Institute in Sullivan County, New York to provide educational opportunities and support to individuals with severe mental and physical disabilities:]	This language, which earmarks funds for one-time grants under Demonstration and Training programs, is deleted because no funding is proposed for these projects in fiscal year 2001.
[3] *[Provided further*, That of the funds available for section 305 of the Rehabilitation Act of 1973 and notwithstanding any other provision of law, $1,000,000 shall be awarded to the California State University at Northridge for a Western Center for Adaptive Therapy:]	This language, which earmarks funds for a one-time grant under Recreational programs, is deleted because no funding is proposed for this project in fiscal year 2001.
[4] *[Provided further*, That of the funds available for title II of the Rehabilitation Act of 1973 and notwithstanding any other provision of law, $500,000 shall be awarded to the Albert Einstein Medical Center healthcare network in Philadelphia for research on post polio syndrome].	This language, which earmarks funds for a one-time grant under the National Institute on Disability and Rehabilitation Research, is deleted because no funding is proposed for this project in fiscal year 2001.

REHABILITATION SERVICES AND DISABILITY RESEARCH

Analysis of Language Provisions and Changes

Language and Provision	Explanation
[5] *Provided*, That the funds provided for Title I of the Assistive Technology Act of 1998 ("the AT Act") shall be allocated notwithstanding section 105(b)(1) of the AT Act:	This language allows for the distribution of funds among Title I programs to be based on the declining need for State grant funds under §101, minimum allotments for the P&A program in §102, and the costs for technical assistance contracts in §104. The set-asides specified in section 105 for these activities would preclude distribution of the funds in the proposed manner.
[6] *Provided further*, That $15,000,000 shall be used to support grants for up to three years to States under Title III of the Assistive Technology Act of 1998, of which the Federal share shall not exceed 75 percent in the first year, 50 percent in the second year, and 25 percent in the third year, and that the requirements in sections 302 of that Act shall not apply to such grants.	This language: 1) authorizes grants for up to 3 years under the alternative loan financing program rather than 1-year grants, as the authorizing statute provides; 2) limits the Federal share to 75%, 50%, and 25% over the 3-year period; and 3) eliminates grant size restrictions contained in the authorizing statute.

REHABILITATION SERVICES AND DISABILITY RESEARCH

Amounts Available for Obligation
($000s)

	1999	2000	2001
Discretionary authority:			
Annual appropriation	$348,173	$368,545	$398,861
Enacted mandated reduction	0	-533	0
Subtotal, appropriation	348,173	368,012	398,861
Spending authority from offsetting collections from Federal sources:			
Interagency reimbursements	2,705	2,705	2,705
Subtotal, gross budget authority	350,878	370,717	401,566
Mandatory authority:			
Appropriation	2,304,411	2,338,977	2,399,790
Subtotal, gross budget authority	2,655,289	2,709,694	2,801,356
Unobligated balance expiring	-334	0	0
Subtotal obligations	2,654,955	2,709,694	2,801,356
Reimbursable obligations	-2,705	-2,705	-2705
Total direct obligations	2,652,250	2,706,989	2,798,651

REHABILITATION SERVICES AND DISABILITY RESEARCH

Obligations by Object Classification
($000s)

	1999	2000	2001
Communication, utilities, and Miscellaneous charges	$5	$0	$0
Printing	33	35	35
Contractual services and supplies:			
Advisory and assistance services	5,158	5,250	5,350
Peer review	1,432	1,725	1,800
Other services	30	35	50
Subtotal	6,620	7,010	7,200
Purchases of goods and services from Government accounts	524	500	500
Research and development contracts	1,316	1,550	1,600
Grants, subsidies and contributions	2,643,752	2,697,894	2,789,316
Total, direct obligations	2,652,250	2,706,989	2,798,651

REHABILITATION SERVICES AND DISABILITY RESEARCH

Summary of Changes
($000s)

2000	$2,706,989
2001	2,798,651
Net change	+91,662

	2000 base	Change from base
Increases:		
Built in:		
Increase in funding for Vocational Rehabilitation (VR) State grants is mandated.	$2,338,977	+$60,813
Program:		
Increase in Client Assistance State grants to maintain current services.	10,928	+219
Increase in the Migrant and seasonal farmworkers program to support two additional grants.	2,350	+500
Increase in Protection and advocacy for individual rights program to maintain current services.	11,894	+238
Increase in funding for Independent Living Centers in order to to increase funding for many existing centers and support the funding of new centers in unserved and underserved areas.	48,000	+10,000
Increase in Helen Keller to maintain current services and to increase staffing in its regional offices.	8,550	+167
Increase in funding for the National Institute on Disability and Rehabilitation Research (NIDRR) for technology initiatives to enhance the ability of individuals with disabilities to access and use technology.	86,462	+13,538
Increase in funding for the Assistive Technology Act to support the Federal share of grants under the Alternative Loan Financing program.	34,000	+7,112
Subtotal, increases		92,587

REHABILITATION SERVICES AND DISABILITY RESEARCH

Summary of Changes (continued)
($000s)

	2000 base	Change from base
Decreases:		
Program:		
Decrease in funding for the Recreational programs reflects the elimination of funding for a one-time grant.	$3,521	-$925
Subtotal, decreases		-925
Net change		+ 91,662

REHABILITATION SERVICES AND DISABILITY RESEARCH

Authorizing Legislation
($000s)

Activity	2000 Authorized	2000 Estimate	2001 Authorized	2001 Request
Vocational rehabilitation State grants:				
Grants to States *(RA-I A, B-110 and 111)*	Indefinite[1]	$2,315,587	Indefinite[2]	$2,375,792
Grants for Indians *(RA-I-C)*	--- [1,3]	23,390	----- [2,3]	23,998
Client assistance State grants *(RA-I-112)*	Indefinite	10,928	Indefinite	11,147
Training *(RA-III-302)*	Indefinite	39,629	Indefinite	39,629
Demonstration and training programs *(RA-III-303(b)-(d))*	Indefinite	21,672	Indefinite	21,672
Migrant and seasonal farmworkers *(RA-III-304)*	Indefinite	2,350	Indefinite	2,850
Recreational programs *(RA-III-305)*	Indefinite	3,521	Indefinite	2,596
Protection and advocacy of individual rights *(RA-V-509)* .	Indefinite	11,894	Indefinite	12,132
Projects with industry *(RA-VI-A)*....................................	Indefinite	22,071	Indefinite	22,071
Supported employment State grants *(RA-VI-B)*	Indefinite	38,152	Indefinite	38,152
Independent living:				
State grants *(RA-VII-1-B)*	Indefinite	22,296	Indefinite	22,296
Centers *(RA-VII-1-C)*...	Indefinite	48,000	Indefinite	58,000
Services for older blind individuals *(RA-VII-2)*	Indefinite	15,000	Indefinite	15,000
Program improvement activities *(RA-12(a))*	Indefinite	1,900	Indefinite	1,900
Evaluation *(RA-14)*	Indefinite	1,587	Indefinite	1,587
Helen Keller National Center for deaf-blind youths and adults *(HKNCA)*................	Indefinite	8,550	Indefinite	8,717
National Institute on Disability and Rehabilitation Research *(RA-II)*	Indefinite	86,462	Indefinite	100,000
Assistive technology *(ATA)*:				
State grant program (*ATA-I*)	Indefinite [4]	29,972	Indefinite [4]	26,112
Alternative funding mechanism (*ATA-III*).............	Indefinite [5]	4,028	Indefinite [5,6]	15,000

REHABILITATION SERVICES AND DISABILITY RESEARCH

Authorizing Legislation
($000)

Activity	2000 Authorized	2000 Estimate	2001 Authorized	2001 Request
Unfunded authorizations:				
Demonstration projects to increase client choice *(RA-III-303(a))*	Indefinite	0	Indefinite	0
Assistive technology national activities (ATA-II).............	Indefinite	0	Indefinite[6]	0
Total definite authorization...	---		---	
Total appropriation...		$2,706,989		$2,798,651

[1] The authorizing legislation mandates funding for VR State grants at least at the level of $2,338,977 thousand, which is the 1999 appropriation adjusted by the 12-month change in the Consumer Price Index for all Urban Consumers (CPIU) published in October 1998.

[2] The authorizing legislation mandates funding for the VR State grants at least at the level of $2,399,790 thousand, which is the 2000 appropriation adjusted by the12-month change in the Consumer Price Index for all Urban Consumers (CPIU) published in October 1999.

[3] The Rehabilitation Act requires that 1.0 percent to 1.5 percent of the appropriation for Vocational Rehabilitation State grants be set aside for Grants for Indians for 2000 through 2003.

[4] The Assistive Technology Act requires that of the amount appropriated for title I, 87.5 percent be reserved for the Assistive technology State grant program under section 101, 7.9 percent be reserved for State grants for protection and advocacy under section 102, and 4.6 percent be reserved for the technical assistance program authorized under section 104.

[5] The Assistive Technology Act provides that 2 percent of the funds appropriated for title III be reserved to provide information and technical assistance authorized under section 306.

[6] The GEPA extension applies through September 30, 2001.

REHABILITATION SERVICES AND DISABILITY RESEARCH

Appropriations History
($000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
1992	$2,003,380	$1,998,501	$2,071,158	$2,077,158
1993	2,138,263	2,125,385	2,199,107	2,182,699
1994	2,251,028	2,251,028	2,316,913	2,296,936
1995	2,361,458	2,355,600	2,413,675	2,393,352
1996	2,456,937	2,452,620	2,452,620	2,456,092
1997	2,512,587	2,509,447	2,516,447[1]	2,509,428
1998	2,583,376	2,589,176	2,591,286	2,591,195
1999	2,645,266	2,646,640	2,645,266	2,652,584
2000	2,717,114	2,687,150	2,692,872	2,707,522
2000 Recission	0	0	0	-533
2001	2,798,651			

[1] Reflects Senate Committee action.

(in thousands of dollars)

Office, Account, Program and Activity	Category Code	1999 Appropriation	2000 Appropriation	2001 President's Request	President's Request Compared to FY 2000 Appropriation: Amount	Percent
Rehabilitation Services and Disability Research						
1. Vocational rehabilitation State grants:						
(a) Grants to States (RA I-A and sections 110 and 111).	M	2,287,128	2,315,587	2,375,792	60,205	2.6%
(b) Grants for Indians (RA I-C)........................	M	17,283	23,390	23,998	608	2.6%
Subtotal......................		2,304,411	2,338,977	2,399,790	60,813	2.6%
Discretionary................................	D	0	0	0	0	---
Mandatory baseline...........................	M	2,304,411	2,338,977	2,399,790	60,813	2.6%
2. Client assistance State grants (RA section 112)........	D	10,928	10,928	11,147	219	2.0%
3. Training (RA section 302)............................	D	39,629	39,629	39,629	0	0.0%
4. Demonstration and training programs (RA section 303)...	D	14,942	21,672	21,672	0	0.0%
5. Migrant and seasonal farmworkers (RA section 304)......	D	2,350	2,350	2,850	500	21.3%
6. Recreational programs (RA section 305)................	D	2,596	3,521	2,596	(925)	-26.3%
7. Protection and advocacy of individual rights (RA section 509)......................................	D	10,894	11,894	12,132	238	2.0%
8. Projects with industry (RA VI-A)......................	D	22,071	22,071	22,071	0	0.0%
9. Supported employment State grants (RA VI-B)...........	D	38,152	38,152	38,152	0	0.0%
10. Independent living (RA VII):						
(a) State grants (Chapter 1, Part B)..................	D	22,296	22,296	22,296	0	0.0%
(b) Centers (Chapter 1, Part C).......................	D	46,109	48,000	58,000	10,000	20.8%
(c) Services for older blind individuals (Chapter 2)...	D	11,169	15,000	15,000	0	0.0%
11. Program improvement (RA section 12(a))................	D	1,900	1,900	1,900	0	0.0%
12. Evaluation (RA section 14)............................	D	1,587	1,587	1,587	0	0.0%
13. Helen Keller National Center for Deaf-Blind Youths and Adults (HKNCA)...................................	D	8,550	8,550	8,717	167	2.0%
14. National Institute on Disability and Rehabilitation Research (RA II).................................	D	81,000	86,462	100,000	13,538	15.7%
15. Assistive technology (ATA)............................	D	34,000	34,000	41,112	7,112	20.9%
Subtotal......................		348,173	368,012	398,861	30,849	8.4%
Total..		2,652,584	2,706,989	2,798,651	91,662	3.4%
Total, discretionary..........................	D	348,173	368,012	398,861	30,849	8.4%
Total, mandatory..............................	M	2,304,411	2,338,977	2,399,790	60,813	2.6%
Outlays, discretionary.....		*176,655*	*564,122*	*389,013*	*(175,109)*	*-31.0%*
Outlays, mandatory.........		*2,498,510*	*2,326,881*	*2,380,509*	*53,628*	*2.3%*

REHABILITATION SERVICES AND DISABILITY RESEARCH

Summary of Request

The Rehabilitation Services and Disability Research account supports formula grants to States for vocational rehabilitation services and a variety of smaller research, demonstration, and service programs, including the Assistive Technology program authorized under the Assistive Technology Act of 1998. The purpose of the programs in this account is to develop and implement, through research, training, and direct services, comprehensive and coordinated programs of vocational rehabilitation and independent living for individuals with disabilities.

The 2001 request for the Rehabilitation Services and Disability Research account will enhance efforts to meet the Department's Strategic Plan Goal of ensuring access to postsecondary education and life-long learning by assisting individuals with disabilities to acquire or strengthen their skills and improve their earning power. Accordingly, the request includes an increase of $91.7 million above the 2000 appropriation to increase employment and independent living opportunities for individuals with disabilities.

The Administration is requesting $2.4 billion for the Vocational Rehabilitation State Grants program to assist States to increase the employment rate of people with disabilities and improve the quality of employment outcomes by strengthening the education and employment skills of VR consumers. The increase of $60.8 million, or 2.6 percent, is the amount needed to satisfy the statutory requirement to increase funding by the percentage change in the Consumer Price Index. The request would set aside $24 million for grants to Indian tribes, an increase of $608,000 over the 2000 appropriation, the minimum amount of funding required by law.

The Admnistration's 2001 request includes an increase to the Centers for Independent Living program of $10 million, a 20.8 percent increase over the 2000 appropriation. Recent studies estimate that residents of 40 percent of the Nation's counties, especially in rural areas, do not have access to independent living services. The increase will provide additional funding for some existing independent living centers and will also expand the network of centers by funding up to 56 new centers in 23 States. Consumer-directed service is a cornerstone of the independent living philosophy, and the Independent Living program is becoming the model for service delivery at the Federal, State, and local levels. This includes agencies responsible for education, health care, transportation, and housing. Centers for independent living have particular expertise to provide technical assistance to these agencies and, in many cases, to provide direct services for them.

A $13.5 million increase over the 2000 appropriation is requested for NIDRR. The request would enable NIDRR to undertake a comprehensive set of technology initiatives, including a $5 million Educational Technology Initiative to provide technical assistance and training regarding accessible information technology, statutory requirements and technology standards, and resources available to elementary and secondary schools serving students with disabilities. The increase also would provide $8.5 million for a major Technology for Independence initiative: $3.1 million for a multi-pronged Employment Initiative to carry out research, training, and technical assistance to enhance the ability of individuals with disabilities to access and use information and communication technology to increase employment, including self-employment opportunities; and $5.4 million for a Community Independence initiative that will examine how information and assistive technology can be used to enhance community integration and participation by individuals with disabilities.

Summary of Request -- Continued

For Assistive Technology, the Department requests $41.1 million, an increase of $7.1 million above the 2000 appropriation. This request includes $15 million for grants to States to establish or maintain alternative loan financing programs, which are authorized under Title III of the Act. Currently, major service programs such as Medicaid, Medicare, special education, and vocational rehabilitation, cannot meet the growing demand for assistive technology. Loan programs offer individuals with disabilities attractive options that significantly enhance their access to assistive technology.

For the Migrant and Seasonal Farmworkers program, an increase of $500,000 is requested to support two additional grants. Increases are also proposed for the Client Assistance and the Protection and Advocacy of Individual Rights programs and for the Helen Keller National Center to expand services or to meet rising costs associated with the provision of services to persons with disabilities. A decrease of $925,000 is proposed for the Recreational programs to reflect the elimination of funding for a one-time grant that was earmarked for funding in fiscal year 2000.

The Department proposes to fund the remaining programs in this account at the 2000 appropriation level. We believe that this level will provide sufficient funds for the activities in these programs.

The Commissioner is required to use 1 percent of the aggregate funds appropriated for programs authorized in Titles II, III, VI, and VII for minority outreach activities as specified in Section 21 of the Act. In fiscal year 2001, this amount would total $3.2 million, and we expect that the requirement would be implemented by reserving 1 percent of the funds provided for each of the specified programs.

Vocational rehabilitation State grants
(Rehabilitation Act of 1973, Title I, Parts A, B (Sections 110 and 111), and C))

FY 2001 Authorization ($000s): Indefinite [1]

Budget Authority ($000s):

	2000	2001	Change
State grants	$2,315,587	$2,375,792	+$60,205
Indian set-aside	23,390	23,998	608
Total	2,338,977	2,399,790	+60,813

[1] Authorizing legislation mandates fiscal year 2001 funding at least at the level of $2,399,790 thousand, which is the 2000 appropriation, adjusted by the projected 12-month change from October to October in the Consumer Price Index for all Urban Consumers (CPIU) published in November 1999. The Rehabilitation Act requires that not less than 1.0 percent and not more than 1.5 percent of the appropriation for each of fiscal years 2000 through 2003 for Vocational Rehabilitation State Grants be set aside for Grants for Indians.

PROGRAM DESCRIPTION

This program supports vocational rehabilitation (VR) services through assistance to the States. The VR State Grants program provides a wide range of services designed to help persons with disabilities prepare for and engage in gainful employment to the extent of their capabilities. Individuals with a physical or mental impairment that results in a substantial impediment to employment who can benefit in terms of an employment outcome and require VR services are eligible for assistance. Services are tailored to the specific needs of the individual through an individualized plan for employment (IPE). An eligible individual, or as appropriate, the individual's representative, may develop all or part of the IPE with or without assistance from a qualified rehabilitation counselor, or with technical assistance from other outside resources. The plan must be agreed to by the individual and approved and signed by a qualified rehabilitation counselor employed by the State VR agency. The program may provide a variety of services, such as vocational evaluation, counseling, mental and physical restoration, education, vocational training, job placement, rehabilitation technology, and supported employment services. Priority is given to serving individuals with the most significant disabilities.

This is a current-funded formula grant program that provides financial assistance to States to cover the cost of direct services and program administration. The authorizing legislation requires an increase in funding equal to the percentage increase in the Consumer Price Index for Urban Consumers (CPIU) over the past year. States may carry over unobligated Federal funds for an additional year, if a State has met all matching requirements for the fiscal year in which funds were appropriated.

An allotment formula that takes into account population and per capita income is used to distribute funds among the States. Grant funds are administered by VR agencies designated by each State. The State matching requirement is 21.3 percent, except the State share is

50 percent for the cost of construction of a facility for community rehabilitation program purposes. States are required to maintain the level of State expenditures made under the State plan from non-Federal sources at least at the level spent during the fiscal year 2 years earlier. Each State is also required to reserve and use a portion of the Federal funds received under the VR State grant program for innovation and expansion activities authorized in section 101(a)(18).

States are required to submit their State plan on the same date that the State submits a State plan under section 112 of the Workforce Investment Act (WIA), every 5 years. States can elect to submit a separate VR State plan on that same date or include the VR program as part of the State unified plan submitted under section 501 of WIA. However, the State is not required to resubmit policies, procedures, or descriptions that have previously been submitted. Only plan amendments, when changes are necessary, and annual updates as specified in section 101(a)(23) (including annual updates on the comprehensive system of personnel development (CSPD), State goals and progress reports, and innovation and expansion activities) must be submitted.

The Vocational Rehabilitation State Grants program is a required partner in the local one-stop service delivery systems under section 121 of WIA. The purpose of WIA is to provide workforce investment activities that increase the employment, retention, and earnings of program participants. The one-stop delivery system must, at a minimum, make available the core employment and training services identified in section 134(d)(2) of WIA, including, for example, outreach, intake, and orientation to services available under the one-stop system; assessment of skill levels, aptitudes, abilities, and supportive service needs; job search and placement assistance; and follow-up services.

The Rehabilitation Act requires that not less than 1.0 percent or more than 1.5 percent of the funds appropriated for the VR State grants program for each of the fiscal years 2000 through 2003 be set aside for Grants for Indians. Service grants for up to 60 months are awarded to Indian tribes on a competitive basis to help tribes develop the capacity to provide VR services to American Indians with disabilities living on or near reservations.

Funding levels for the past 5 fiscal years were:

	($000s)
1996	$2,114,334
1997	2,176,038
1998	2,246,888
1999	2,304,411
2000	2,338,977

FY 2001 BUDGET REQUEST

The $2.4 billion request for Vocational Rehabilitation (VR) State Grants, which is an increase of $60.8 million over the 2000 appropriation, would assist States to increase the employment rate of people with disabilities and improve the quality of employment outcomes by strengthening the education and employment skills of VR consumers. Of the total requested, $24 million or

1.0 percent will be set aside for Grants for Indians. The requested increase is the amount necessary to satisfy the existing statutory requirement to increase funding for the program by at least the percentage change in the CPIU for the 12-month period completed in October 1999. The request constitutes the major part of the Department's effort to achieve the objective in its Strategic Plan to strengthen the skills of individuals with disabilities and improve their earning power.

People with disabilities are at least twice as likely as people without disabilities to be unemployed. In addition, when disabled people are employed, they are, generally speaking, under-employed compared to their nondisabled counterparts. Analysis of subgroups within populations of persons with and without disabilities indicates that severity of disability is a significant factor in employment. In comparing employment rates for people 21 – 64 years of age, 82% of individuals with no disability were employed, 77% of individuals with a non-severe disability were employed, but only 26% of those with a significant disability were employed (McNeil, 1997, *Americans with Disabilities: 1994-95.* U.S. Department of Commerce. Current Population Reports).

Preliminary data from the Longitudinal Study of the Vocational Rehabilitation Program show benefits to participants in the VR program, particularly in terms of improvements in employment and earning status (Third Interim Report, August 1998). Persons who obtained a competitive job as their employment outcome worked an average of 35 (median of 40) hours per week, with average hourly earnings of $7.35. The median weekly wage for persons obtaining competitive employment after completing VR services was approximately $240 per week, which is 79% of the median wage for the adult U.S. working population. These findings are consistent with other research suggesting that persons with disabilities who achieve a competitive employment outcome earn about the same as persons who are members of other groups who receive employment-related services from publicly funded programs, such as Temporary Aid to Needy Families and Job Training Partnership Act programs.

Preliminary findings from the Longitudinal Study indicate that investments in postsecondary education and investments in improving the educational achievement of VR consumers greatly enhance employment outcomes and earnings. Data from the study show that VR consumers with relatively more education earned higher salaries. For example, high school graduates with no postsecondary education earned about $6.89 per hour (median of $5.50) while individuals with a business/vocational credential earned $10.22 per hour (median of $7.32). Individuals with a degree from a 2-year college earned $8.57 per hour (median of $8.30) compared to $9.94 per hour (median of $9.24) for individuals with 4-year college degrees.

The data also show a strong relationship between educational achievement, earnings, and benefits. VR consumers with a 4th grade reading level or less earned a median of $5.00 per hour. Individuals with a 12th grade reading achievement level or more earned a median of $6.92 per hour. A 4th grade mathematics achievement level or less was related to earnings of $5.00 per hour, and a math achievement level of 12th grade or higher was related to earnings of $7.50 per hour. In addition, longitudinal study data show that jobs at the lower wage levels were less likely than those at higher levels to offer medical benefits to employees.

Vocational rehabilitation State grants

The Administration's request of $24 million for Grants to Indians is $608,000 more than the 2000 appropriation. The fiscal year 2001 requested set-aside of 1.0 percent of appropriations for VR State grants is the minimum amount of funding currently required by law to be reserved for Grants to Indians. The funds requested will be used to fund 70 projects (5 new and 65 continuations) to increase and improve VR services to American Indians with disabilities residing on or near reservations. In 2000, the Department is initiating the first comprehensive evaluation of the American Indian Vocational Rehabilitation Services (AIVRS) program. The study will examine the consumer characteristics, services provided, outcomes, and management of the AIVRS program and also compare its performance to the Title I VR services program. The information obtained from the study will assist RSA to assess program performance and to develop strategies for program improvement.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this and other programs supporting the goals and objectives.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Vocational Rehabilitation State Grants performance goal: Individuals with disabilities served by the Vocational Rehabilitation State Grant program will achieve high quality employment.

Objective: Ensure that individuals with disabilities who are served by the Vocational Rehabilitation State Grant program achieve employment consistent with their unique strengths, resources, abilities, capabilities, and interests.

Indicator	1999	2000	2001	2002
The number of individuals with disabilities who achieve employment will increase by at least 1 percent annually. *Baseline: 211,503 in FY 1997.*	215,770	228,160	230,450	232,750
Indicator				
The percentage of all persons served who obtain employment will increase over time. *Baseline: 61.2 % in FY 1997.*	61%	62.7%	63%	63.5%

These performance indicators measure the number and proportion of individuals with disabilities who achieve an employment outcome under the State VR program. Under program regulations, "employment outcome" is defined as entering or retaining full-time or, if appropriate, part-time competitive employment in the integrated labor market to the greatest extent practicable; supported employment; or any other type of employment (e.g., homemaker and extended employment) that is consistent with an individual's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. In addition, the employment outcome must be maintained for a period of at least 90 days before the VR agency can close the record of services.

In recent years, the State VR program has been successful in increasing the numbers of individuals achieving an employment outcome with only small increases above inflation in the program's budget. In fiscal year 1993, the number of individuals achieving an employment outcome was 193,994. In fiscal year 1998, this number rose to 223,668, an increase of 15 percent over 5 years. The amount of the annual increase has been more modest in recent years. However, in 1998, this number increased by 5.7 percent from the previous year, far exceeding our targets for 1999 and 2000. From fiscal years 1994 through 1997, the percentage of individuals receiving services who obtained employment remained steady at around 61 percent. In FY 1998, the percentage of individuals receiving services who obtained an employment outcome increased to 62 percent, also exceeding our 1999 and 2000 targets for this indicator. We have established new 2000, 2001, and 2002 targets for these indicators based on performance in 1998.

The fact that the program has been able to improve its performance is significant because the percentage of individuals with significant disabilities as a proportion of all individuals achieving an employment outcome has increased considerably (from 69.7 percent in fiscal year 1992 to 82.6 percent in fiscal year 1998). In addition to other challenges in serving individuals with significant disabilities, the cost of services for this population is approximately 32 percent more than the cost of services for individuals achieving employment whose disabilities are not considered significant. Increases in the number and percentage of individuals with significant disabilities are expected to continue. Also, many State VR agencies (about 37) are on an order of selection. Under an order of selection, a State VR agency must serve first those individuals with the most significant disabilities, if it cannot serve all eligible persons. The number of eligible individuals on waiting lists due to an order of selection may be more relevant than the number of agencies on an order of selection. In FY 1998, a total of 20,590 eligible individuals were on waiting lists because the State was operating on an order of selection.

Indicator	1999	2000	2001	2002
Of individuals obtaining employment, the percentage who obtain competitive employment will increase. *Baseline: 90.3% (171,743 individuals) in FY 1997.*	82.3%	89.0%	89.5%	90.0%
Indicator				
Among individuals with significant disabilities obtaining employment, the percentage obtaining competitive employment will increase. *Baseline: 89.7% (134,736 individuals) in FY 1997.*	80.0%	88.2%	88.5%	89.0%

Vocational rehabilitation State grants

These two indicators focus on competitive employment, the primary employment goal of the VR program. Individuals are considered to have achieved a competitive employment outcome if they are employed in an integrated setting and earn at least the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by non-disabled workers. Minimum wage is the Federal or State minimum wage, whichever is higher. Individuals in self-employment or employment in a Business Enterprise Program are also included if they meet these criteria. Of all individuals achieving an employment outcome in FY 1998, the percentage of individuals who obtained competitive employment was 88.2 or 179,154 individuals. Of all individuals with significant disabilities achieving an employment outcome in FY 1998, the percentage who obtained competitive employment was 87.7 or 143,026 individuals. Although the 1998 data show a small decline in the percentage from 1997, the actual numbers of individuals obtaining competitive employment increased.

The FY 1999 target was set at a low level based on an error in the 1997 data. Data for FY 1997 have been corrected and targets for 2000 and future years have been adjusted based on 1997 and 1998 data.

Indicator	1999	2000	2001	2002
Of individuals exiting the program in competitive employment, the median ratio of their average hourly wage to the State's average hourly wage for all individuals employed in the State will increase over time. Baseline: *In FY 1997, the median ratio for general and combined agencies was 0.57.*	0.57	0.58	0.58	0.59
Indicator The percentage of individuals who report upon obtaining employment that their own income is their primary source of support will increase. *Baseline: 74.5% in FY 1997.*	74.5%	75%	75%	75%

These indicators are proxy measures for the quality of the employment outcome. "Average hourly earnings" are determined by dividing the "weekly earnings at closure" data element by the "hours worked at closure" data element from the RSA-911 report. An eligible individual's average hourly earnings is calculated for the week prior to the individual's exiting the VR program after achieving a competitive employment outcome. "State's Average Hourly Earnings" means the average hourly earnings of all persons in the State in which the Designated State Unit (DSU) is located. Average hourly earnings is derived by dividing the State's average annual pay, as reported in the Bureau of Labor Statistics report, "State Average Annual Pay," by 2,000--the average number of working hours in a year. Of individuals exiting the program in competitive employment in FY 1998, the median ratio of their average hourly wage to the State's average hourly wage for all individuals employed in the State was 0.56. In FY 1998, the percentage of individuals who reported upon obtaining employment that their own income was their primary source of support was 73.7 percent.

American Indian Vocational Rehabilitation Services performance goal: To improve employment outcomes of American Indians with disabilities who live on or near reservations by providing effective tribal vocational (VR) services.

Objective: Ensure that eligible American Indians with disabilities receive vocational rehabilitation services and achieve employment outcomes consistent with their unique strengths, resources, abilities, capabilities, and interests.

Indicator	1999	2000	2001	2002
The number of American Indians with disabilities who receive services under the American Indian Vocational Rehabilitation Services (AIVRS) program will increase. Baseline: *In FY 1997, 2,617 individuals received services from 34 projects.*	3,750	3,730	4,350	5,250

Indicator	1999	2000	2001	2002
The total number of American Indians with disabilities who achieve an employment outcome after receiving services from the AIVRS program will increase. Baseline: *530 individuals achieved employment from 34 projects in FY 1997.*	715	765	930	1,060

The Department has made a significant effort to provide technical assistance to current and potential grantees in order to increase the number and quality of American Indian VR projects. In fiscal year 1999, 47 projects provided services to 3,186 American Indians with disabilities. In that same year, 678 (61 percent) of the 1,109 individuals exiting the program after receiving services achieved an employment outcome. In comparison, 57 percent of individuals exiting the program in 1998 achieved an employment outcome.

Although data show that the number of individuals receiving services and the number of individuals achieving employment outcomes have increased compared to their 1997 baselines, actual performance on these indicators was below the previously established 1999 targets. This is primarily due to the fact that the 1999 targets were set with very limited information on past performance and did not adequately take into account the length of time it takes first-year projects to become fully operational. Targets for fiscal year 2000 and future years have been modified to address this fact.

In the past, the Department did not collect routine data for this program and very limited information was available on the operation and performance of these projects. RSA is working toward standardizing data collection and reporting for this program. The first comprehensive evaluation of the American Indian VR Services program will be initiated in 1999 under section 14 of the Rehabilitation Act. Information obtained from this study should also be useful in

Vocational rehabilitation State grants

assessing performance and in developing future performance measures. Performance targets for 2001 and 2002 are based on a funding set-aside of 1 percent of the appropriation for the VR State grants program.

PROGRAM OUTPUT MEASURES

($000s)	1999	2000	2001
Vocational rehabilitation State grants: [1]			
Eligible individuals in the VR system [2]	1,220,000	1,230,000	1,240,000
Individuals with significant disabilities as a percent of all eligible individuals	82%	82%	82%
Eligibility rate [3]	77%	77%	78%
Total number of cases closed	475,000	477,000	479,000
Individuals whose cases were closed and received VR services	361,900	364,160	366,050
Individuals achieving an employment outcome	225,900	228,160	230,450
Employment outcomes as a percent of all who received services	62%	63%	63%
Individuals with significant disabilities as a percent of all who achieved employment outcomes	83%	83%	83%
Grants for Indians:			
Project funding:			
New project funding	$3,363	$9,120	$1,873
Continuation funding	13,881	14,170	22,095
Peer review of applications for new awards	39	100	30
Total	17,283	23,390	23,998
Number of projects:			
New	13	26	6
Continuations (including extensions)	40	41	64
Total projects	53	67	70

[1] Data for fiscal years 1999, 2000, and 2001 are projections based on actual data for 1997 and 1998.
[2] Includes individuals being served as well as eligible individuals awaiting service in order of selection States.
[3] Number of applicants determined eligible for VR as a percent of all eligibility determinations for that year.

Client assistance State grants
(Rehabilitation Act of 1973, Title I, Section 112)

FY 2001 Authorization ($000s): Indefinite

Budget Authority ($000s):

2000	2001	Change
$10,928	$11,147	+$219

PROGRAM DESCRIPTION

This program provides grants to States for services to assist eligible individuals and applicants of the Vocational Rehabilitation (VR) State grants program and other programs, projects, and services funded under the Rehabilitation Act of 1973, as amended. Services are provided to help eligible individuals and applicants understand the rehabilitation services available under the Act and to advise them of benefits available under the Act and of their rights and responsibilities in connection with those benefits. Assistance may also be provided to help eligible individuals and applicants in their relationships with those providing services under the Act, including assistance and advocacy in pursuing legal and administrative remedies to ensure the protection of their rights. State VR agencies must inform VR consumers about the services available from CAP and how to contact the CAP. States must operate a Client Assistance Program (CAP) in order to receive VR State grant funds.

States and outlying areas have adopted different organizational structures for meeting the requirement to establish a CAP in each State. Each Governor designates a public or private agency to operate a CAP. This designated agency must be independent of any agency that provides services under the Act, except in cases where the Act "grandfathered" agencies providing services under the Act. In the event one of these agencies is restructured, the Act requires the Governor to redesignate the CAP and select an agency that does not provide services.

Current designations include the following:

- 26 of the Governors have designated their State Protection and Advocacy (P&A) system to provide CAP services;
- 13 of the Governors have designated the VR agency to provide services; and
- the remaining 17 Governors have designated other entities to provide CAP services.

Of the 17 CAPs located outside State VR agencies and not within the P&As, 6 are located in the Governor's Office; 6 are located in another State agency, office, or government-sponsored commission or group; and the remaining 5 are located in legal aid and nonprofit organizations.

Client assistance State grants

The CAP is a current-funded formula grant program. When appropriations exceed $7.5 million, funds are distributed on the basis of population, with a minimum allotment of $100,000 to each of the 50 States, D.C., and Puerto Rico and $45,000 to each of the outlying areas. The statute requires the Secretary to increase the minimum CAP allotments for States and outlying areas in any year when the appropriation exceeds the previous year by a percentage not greater than the percentage increase in the total amount appropriated for this program from the previous fiscal year. The fiscal year 2000 allotments are based on population as of July 1999 as reported by the Census Bureau. Fiscal year 2001 allotments will be revised when new population estimates become available. Grantees may carry over unobligated Federal funds for an additional year.

Funding levels for the past 5 fiscal years were:

	($000s)
1996	$10,119
1997	10,392
1998	10,714
1999	10,928
2000	10,928

FY 2001 BUDGET REQUEST

The Administration requests $11.147 million for the CAP in fiscal year 2001, an increase of $219,000 or 2 percent over the fiscal year 2000 appropriation. This request provides a cost-of-living adjustment for CAPs to assist them in keeping up with rising inflation and increased costs associated with the provision of services. This request will enable CAPs to maintain their staff size and the level of services they provide to individuals with disabilities. Most CAPs operate with only one or two advocates.

Federal support for CAP ensures that individuals with disabilities who are applying for or receiving services funded under the Act will receive appropriate services and have access to administrative, legal, and other appropriate remedies when needed to protect their rights. CAP is authorized to provide a variety of advocacy services to eligible individuals. Some of the services CAP can provide include: information/referral, advice/interpretation, negotiation, advocacy during informal reviews, advocacy during alternative dispute resolution procedures, advocacy in formal appeal procedures\fair hearings, legal representation (judicial/court actions), and transportation.

Program data from fiscal year 1998 show that CAPs responded to 61,654 requests for information and provided extensive services to 9,893 persons. CAP data show that 92.3 percent of the cases in which extensive services were provided involved applicants for or recipients of services from the State VR program. In 82.6 percent of these cases, the State VR agency was the sole source of concern and in 46.1 percent of those cases the issues related to the delivery of VR services.

While a large percentage of the CAPs' workload is the handling of individual cases to assist those individuals directly in the attainment of appropriate services, CAPs also report on their systemic activities. Systemic advocacy can take a variety of forms, but most often CAPs engage in discussions with VR and other programs funded under the Act to improve policies and/or procedures that affect directly or indirectly the quality of the Rehabilitation Act service delivery system. Following are specific examples of systemic advocacy activities conducted by CAPs during fiscal year 1998:

The Puerto Rico CAP (Office of the Ombudsman for Persons with Disabilities (OPPI)) identified several systemic issues during FY 1998. These included: 1) the inability of the VR State grant program to provide adequate services to individuals with disabilities island-wide due to lack of VR personnel; 2) the inaccessibility of many VR program offices to consumers in wheelchairs; 3) the non-existence of publicly-funded independent living centers in the western region of the island, thus preventing individuals with severe disabilities from receiving adequate services in that region; and 4) the VR agency delaying payment for tuition and fees, thus resulting in late fees for VR consumers. OPPI has been working with the VR agency to resolve these issues by meeting with the VR director and staff and by participating in public hearings. OPPI also attempts to resolve these issues one-by-one as individual cases when they arise.

The Minnesota CAP (Minnesota Disability Law Center (MDLC)) focused much of its systemic advocacy in fiscal year 1998 on a funding issue faced by the VR State grant program. In fiscal year 1998, the VR State grant program faced the potential of having to return approximately $4 million to the Federal government due to the lack of State match. As a result, many applicants for and recipients of VR services would have been affected, since the VR State grant program could not provide all needed services to individuals with disabilities. MDLC approached this problem both systemically and individually. As individual cases arose, MDLC advocated on behalf of those individuals to ensure that their needs were met. Systemically, MDLC worked with the State Rehabilitation Council (SRC) to resolve the issue as a whole. MDLC and the SRC met several times with the VR administration to ensure that individuals with disabilities would be affected as little as possible. MDLC also provided factual information to the State legislature about the impact of this funding issue on individuals with disabilities when community activists lobbied the State legislature for a special State appropriation for the VR program. Through the efforts of the MDLC and a variety of other groups, the State legislature approved the emergency funding for the VR program and the funding issue was resolved.

The Washington CAP learned that many individuals with disabilities were forced to wait several months just to apply for VR State grant program services. CAP met with VR administrators to eliminate this unnecessary waiting period. As a result of CAP's efforts, VR administrators have made staffing adjustments to ensure that individuals do not have to wait in order to submit an application for VR services.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in

Client assistance State grants

previous years and those requested in fiscal year 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: To provide assistance and information to help individuals with disabilities secure the benefits available under the Vocational Rehabilitation State Grants program and other programs funded under the Rehabilitation Act.

Objective: CAPs meet expectations of individuals served in terms of their satisfaction with the CAP services received.

Indicator	1999	2000	2001	2002
The number of CAPs achieving or exceeding a client satisfaction rate of 87 percent will increase. *1998 baseline: 34 of the 56 CAPs.*				

During fiscal year 1997, RSA revised the annual CAP reporting form to request that CAPs survey recipients of CAP services regarding their satisfaction. In order to assist CAPs in the conduct of their surveys, RSA developed and disseminated a model satisfaction survey form for CAP use.

Objective: Resolve cases at the lowest possible level.

Indicator	1999	2000	2001	2002
The percentage of cases resolved through the use of alternative dispute resolution will increase. *FY98 Baseline: 44.3 percent.*				

The Act requires CAP to ensure that alternative means of dispute resolution (ADR) procedures are available for use, at the discretion of the individual, to resolve disputes prior to resorting to litigation or formal adjudication. The Act defines ADR to mean any procedure, including good faith negotiation, conciliation, facilitation, mediation, fact-finding, and arbitration, and any combination of procedures, that is used in lieu of litigation in a court or formal adjudication in an administrative forum, to resolve a dispute. In fiscal year 1998, a total of 9,893 cases were handled of which 4,388 or 44.3 percent were resolved using ADR procedures.

PROGRAM OUTPUT MEASURES [1]	1999	2000	2001
Information inquiries/referrals	61,650	61,650	61,650
Cases	9,890	9,890	9,890
Total	71,540	71,540	71,540

[1] Data for FYs 1999 through 2001 are projected from FY1998 data, which show CAPs responded to 61,654 requests for information and provided extensive services to 9,893 persons.

Training
(Rehabilitation Act of 1973, Title III, Section 302)

FY 2001 Authorization ($000s): Indefinite

Budget Authority ($000s):

2000	2001	Change
$39,629	$39,629	0

PROGRAM DESCRIPTION

The purpose of this program is to ensure that skilled personnel are available to serve the rehabilitation needs of individuals with disabilities assisted through vocational rehabilitation (VR), supported employment, and independent living programs. The program supports training and related activities designed to increase the number of qualified personnel trained in providing rehabilitation services. Grants and contracts are awarded to States and public and nonprofit agencies and organizations, including institutions of higher education, to pay all or part of the cost of conducting training programs.

Awards may be made in any of 31 long-term training fields, in addition to awards for continuing education, short-term training, experimental and innovative training, and training interpreters for persons who are deaf or hard of hearing and persons who are deaf-blind. These training programs vary in terms of content, methodology, and type of trainee. For example, the Long-Term Training program supports academic training grants that must direct 75 percent of the funds to trainee scholarships. The statute requires trainees who receive assistance either to work for a period of time in public or private nonprofit rehabilitation agencies or related agencies, including professional corporations or professional practice groups that have service arrangements with a State agency, or to pay back the assistance they received.

The Training program authority requires recipients of grants under the Long-Term training program to build closer relationships between training institutions and VR State agencies, promote careers in the public vocational rehabilitation program, identify potential employers who would meet the student's payback requirements, and assure that data on the employment of students are accurate. Training of statewide workforce systems personnel is authorized under the Training program, and such training may be jointly funded by the Department of Labor. Statewide workforce systems personnel may be trained in evaluative skills to determine whether an individual with a disability may be served by the VR State grants program or another component of the statewide workforce system.

Of the funds appropriated for the Training program, 15 percent must be used to support the In-Service Training program. This program is intended to assist VR State agencies in the training of State agency staff consistent with the State's Comprehensive System of Personnel Development (CSPD). Under Title I, each State is required to establish procedures to ensure there is an adequate supply of qualified staff for the State agency, to assess personnel needs and make projections for future needs, and to address the current and projected personnel training needs. States are further required to develop and maintain policies and procedures for job-specific personnel standards that are consistent with certification, licensure, or other State personnel requirements for comparable positions. If a State's current personnel do not meet the highest requirements for personnel standards within the State, the CSPD must identify the steps a State will take to upgrade the qualifications of their staff, through retraining or hiring. VR State grant funds may also be used to comply with these requirements.

Funding levels for the past 5 fiscal years were:

	($000s)
1996	$39,629
1997	39,629
1998	39,629
1999	39,629
2000	39,629

FY 2001 BUDGET REQUEST

The Administration requests $39.629 million for the Training program in fiscal year 2001, the same as the fiscal year 2000 appropriation. Federal support for this program ensures that skilled personnel are available to serve the rehabilitation needs of individuals with disabilities assisted through vocational rehabilitation, supported employment, and independent living programs.

Of the funds requested in fiscal year 2001, 96 percent would be used to support continuation grants and other ongoing programmatic costs. Continuations include: support for 67 Long-Term training program grants that train rehabilitation counselors ($6.5 million); 16 Long-Term Training grants designed to assist States in the implementation of their CSPDs ($3.9 million); 79 In-Service training program grants ($6 million); 24 Regional Continuing Education Program (RCEP) grants ($10.4 million); and 74 other Long-Term training program grants that provide academic degrees, including grants for programs to prepare rehabilitation counselors to work specifically with individuals who are blind or deaf, programs to train rehabilitation administration personnel, and programs that provide undergraduate rehabilitation degrees ($8.4 million).

All grants under the Training program must be awarded competitively. Decisions on the priority areas for funding in fiscal year 2001 have not yet been made. Approximately $1.6 million will be available for new awards.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in

previous years and those requested in fiscal year 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: To provide the public vocational rehabilitation (VR) sector with well-trained staff and to maintain and upgrade the skills of current staff.

Objective: To produce graduates who work within the VR system to help individuals with disabilities achieve their goals.

Indicator	1999	2000	2001	2002
The percentage of graduates fulfilling their payback requirements through acceptable employment will increase annually. *FY98 baseline: 87 percent.*		89%	90%	91%

RSA has recently developed a new Payback Reporting Form, which was used for the first time during fiscal year 1998; many errors and inconsistencies were found in the reports that were submitted to RSA's regional offices. However, based on the reports received, RSA estimates that 1,600 students were supported in fiscal year 1998 and 800 RSA scholars graduated in academic year 1997-1998. RSA estimates that 87 percent of the graduates are fulfilling their payback though acceptable work service.

RSA is currently providing technical assistance to grantees using the Payback Reporting Form and may be making revisions to the form and instructions to clarify problem areas. Ultimately, this form will allow the Department to obtain better information on the extent to which individuals who received support work in the vocational rehabilitation field.

PROGRAM OUTPUT MEASURES

($000s)	1999	2000	2001
Program funding			
New awards	$7,009	$17,211	$1,640
Continuation awards	31,720	21,215	37,028
Minority outreach	396	396	396
Peer review costs	130	392	150
Other, training materials	374	415	415
Total	39,629	39,629	39,629
Number of awards			
New	47	172	5
Continuation	260	140	289
Total	307	312	294

Demonstration and training programs
(Rehabilitation Act of 1973, Title III, Section 303)

FY 2001 Authorization ($000s): Indefinite

Budget Authority ($000s):

2000	2001	Change
$21,672	$21,672	0

PROGRAM DESCRIPTION

Demonstration and Training programs provide competitive grants to, or enter into contracts with, eligible entities to expand and improve the provision of rehabilitation and other services authorized under the Act or that further the purposes and policies of the Rehabilitation Act. The program also supports activities that increase the provision, extent, availability, scope and quality of rehabilitation services under the Act, including related research and evaluation activities.

Section 303(b) of the Rehabilitation Act authorizes the support of activities to demonstrate methods of service delivery to individuals with disabilities, as well as activities such as technical assistance, systems change, special studies and evaluation, and dissemination and utilization of project findings.

The majority of projects currently supported under Demonstration and Training programs are designed to increase employment opportunities for individuals with disabilities by expanding and improving the availability and provision of rehabilitation and other services. This will lead to more employment outcomes for more individuals for whom vocational rehabilitation services were previously unavailable or who did not take advantage of the availability of such services.

Entities eligible for grants under this section include State VR agencies, community rehabilitation programs, Indian tribes or tribal organizations, or other public or nonprofit agencies or organizations, and for-profit organizations. Competitions may be limited to one or more type of entity. Sections 303(a), (c), and (d) of the Act authorize demonstration projects to increase client choice, a parent information and training program, and a Braille training program.

This is a current-funded discretionary grant program. Funding levels for the past 5 fiscal years were:

	($000s)
1996	$24,941
1997	18,942
1998	15,942
1999	14,942
2000	21,672

FY 2001 BUDGET REQUEST

The Administration requests $21.672 million for Demonstration and Training programs in fiscal year 2001, the same as the 2000 appropriation. This level of support will provide $15.678 million to continue projects that began in previous fiscal years and $4.877 million to support approximately 17 new grants.

Accomplishments presented at the May 1999 Special Projects Conference revealed a great diversity in the focus, nature, and impact of projects operating during fiscal year 1998. Some projects focused on the needs of traditionally unserved populations such as individuals with HIV/AIDS and mental illness coupled with homelessness and polysubstance abuse issues and persons from minority backgrounds with a variety of disabilities. The nature of activities ranged from developing new strategies to meet the needs of unserved areas to incorporating innovative service elements fostering informed choice into ongoing rehabilitation service programs and creating specialized computer training materials to assist individuals with visual impairments. For example, the Detroit Empowerment Project of the Michigan State Vocational Rehabilitation agency currently works to facilitate the incorporation of service models using active consumer involvement and decision making. Emphasis is placed on identifying new service approaches to assist minority populations with disabilities residing in Empowerment Zones.

The long-term impact of activities conducted by these projects, as demonstrated by projects approaching or completing their final year of operation, include changing the way rehabilitation services are delivered by community-based programs and State VR agencies in meeting the needs of underserved populations or underserved areas. Projects have been successful in creating intensive outreach and rehabilitation support systems, including benefits counseling, career development, and job placement assistance, and in providing referrals to medical, housing and other essential community resources for individuals with HIV/AIDS, a traditionally underserved population. The Employment Readiness Project of the National Children's Medical Center in Washington, D.C. developed a unique youth model to reach and serve youth who were previously unidentified. The Life Program of the International Association of Machinists and Aerospaceworkers facilitated the development of community-based service coordination, employer involvement in job placement assistance, and designation of State VR staff as contact persons for individuals with HIV/AIDS in the Maryland and Northern Virginia areas.

As a result of the initiative taken by a Nisonger Clinic-based project at the University of Ohio, a permanent cross-agency transition planning team-- including representatives of State VR, the Social Security Administration, and State agencies for mental health and social services-- has been established to serve the previously underserved Portsmouth Empowerment Zone in rural southwestern Ohio. Even though the Federal funding for the project ended, the team continues to work with employers to place youth aged 16-20 with moderate to severe disabilities into nontraditional jobs. Another youth-oriented project, Clear Path, in Phoenix Arizona, has developed a transition path for youth with disabilities by providing mentor support and internships in various entry level positions in city government. Based on the project's track record of accomplishments, the City of Phoenix decided to incorporate the entire program in its general budget and continue on a permanent basis the services initiated by Clear Path.

Demonstration and training programs

Self-reported data from fiscal year 1998 activities of 42 grantees show that they served 5,157 individuals, of whom 2,057 were placed in vocational settings. During fiscal year 1999, RSA supported 37 special demonstration program projects, 6 systems change projects, and a technical assistance project. All special demonstration program projects and system change activities met the goal of this program by expanding and improving rehabilitation and other services in order to increase employment opportunities for individuals with disabilities.

New demonstration and training activities planned for fiscal year 2001

The funds available for new grants will be used to support projects that meet the goal of the Special Demonstrations Program to expand and increase the provision of rehabilitation services to individuals with disabilities and to increase employment opportunities for them. Possible priority areas for fiscal year 2001 competitions include the following: adult basic education demonstration projects; systems change projects to enhance employment opportunities through the provision of more accessible and affordable housing; demonstrations linking the vocational rehabilitation system with the technology industry; services for traditionally unserved and underserved populations and geographic areas, including projects designed to provide services to Native Americans; dissemination and utilization projects; and field-initiated programs designed to increase employment outcomes for individuals with disabilities.

Ongoing demonstration and training activities in fiscal year 2001

Continuation activities will include funding for the new 5-year projects awarded in fiscal year 2000. These will include awards to provide affordable transportation for individuals with disabilities; services to increase employment outcomes of self-employment, telecommuting, and business ownership for Native Americans; and career advancement.

RSA will continue support for six ongoing Systems Change projects. The purpose of the Systems Change program is to expand employment opportunities for individuals with disabilities who receive public support. In addition, RSA will continue collaboration on service delivery projects with the Department of Labor in order to effectively implement the Workforce Investment Act of 1998 and to increase the available services to individuals with disabilities.

Other continuation activities in fiscal year 2001 include support for all other 5-year field-initiated projects that began in previous fiscal years and the support of ongoing grants under the Parent Training and Information Centers and the Braille Training programs.

Congress earmarked funding for several one-year projects under this program in fiscal year 2000. No funding is included for the continuation of these projects.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2001 and future years, and the resources and efforts invested by those served by this program.

Demonstration and training programs

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: To expand, improve, or further the purposes of, activities authorized under the Act.

Objective: Disseminate information about successful new types or patterns of services or devices for individuals with disabilities.

Indicator	1999	2000	2001	2002
The number of funded projects that disseminate information to State VR agencies and other funded projects and disability related organizations will increase and the number of presentations will increase. *Baseline will be established using an evaluation study that began in FY1999.*				

In fiscal year 1999, RSA entered into a contact with the Research Triangle Institute (RTI) to assess the findings, dissemination practices, and current data collection efforts by projects funded under the Demonstration and Training program. RTI is developing a uniform data collection instrument for use by grantees in the future. The uniform data collection instrument will also provide information on the number of projects that report having made an impact on State VR agencies and/or on community rehabilitation programs. RSA anticipates that information will be reported on fiscal year 2001 activities using this new instrument.

Self-reported data from fiscal year 1998 activities of 42 grantees show that they conducted 1,131 presentations for vocational rehabilitation personnel.

PROGRAM OUTPUT MEASURES

($000s)	1999	2000	2001
Program Funding			
New projects	0	$5,231 [1]	$4,877
Ongoing Field Initiated projects	$8,546	5,436	11,151
Employment systems change projects	3,596	2,631	2,631
Parent Training and Information Centers	821	826	826
Braille Training	120	120	120
Supported Employment National Scope Project	950	950	950
Earmarked projects	0	5,180	0
Subtotal	14,033	20,374	20,555

Demonstration and training programs

PROGRAM OUTPUT MEASURES - continued

($000s)	1999	2000	2001
Other program costs			
Peer review costs	$440	$361	$400
School to work cooperative agreement	200	200	200
Minority outreach	149	217	217
Systems change evaluation	270	270	300
Program evaluation contract	250	250	0
Subtotal	909	1,298	1,117
TOTAL	14,942	21,672	21,672
Number of Projects			
New Projects	0	19	17
Continuation Projects	44	40	44
Total	44	59	61

[1] The grant announcement for the FY2000 competition for special demonstration program projects includes three invitational priority areas: self-employment outcomes for Native Americans; affordable transportation services; and career advancement demonstrations.

Migrant and seasonal farmworkers
(Rehabilitation Act of 1973, Title III, Section 304)

FY 2001 Authorization ($000s): Indefinite

Budget Authority ($000s):

2000	2001	Change
$2,350	$2,850	+$500

PROGRAM DESCRIPTION

The Migrant and Seasonal Farmworkers program makes comprehensive vocational rehabilitation (VR) services available to migrant or seasonal farmworkers with disabilities. Projects also develop innovative methods for reaching and serving this population. Emphasis is given in these projects to outreach, specialized bilingual rehabilitation counseling, and coordination of VR services with services from other sources. The goal of this program is to increase employment opportunities for migrant or seasonal farmworkers who have disabilities. Projects provide VR services to migrant and seasonal farmworkers and to members of their families when such services will contribute to the rehabilitation of the worker with a disability. Discretionary grants are limited to 90 percent of the costs of the projects providing these services. This is a current-funded program.

The Migrant and Seasonal Farmworkers program is administered in coordination with other programs serving migrant and seasonal farmworkers, including programs under Title I of the Elementary and Secondary Act of 1965, Section 330 of the Public Health Service Act, the Migrant and Seasonal Agricultural Worker Protection Act, and the Workforce Investment Act of 1998.

Funding levels for the past 5 fiscal years were:

	($000s)
1996	$1,421
1997	1,850
1998	2,350
1999	2,350
2000	2,350

FY 2001 BUDGET REQUEST

The Administration requests $2.85 million for the Migrant and Seasonal Farmworkers program in fiscal year 2001, a $500,000 increase over the fiscal year 2000 appropriation. This request will permit the Department to award two additional grants under this program in fiscal year 2001.

Migrant and seasonal farmworkers

At the requested level, the Department will support a total of 16 projects, including 5 new projects and 11 continuation projects.

States with projects funded through this program are better equipped to provide specialized services needed to effectively serve migrant and seasonal farmworkers with disabilities under the Title I VR State Grants program. A 1995 study of services provided to migrant and seasonal farmworkers with disabilities found that grants under this program are used by States to provide additional support services that assist the States in serving this population through the Title I VR State Grants program. State agency personnel reported that they believed many more migrant and seasonal farmworkers with disabilities could be served if they could be located and encouraged to apply. The personnel surveyed indicated that the Title I VR State Grants program is serving only 2 or 3 percent of the migrant and seasonal farmworkers who are potentially eligible for services. Grants under this program are typically used by States to hire additional staff who are often bilingual and can work more effectively in conducting outreach.

Examples of projects funded under this program include:

Hawaii State Department of Human Services, Honolulu, Hawaii
The Hawaii Island Farmworkers project, in coordination with the Hawaii Department of Vocational Rehabilitation, provides vocational rehabilitation and support services to migrant and seasonal farmworkers with disabilities and their family members. The project's purpose is to improve vocational rehabilitation services provided to migrant and seasonal farmworkers with disabilities who work on three rural islands of Hawaii. Over the 5-year project period, the project will serve 650 migrant and seasonal farmworkers with disabilities from minority backgrounds living in rural and remote communities. Project services include two major components: 1) Community and System Development, and 2) Individual Development. The Community and System Development component focuses on: establishing the "Hawaii Island Agricultural/Business Advisory Council" to help build the skills required to serve and support individuals with disabilities in facilities and communities; develop the capacity of rehabilitation agencies to serve the migrant population; and promote cultural beliefs that support employment outcomes. The Individual Development component builds knowledge, skills and competencies of individuals with disabilities, and increases employment options for those individuals. The project's other activities include: community and organizational capacity-building, in-service training and/or arranging for training and technical assistance in support of employers and service providers, and development of models for community-appropriate services for migrant and seasonal farmworkers with disabilities that can be replicated on other Hawaiian Islands.

The Center for Human Services, Bethesda, Maryland
The Center for Human Services, together with the Pennsylvania Office of Vocational Rehabilitation, and the Lincoln Intermediate Unit and Rural Opportunities, Inc., is a project designed to assist 225 migrant and seasonal farmworkers with disabilities and their family members located in southeastern Pennsylvania. Over the 5-year grant period the project expects to provide educational, life skills, and vocational training necessary to secure employment for individual with disabilities. The project plans to place a total of 45 migrants and seasonal farmworkers with disabilities in employment. In addition, approximately 5 percent of program participants will enroll in a college program. The project expects that participants will gain proficiency in the English language, gain greater independence in their lives, and be able to

assimilate into the American mainstream. The project serves individuals with a variety of disabilities including those with hearing loss, emotional problems, learning disabilities, loss of mobility, and vision impairments. General services include: identifying and recruiting migrant and seasonal farmworkers with disabilities and their families for services; providing restorative, rehabilitative, and vocational related services to eligible migrant and seasonal farmworkers with disabilities, such as job placement, job training, career counseling, and occupational skills training; providing ESL, Adult Basic Education, GED curricula and American culture, life skills training, and college preparatory classes; developing the capabilities of agencies that serve this population to ensure they meet the needs of migrant and seasonal farmworkers with disabilities; and disseminating the results of this project nationally.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: To increase employment opportunities for migrant and seasonal farmworkers who have disabilities.

Objective: Ensure that eligible migrant and seasonal farmworkers with disabilities receive vocational rehabilitation services and achieve employment outcomes.

Indicator	1999	2000	2001	2002
The overall number of migrant and seasonal farmworkers with disabilities who receive services each year will increase. *Baseline to be established in FY2001.*				

Indicator	1999	2000	2001	2002
The overall percent of migrant and seasonal farmworkers with disabilities served who achieve employment outcomes each year will increase. *Baseline to be established in FY2001.*				

These indicators seek to focus on the number of and outcomes obtained by migrant and seasonal farmworkers served by this program and the Title I VR State Grants program. Currently, data collected on migrant or seasonal farmworkers served by these projects or the State Grants program cannot be interpreted because of inconsistent State VR agency reporting.

Migrant and seasonal farmworkers

State VR agencies funded under the Title I VR State Grants program are required to report data on migrant or seasonal farmworkers served by a Migratory workers program project (the name of this program prior to the Rehabilitation Act Amendments of 1998.) However, some State VR agencies without migratory workers projects are also reporting data on migrant or seasonal farmworkers through this data field. To ensure consistent reporting across States, RSA is in the process of clarifying their reporting instructions to require States to report on all migrant and seasonal farmworkers served through either program. This new data collection is expected to begin in fiscal year 2000. Baseline data will be available in fiscal year 2001.

Data from the 14 projects supported by this program indicate that more than 9,200 migrant and seasonal farmworkers were served in fiscal year 1998 through direct and outreach services. Data from fiscal year 1996, reported by VR State agencies through the R-911, indicate that 1,073 migrant and seasonal farmworkers achieved employment outcomes.

PROGRAM OUTPUT MEASURES

($000s)	1999	2000	2001
Number of projects:			
New projects	0	4	5
Continuation projects	14	10	11
Program funding:			
New project funding	0	$656	$1,030
Continuation funding	$2,327	1,660	1,781
Minority outreach	23	23	28
Peer review of new award applications	0	11	11

Recreational programs
(Rehabilitation Act of 1973, Title III, Section 305)

FY 2001 Authorization ($000s): Indefinite

Budget Authority ($000s):

2000	2001	Change
$3,521	$2,596	-$925

PROGRAM DESCRIPTION

Recreational programs provide recreation and related activities for individuals with disabilities to aid in their employment, mobility, independence, socialization, and community integration. Programs are designed to promote the development of social skills that are necessary in order to integrate individuals with disabilities into the community.

This current-funded program awards discretionary grants on a competitive basis to States, public agencies, and nonprofit private organizations, including institutions of higher education. The statute requires the Federal contribution for projects funded under this authority to decrease over the 3-year project period. Grantees are required to maintain services during the second and third years of the project at the level provided in the first year. The Federal share of the costs of the project is 100 percent for the first year, 75 percent for the second year, and 50 percent for the third. The applicant is required to include a description in the application of how the project will continue after Federal assistance ends.

Funding levels for the past 5 fiscal years were:

	($000s)
1996	$2,596
1997	2,596
1998	2,596
1999	2,596
2000	3,521

FY 2001 BUDGET REQUEST

The Administration requests $2.596 million for Recreational programs in fiscal year 2001, a reduction of $925,000 from the fiscal year 2000 appropriation. In fiscal year 2000, Congress earmarked $925,000 in this program for a one-time grant for the construction of an aquatic therapy facility. No additional funds are requested for this project in fiscal year 2001.

Recreational programs

The funds requested for this program will provide seed money for 24 recreational projects. These funds will leverage non-Federal funds over the duration of the projects because grantees are required to provide an increased level of support from non-Federal sources over their 3-year project period. In fiscal year 2001, because the Federal share will be reduced to 75 percent for the 9 grants in their second year, and 50 percent for the 9 grants in their third year, $803,607 will be available for 6 new grants.

Projects funded under this program must provide recreational activities for individuals with disabilities in settings with peers without disabilities when possible and appropriate. Successful integration can greatly benefit an individual with a disability by developing skills, building self-esteem, and reducing social barriers that can prevent the individual from seeking employment in settings where there may not be any individuals with apparent disabilities. Individuals without disabilities also benefit from integrated recreational activities. Individuals without disabilities are provided with the opportunity to learn about the abilities that individuals with disabilities possess. This knowledge is likely to positively affect the attitudes of individuals without disabilities about the capabilities of individuals with disabilities in other settings, such as in the workplace.

One project that primarily focuses on integrated recreational activities is the University of Minnesota's Institute on Community Integration. The University, in collaboration with disability-related organizations, and 10 school districts within the States of Minnesota, Ohio, North Dakota, Florida, Georgia, and California, provides services under the project name of "Yes I Can Recreation Inclusion Program." The project enhances the recreation and social inclusion of middle school and high school age youth with developmental disabilities with peers without disabilities. The project's outcomes are expected to empower youth with disabilities to: actively participate in inclusive recreation programs of their own choosing; initiate and maintain social relationships through involvement in these programs; and acquire and refine the social and self-determination capacities they will need to live within inclusive communities.

Another project currently operating, Partners Resource Network, Inc., located in Beaumont Texas, provides a year-round program of recreational experiences for youth and adults with disabilities. This project is designed to aid in their socialization, independence, community integration, and employment and serves people with all types of disabilities, including significant disabilities. Participants represent the racial diversity of the population of East/Southeast Texas. The project has an established Consumer Advisory Council of people with disabilities, family members, and professionals who advise the project on needs, program design, and accessibility. Over the 3-year grant period, the project expects to provide recreational activities to 500 youth and 400 adults with disabilities. Specific activities include: camping, hiking, fishing, swimming, team sports, horseback riding, theater, photography, arts and crafts, nature studies, and challenge courses. The project coordinates these activities with groups such as Boy/Girl Scout troops, civic groups, church and school groups, fraternities, sororities, and clubs.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in

Recreational programs

previous years and those requested in fiscal year 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: To initiate recreation programs providing individuals with disabilities recreation activities and related experiences that can be expected to aid in their employment, mobility, socialization, independence, and community integration.

Objective: Recreation programs are sustained after Federal funding ceases.

Indicator	1999	2000	2001	2002
In fall 2001, 86% of the programs initiated since FY93 will be continuing after Federal funding has ended. *FY 1996 baseline: 75% continuing*	83%	86%	86%	86%

Once Federal funding has ended, projects are under no obligation to report to the Department on their operational status. However, the data to measure this objective are being collected by Department staff through biannual telephone calls to previously funded projects. The Department has funded a total of 85 grants since fiscal year 1993, and 76 (90 percent) are continuing without Federal support. This percentage exceeds the Department's original target for this indicator for fiscal year 1999 and is notably higher than the baseline established in fiscal year 1996.

PROGRAM OUTPUT MEASURES

($000s)	1999	2000	2001
Total number of grants:	25	26	24
New grants:			
Number	9	9	6
Average award	$125	$129	$134
Funding	$1,116	$1,161	$804
Earmarked project	0	$925	0
Continuation grants:			
Number	16	16	18
Funding	$1,264	$1,400	$1,576
Minority outreach	$26	$35	$26
Peer review of new award applications	$190	0	$190

Protection and advocacy of individual rights
(Rehabilitation Act of 1973, Title V, Section 509)

FY 2001 Authorization ($000s): Indefinite

Budget Authority ($000s):

2000	2001	Change
$11,894	$12,132	+$238

PROGRAM DESCRIPTION

The Protection and Advocacy of Individual Rights (PAIR) program supports a system in each State to protect the legal and human rights of individuals with disabilities who are ineligible for protection and advocacy services provided under Part C of the Developmental Disabilities Assistance and Bill of Rights Act (DDA), or the Protection and Advocacy for Individuals with Mental Illness Act, or who need protection and advocacy (P&A) services that are beyond the scope of the Client Assistance Program. The purpose of this program is to provide assistance and information to eligible individuals with disabilities and conduct advocacy to ensure the protection of their rights under Federal law. States may use these funds to plan for, develop outreach strategies for, and carry out protection and advocacy programs for eligible individuals with disabilities.

Funds must be set aside under this program for two activities before awarding grants to eligible States and outlying areas with the remaining appropriation. If the appropriation is equal to or exceeds $5.5 million, the Secretary must first set aside not less than 1.8 percent and not more than 2.2 percent of the amount appropriated for training and technical assistance to eligible systems established under this program. In addition, the Act requires that in any year in which the total appropriation exceeds $10.5 million, the Secretary must award $50,000 to the eligible system established under the Developmental Disabilities Assistance and Bill of Rights Act to serve the American Indian consortium. The Secretary then distributes the remainder of the appropriation to the eligible systems within the States and outlying areas on a population basis after satisfying minimum allocations. The fiscal year 2000 allotments are based on population as of July 1999 reported by the Census Bureau. Fiscal year 2001 allotments will be revised when new population estimates become available.

The Act also requires the Secretary to increase the minimum allotments for States and outlying areas by a percentage not greater than the percentage increase in the total amount appropriated for this program from the previous fiscal year when the level of the appropriation increases. The Act establishes a minimum allotment of $100,000 for States or one-third of 1 percent of funds remaining after the technical assistance set-side and grant for the American Indian consortium, whichever is greater. The outlying areas receive a minimum allotment of $50,000. States and outlying areas may carry over unobligated Federal funds for an additional year.

Protection and advocacy of individual rights

Funding levels for the past 5 fiscal years were:

	($000s)
1996	7,456
1997	7,657
1998	9,894
1999	10,894
2000	11,894

FY 2001 BUDGET REQUEST

The Administration requests $12.132 million for the Protection and Advocacy of Individual Rights (PAIR) program in fiscal year 2001, an increase of $238,000 or 2 percent over the fiscal year 2000 appropriation. This request is needed to provide a cost-of-living adjustment for PAIR grantees to assist them in keeping up with rising inflation and increased costs associated with the provision of services.

Advocacy can take a variety of forms. The following are specific examples of advocacy activities conducted by PAIRs during fiscal year 1998:

The Minnesota PAIR program (Minnesota Disability Law Center (MDLC)) represented an individual in fiscal year 1998 in an action involving the Minneapolis/St. Paul Metro Transit system. The individual uses a speaking device and a wheelchair. On at least three occasions, the individual waited at the bus stop while buses whizzed by, leaving her to wait for the next bus. When a bus did stop, she often encountered difficulty boarding or exiting the bus due to driver impatience. MDLC filed a complaint with Metro Transit on the individual's behalf. As a result of MDLC's efforts, as well as the efforts of an advisory group of individuals with disabilities who regularly ride the buses, Metro Transit has changed its policy: passengers in wheelchairs will be boarded first from now on. Since this case, MDLC has begun to educate individuals with disabilities who ride the bus about the process for filing their own complaints with Metro Transit when necessary. This will put Metro Transit on notice as soon as issues arise and enable MDLC to track whether Metro Transit is adhering to its new policy.

The Massachusetts PAIR program (Disability Law Center (DLC)) has been working with stakeholders in the deaf community who have experienced difficulty in obtaining medical services because of their disability and the medical community's failure to accommodate. DLC has conducted focus group meetings at various independent living centers to obtain current information about the issue and to identify possible plaintiffs for a class action lawsuit. The deaf community has identified this issue as a high priority for DLC.

The California PAIR program (Protection and Advocacy, Inc. (PAI)) assisted an individual with a disability in FY 1998 with an employment discrimination claim. The individual has a learning disability and cannot read or write. Despite her disability, the individual has worked in the laundry of a skilled nursing facility for 11 years and has maintained an exemplary rating. One of the individual's duties is to match patient names on clothing to their bed and room numbers. The individual has learned to match the names correctly despite her inability to read.

A new supervisor informed the individual that her position would be terminated if she did not learn to read within 6 months. PAI assisted the individual in writing a letter to the employer that explained her rights, namely that the threat of termination comprised discrimination on the basis of a disability since the individual was able to meet the essential requirements of her job. PAI informed the employer that the alternative methods that the individual has devised to meet minimal reading requirements should be allowed as a reasonable accommodation.

Evaluation Activities

RSA is currently in the process of developing an annual data collection instrument for use in collecting detailed information from PAIR grantees. This reporting instrument will be used by grantees for the first time in fiscal year 2000.

In addition, under the Evaluation program, RSA has contracted for an independent evaluation of the PAIR program in order to learn more about the services each PAIR is providing to individuals with disabilities and how each PAIR grantee establishes its annual priorities. Each PAIR grantee must develop a statement of objectives and priorities, including a rationale for the selection of the objectives and priorities, and a plan for achieving them. The PAIR must provide the public an opportunity to comment on their objectives, priorities, activities, and rationales. The study, the first of its kind for the PAIR program, consists of two phases: 1) an information-gathering process that involves all PAIR grantees; and 2) a site-visit phase in which evaluators visit nine PAIR programs and conduct extensive interviews during 3-day periods.

In addition to obtaining information on how PAIR grantees determine priorities, the study will also identify the following, among other things:

- the methods PAIR grantees use to reassess the appropriateness of their priorities and objectives;
- the proportion of persons seeking PAIR services whose concerns are not within the PAIR grantees' stated priorities; and
- whether PAIR grantees provide services for individuals who are ineligible for PAIR services.

The Department plans to use the findings to assist in: 1) making decisions related to PAIR program policy and program implementation and administration; 2) reporting for the GPRA objectives and indicators; and 3) conducting program monitoring reviews and site visits.

This evaluation is currently underway and will be completed early in 2000.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Protection and advocacy of individual rights

Performance goal: To provide assistance and information to individuals with disabilities eligible for the PAIR program and conduct advocacy to ensure the protection of their rights under Federal law.

Objective: PAIR programs meet expectations of individuals served in terms of their satisfaction with the PAIR services received.

Indicator	1999	2000	2001	2002
The percent of PAIR programs achieving or exceeding the client satisfaction baseline will increase. *Baseline will be determined from 2000 data, which will be available in 2001.*				

As stated earlier, RSA is presently developing an instrument to collect data about PAIR programs. This instrument will be used to establish baseline information on the indicators developed for this program. RSA plans to require PAIR programs to survey recipients of PAIR services regarding their satisfaction. RSA may develop and disseminate to PAIR programs a model satisfaction survey form, similar to the form RSA provided to Client Assistance programs, in order to assist PAIR programs in the conduct of their surveys. Findings from these surveys will be reported to RSA annually.

Objective: PAIR programs adequately identify priorities and objectives to meet the needs of individuals with disabilities.

Indicator	1999	2000	2001	2002
The percentage of individuals seeking services whose concerns are not within the PAIR's stated priorities will decrease. *Baseline will be determined from 2000 data, which will be available in 2001.*				

The data collection instrument currently being developed will be the primary data source used to establish the baseline for this indicator. In addition, the evaluation study underway will provide information on this topic.

PROGRAM OUTPUT MEASURES

	1999	2000	2001
Information inquiries/referrals	49,900	49,900	49,900
Cases	15,100	15,100	15,100
Total	65,000	65,000	65,000

[1] Data for FYs 1999 through 2001 are projected from FY1998 data, which show PAIRs responded to 48,441 requests for information and provided extensive services to 15,079 persons.

Projects with industry
(Rehabilitation Act of 1973, Title VI, Part A)

FY 2001 Authorization ($000s): Indefinite

Budget Authority ($000s):

2000	2001	Change
$22,071	$22,071	0

PROGRAM DESCRIPTION

The Projects with Industry (PWI) program creates and expands job and career opportunities for individuals with disabilities in the competitive labor market by engaging the participation of business and industry in the rehabilitation process. PWI projects promote the involvement of business and private industry through Business Advisory Councils (BAC) that identify jobs and careers available in the community and provide advice on the appropriate skills and training. BACs are required to identify job and career availability within the community, consistent with the current and projected local employment opportunities identified by the local workforce investment board for the community under the Workforce Investment Act of 1998.

This current-funded program provides job development, job placement, and career development services, and, to the extent appropriate, training services to assist individuals with disabilities to obtain or advance in employment in the competitive labor market. Projects must determine eligibility for services in a manner consistent with section 102 of the Rehabilitation Act.

PWI grants are made to a variety of agencies and organizations, including business and industrial corporations, community rehabilitation programs, labor organizations, trade associations, and foundations. Grants are awarded for a period of up to 5 years and may not exceed 80 percent of the total cost of a project. New awards may be made only to projects proposing to serve geographic areas that are unserved or underserved by the PWI program.

PWI grantees must provide to the Commissioner of the Rehabilitation Services Administration an annual evaluation of project operations in accordance with the established program standards and compliance indicators. Data and information contained in the report include the number of individuals with disabilities served, number of individuals with disabilities who achieved a competitive employment outcome, improvement of participants' employment status and earning power following services, and employment retention. In addition, continuation awards may be made only to grantees that are carrying out the provisions of their approved grant application. In order to receive continuation funding for the third and subsequent years, grantees must meet the above requirements and also demonstrate compliance with the performance indicators by submitting data for the most recent complete project year. If a grantee does not demonstrate compliance on the basis of the previous year's data, the grantee has an additional opportunity to demonstrate compliance with the standards by submitting data from the first 6 months of the current project year.

Funding levels for the past 5 fiscal years were:

	($000s)
1996	$22,065
1997	22,071
1998	22,071
1999	22,071
2000	22,071

FY 2001 BUDGET REQUEST

The Administration requests $22.071 million for PWI, the same as the 2000 appropriation. The amount requested for 2001 would support 100 continuation projects.

The Department published in the *Federal Register* on June 23,1998 new proposed regulations governing the program compliance indicators, with the intent of focusing more on project outcomes and enhancing grantee accountability. In August of 1998, the Rehabilitation Act Amendments of 1998 became law and changed some of the program requirements, including the information collection requirements. The Department published technical amendments to the regulations implementing the statutory changes on September 1, 1999. The Department expects to publish final performance indicators for the program this winter.

In fiscal year 2000, the Department plans to initiate an evaluation of the PWI program. The last major evaluation of this program was conducted by Policy Study Associates in 1985. This evaluation, as well as the requirement to develop program evaluation standards and performance indicators, was mandated by the 1984 amendments to the Rehabilitation Act. Since that time, statutory and regulatory actions and changes in program practices have shaped the current operation of the program. The primary goals of the planned study are to identify the unique role that PWI program currently plays in increasing the employment of individuals with disabilities, including an examination of its relationship to the State Vocational Rehabilitation Services program and to evaluate the extent to which the PWI program has been successful in meeting its statutory purposes, in particular, engaging the talent and leadership of private industry as partners in the rehabilitation process.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this and other programs supporting the goals and objectives. Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Projects with industry

Performance goal: To facilitate the establishment of partnerships between rehabilitation service providers and business and industry in order to create and expand employment and career advancement opportunities for individuals with disabilities.

Objective: Ensure that PWI services (through partnerships with business and industry) result in competitive employment, increased wages, and job retention for individuals with disabilities.

Indicator	1999	2000	2001	2002
The percentage of individuals served who are placed in competitive employment will increase. *Baseline: In FY 1997, 59% of individuals served were placed in competitive employment.*	61%	60%	61%	
Indicator	**1999**	**2000**	**2001**	**2002**
PWI projects will report that participants placed in competitive employment increase their earnings by an average of at least $210 per week. *Baseline: In FY 1997, earnings increased by average of $207 per week.*	$209	$210	$210	

In 1999, PWI projects placed in competitive employment approximately 59 percent (8,099) of the 13,726 individuals with disabilities served by the 99 projects reporting performance data. In 1999, performance on this indicator did not increase over the 1997 baseline and fell short of the 1999 performance target. However, 1999 performance was better than in the previous year in which performance had declined to 49 percent. Based on analysis of project performance over the past four years, the Department has revised its targets for 2000 and 2001.

Data on the average increase in earnings is not yet available for 1999. However, the program did experience a gain in the average increase in earnings in 1998 as compared to 1997. PWI participants placed in competitive employment increased their earnings by an average of $209 per week in 1998 compared to $207 in 1997. The Department will begin collecting data on employment retention in 2000. To achieve objective one (ensure that PWI services result in competitive employment, increased wages, and job retention for individuals with disabilities), the Department will monitor project placement rates and the earnings of project participants and provide technical assistance to grantees, as needed.

Objective: Ensure that PWI services are available for individuals with the most need.

Indicator	1999	2000	2001	2002
The percentage of previously unemployed individuals served who are placed into competitive employment will increase. *Baseline: In FY 1997, 60% of unemployed individuals served were placed in competitive employment.*	62%	60%	61%	

Projects with industry

Program compliance indicators place an emphasis on services to individuals who are considered most in need of PWI services due to their impaired capacity to obtain competitive employment. These indicators, established under program regulations, evaluate a project's performance in serving and placing individuals with significant disabilities and individuals who were unemployed at the time of project entry. In 1999, 70 percent of individuals served, and 69 percent of individuals placed, had been unemployed at least 6 months at the time of project entry. Both the number of individuals previously unemployed served and the number placed increased over 1998. However, the program did not meet its 1999 performance target for placement rate. In 1999, approximately 58 percent (5,561) of the 9,601 previously unemployed individuals served were placed in competitive employment. In addition, projects reported that 87 percent of individuals served, and 58 percent of individuals placed, were individuals with significant disabilities.

Based on analysis of project performance over the past four years, the Department has revised its interim targets for 2000 and 2001. To achieve objective two (ensure that PWI services are available for individuals with the most need), the Department will work with other Federal agencies to provide opportunities for grantees to identify and exchange information addressing work disincentives affecting previously unemployed individuals with disabilities. The Department will also provide technical assistance to grantees with poor performance in this area.

PROGRAM OUTPUT MEASURES

($000s)	1999	2000	2001
Continuation Projects	$21,519	$19,678	$21,850
Number	97	90	100
Average Award	$222	$219	$218
New Projects	$331	$2,063	$0
Number	2	10	0
Average Award	$166	$206	$0
Peer Review	$0	$109	$0
Minority Outreach	$221	$221	$221
Total Funding	$22,071	$22,071	$22,071
Total Projects	99	100	100

Supported employment State grants
(Rehabilitation Act of 1973, Title VI, Part B)

FY 2001 Authorization ($000s): Indefinite

Budget Authority ($000s):

2000	2001	Change
$38,152	$38,152	0

PROGRAM DESCRIPTION

The purpose of this program is to assist States in developing collaborative programs with appropriate public and private nonprofit organizations to provide supported employment services for individuals with the most significant disabilities. The program assists individuals with the most significant disabilities to achieve the employment outcome of supported employment. The term "*supported employment*" includes both individuals in competitive work and individuals working in an integrated setting toward competitive work. Individuals in competitive employment must earn at the least the minimum wage.

Supported employment placements are achieved by augmenting short term vocational rehabilitation (VR) services (supported employment services) with ongoing support provided by other public or nonprofit agencies or organizations (extended services). State VR agencies provide time-limited services for a period not to exceed 18 months, unless a longer period to achieve job stabilization has been established in the individualized plan for employment. Once this period has ended, the State VR agency must arrange for "extended services" provided by other appropriate State agencies, private nonprofit organizations or other sources for the duration of that employment.

To be eligible for this current-funded formula grant program, States must submit a supplement to their Title I Vocational Rehabilitation State Grants program plan. States may carry over unobligated funds to the next fiscal year. Funds are distributed on the basis of population, except that no State receives less than $300,000, or one-third of 1 percent of the sums appropriated, whichever is greater. The minimum allotment for Territories is one-eighth of 1 percent of the sums appropriated.

Funding levels for the past 5 fiscal years were:

	($000s)
1996	$38,152
1997	38,152
1998	38,152
1999	38,152
2000	38,152

FY 2001 BUDGET REQUEST

The Administration proposes to fund the Supported Employment State Grants program at $38.152 million, the same as the 2000 appropriation. The Adminstration continues to place a priority on services for individuals with significant disabilities and recognizes that supported employment is an important approach to promoting competitive employment for individuals with the most significant disabilities. However, we believe that any additional funds needed to support these services should be provided through the Title I VR State Grants program.

An individual's potential for supported employment must be considered as part of the assessment to determine Title I eligibility. The requirements pertaining to individuals with an employment goal of supported employment are the same in both the Title I and Title VI-B program. Individuals with the most significant disabilities can receive supported employment services under either Title I or Title VI-B. However, Title VI-B funds can only be used to provide supported employment services and are essentially used to supplement Title I funds.

The total number of individuals receiving supported employment services has increased as State VR agencies serve an increasing number of individuals with significant disabilities. From 1992 to 1995, there were large increases in the number of individuals receiving supported employment services under both the Title I and the Title VI-B programs. Although there continued to be annual increases in the total number of individuals receiving supported employment services of about 6 or 7 percent in 1996, 1997, and 1998, the amount of the increase attributable to the Title VI-B program has declined. In fact, more individuals now receive supported employment services under the Title I program than under the Title VI-B program. Fiscal year 1998 data indicate that 48,247 individuals received funding for supported employment services solely under the Title I program and 37,008 received funding for supported employment services through the Title VI-B supplement. The RSA-636 Annual Supported Employment Caseload Report data for FY 1998 show a 0.6 percent decrease from FY 1997 in the number of individuals who received funding for supported employment services through the Title VI-B program. The number of individuals who received funding for supported employment services under the Title I program increased by 11.5 percent from FY 1997. The Department anticipates that the total number of individuals with supported employment as their employment goal will continue to increase, but the rate of growth is expected to be slower than previous years. State VR agencies continue to spend an increasing amount of Title I funds (including State matching funds) on supported employment services.

The major premise of the Supported Employment State Grants program is that individuals with the most significant disabilities who would otherwise be unemployed or employed in segregated settings (e.g., sheltered workshops) can work in the community in integrated settings as long as they receive adequate ongoing supports. However, the Department does not have data to evaluate the long-term success of the Supported Employment program. Specifically, it is not known whether individuals continue to receive needed supports (extended services) over time, and whether, as a result of these supports, these individuals maintain employment. In FY 1995, the longitudinal study of the VR State Grants program was modified to include a sub-study of individuals receiving supported employment services under the Title I and Title VI-B programs.

Supported employment State grants

The purpose of this sub-study of State VR agency supported employment consumers is to identify the immediate and long-term employment outcomes for persons whose service records were closed; the length of time and types of extended services provided; the relationship between the type, frequency and intensity of extended services and client stability in employment; and the costs of providing supported employment and extended services. The report of the sub-study's findings should be available early this spring.

In addition, in 1997, the Department awarded a national scope supported employment project under Title III of the Rehabilitation Act to Virginia Commonwealth University (VCU). The purpose of the project is to identify community-based supported employment models that can be replicated, identify impediments to the development of supported employment programs, and develop a mechanism to explore the use of existing community rehabilitation programs as well as other community-based programs for the provision of supported employment services. As a part of this project VCU will be studying issues with respect to the provision of "extended services", including identifying the types of services received and their annual cost.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected performance information, including the goal, indicator, targets, and an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this and other programs supporting the goals and objectives.

The Department has included an objective on supported employment outcomes in its performance plan for the VR State Grants program. Data collected to assess performance under this objective will include all individuals receiving services under the VR State Grants program with a goal of supported employment, regardless of whether the specific source of funding for supported employment services is Title I or Title VI-B.

Performance goal: Individuals with disabilities served by the VR State grant program will achieve high quality employment.

Objective: The number of individuals with the most significant disabilities receiving supported employment services who achieve competitive employment outcomes will increase.

Indicator	1999	2000	2001	2002
The percentage of individuals with a supported employment goal who achieve a competitive employment outcome (including supported employment outcomes in which the individual receives the minimum wage or better) will increase over time. *Baseline: In FY 1997, 75.4% achieved competitive employment outcomes.*	71.0%	75.5%	76.0%	76.0%

Supported employment State grants

Individuals who achieve a supported employment outcome may be working in competitive employment (employment at least at the minimum wage in an integrated setting) or may be working in an integrated setting toward competitive work (i.e., receipt of the minimum wage). In 1998, 76.8 percent of individuals who achieved a supported employment outcome were working in competitive employment earning at least the minimum wage.

Some individuals with an initial goal of supported employment achieve an employment outcome other than a supported employment outcome, such as competitive employment without supports or non-competitive employment. The 1999 performance target for the program indicator (percentage of individuals with a supported employment goal who achieved a competitive employment outcome) was set at a low level based on an error in the 1997 data. Data for FY 1997 have been corrected and performance targets for 2000 and future years have been adjusted. Data from the FY 1998 RSA Annual Case Service Report show that 74.2 percent of individuals with a supported employment goal achieved a competitive employment outcome. Although the 1998 data show a small decline in the percentage from 1997 (75.4 percent), the actual numbers of individuals with a supported employment goal who obtained a competitive employment increased from 14,605 to 16,116.

PROGRAM OUTPUT MEASURES [1]

($000s)	1999	2000	2001
Title VI eligible cases	37,000	37,000	37,000
Cases closed	14,700	14,700	14,700
Cases on hand at end of year	22,300	22,300	22,300
Employment outcomes: [2]	10,350	10,350	10,350
Supported employment outcomes [3]	9,600	9,600	9,600
Competitive supported employment outcomes	8,250	8,250	8,250
Other employment outcomes [4]			
Employment without supports in an integrated setting	1,350	1,350	1,350
Employment in a non-integrated setting	750	750	750
Minority outreach	$382	$382	$382

[1] Estimates are based on actual 1997 data and estimated 1998 data from the RSA-636 Annual Supported Employment Caseload Report.

[2] Includes the employment outcomes for all individuals who had a supported employment goal and whose services were paid for at least in part with Title VI-B funds.

[3] Of the individuals who had a supported employment goal and whose services were paid for at least in part with Title VI-B funds, the number who were employed in an integrated setting and receiving ongoing support services.

[4] Of the individuals who had a supported employment goal and whose services were paid for at least in part with Title VI-B funds, the number who met the employment outcome criteria for the VR State Grants program but who were either not receiving ongoing support services or were not employed in an integrated setting.

Independent living
(Rehabilitation Act of 1973, Title VII, Chapter 1, Parts B and C, and Chapter 2)

Independent living State grants:	Chapter 1, Part B
Centers for independent living:	Chapter 1, Part C
Services for older individuals who are blind:	Chapter 2

FY 2001 Authorization ($000s): Indefinite

Budget Authority ($000s):

	2000	2001	Change
Independent living State grants	$22,296	$22,296	0
Centers for independent living	48,000	58,000	+$10,000
Services for older individuals who are blind	15,000	15,000	0
Total	85,296	95,296	+10,000

PROGRAM DESCRIPTION

The purpose of the independent living programs is to maximize the leadership, empowerment, independence, and productivity of individuals with disabilities, and to integrate these individuals into the mainstream of American society. Independent living programs provide financial assistance to provide, expand, and improve independent living services; develop and support statewide networks of centers for independent living; and improve working relationships among State independent living rehabilitation programs, centers for independent living, Statewide Independent Living Councils, Rehabilitation Act programs outside of Title VII, and other relevant Federal and non-Federal programs.

The independent living programs are current-funded. However, the Act contains a provision allowing all Title VII grantees to carry over unobligated funds for an additional fiscal year. States participating in the State Grants and Older Blind programs must match every $9 of Federal funds with $1 in non-Federal cash or in-kind resources in the year for which the Federal funds are appropriated. To be eligible for financial assistance under the Independent Living State grants or Centers for Independent Living program, States are required to establish a Statewide Independent Living Council (SILC). Each State must also submit a State plan for independent living that is jointly developed and signed by the director of the designated State vocational rehabilitation unit(s) (DSU) and the chairperson of the SILC Council.

The Independent Living State Grants program supports formula grants to States, with funds allotted based on population. The fiscal year 2000 allotments are based on population as of July 1999 reported by the Census Bureau. Fiscal year 2001 allotments will be revised when new population estimates become available. States may use these funds to provide resources to support the operation of the SILC and for one or more of the following purposes:

(1) to demonstrate ways to expand and improve independent living services;
(2) to provide independent living services;
(3) to support the operation of centers for independent living;
(4) to increase the capacity of public or nonprofit agencies and organizations and other entities to develop comprehensive approaches or systems for providing independent living services;
(5) to conduct studies and analyses, gather information, develop model policies and procedures, and present information, approaches, strategies, findings, conclusions, and recommendations to Federal, State, and local policymakers;
(6) to provide training on the independent living philosophy; and
(7) to provide outreach to populations who are unserved or underserved by programs under this title, including minority groups and urban and rural populations.

The Centers for Independent Living program provides grants for consumer-controlled, community-based, cross-disability, nonresidential, private nonprofit agencies that are designed and operated within a local community by individuals with disabilities and provide an array of independent living services. At a minimum, centers are required to provide the core services of information and referral, independent living skills training, peer counseling, and individual and systems advocacy. Most centers are also actively involved in one or more of the following activities: community planning and decision making; school-based peer counseling, role modeling, and skills training; working with local governments and employers to open and facilitate employment opportunities; interacting with local, State, and Federal legislators; and staging recreational events that integrate individuals with disabilities with their non-disabled peers.

A population-based formula determines the total amount that is available for discretionary grants to centers in each State. If State funding for the operation of centers for independent living exceeds the level of Federal funds for this program in any fiscal year, the designated State unit may apply for authority to award grants under this program in the following fiscal year. There are currently only three States that are both eligible and have elected to manage their own Centers program. In all other cases, the Department makes the awards.

In addition to funding centers for independent living, between 1.8 and 2 percent of the funds appropriated under this part must be used for grants, contracts, or cooperative agreements to provide training and technical assistance with respect to planning, developing, conducting, administering, and evaluating centers for independent living. Annual performance reports provide information regarding the Centers' and SILCs' most pressing training and technical assistance needs.

The Act establishes a set of standards and assurances that centers for independent living must meet and requires the Department to develop and publish indicators of minimum compliance with the standards. These standards and assurances are used in evaluating compliance in the following areas: philosophy, including consumer control and equal access; provision of services on a cross-disability basis; support of the development and achievement of the independent living goals chosen by consumers; advocacy to increase the quality of community options for independent living; provision of independent living core services; resource development; and

Independent living

community capacity-building activities, such as community advocacy, technical assistance, and outreach. Each year, the Department must conduct compliance reviews of at least 15 percent of the centers and one-third of the designated State units funded under this part.

As required by the 1998 amendments to the Rehabilitation Act, the Department must award grants to any eligible agency that had been awarded a grant as of September 30, 1997. In effect, all CILs funded by the end of fiscal year 1997 are "grandfathered in" and thus guaranteed continued funding as long as they continue to meet program and fiscal standards and assurances.

The Independent Living Services for Older Individuals Who Are Blind program supports services to assist individuals aged 55 or older whose recent severe visual impairment makes competitive employment extremely difficult to obtain, but for whom independent living goals are feasible. Funds are used to provide independent living services, conduct activities that will improve or expand services for these individuals, and conduct activities to improve public understanding of the problems of these individuals. Services are designed to help persons served under this program to adjust to their blindness by increasing their ability to care for their individual needs.

Grantees are State vocational rehabilitation agencies for persons who are blind and visually impaired or, in States with no separate agency for persons who are blind, State combined vocational rehabilitation agencies. Prior to fiscal year 2000, when the appropriation was less than $13 million, grants were awarded on a competitive basis. Since the appropriation for fiscal year 2000 exceeded $13 million for the first time, awards are now being made to States according to a formula based on the population of individuals who are 55 years of age or older using July 1999 Census population data. FY 2001 allotments will be revised when new population estimates become available.

Funding levels for the past 5 fiscal years were:

State grants	($000s)
1996	$21,859
1997	21,859
1998	21,859
1999	22,296
2000	22,296

Centers for independent living	
1996	$41,749
1997	42,876
1998	45,205
1999	46,109
2000	48,000

Independent living

Services for older individuals who are blind

	($000s)
1996	$8,952
1997	9,952
1998	10,950
1999	11,169
2000	15,000

FY 2001 BUDGET REQUEST

The Administration requests $95.296 million for independent living activities for fiscal year 2001, $10 million above the fiscal year 2000 appropriation. Of this amount, the Independent Living State Grants (State Grants) program and the Independent Living Services for Older Individuals Who are Blind (Older Blind) program would both receive level funding, $22.296 million and $15 million, respectively. The Centers for Independent Living program (Centers) would receive $58 million, an increase of 20.8 percent to increase access for individuals with disabilities to independent living services.

State Grants
For the State Grants program, the Administration requests $22.296 million, the same as the 2000 appropriation. This amount would continue the Department's support of 79 designated State units (DSUs) that provide services for independent living. State Grants are a crucial part of States' independent living programs, providing States with the resources and flexibility to respond to their particular unmet needs. These funds are commonly used by States to totally or partially fund the operation of their Statewide Independent Living Councils (SILCs), provide independent living services in unserved and underserved geographic areas, promote coordination among centers for independent living, and provide assistance to new centers for independent living.

An estimated 60 percent of State Grant funds are used to provide independent living services, either directly or through a grant or contract arrangement. Frequently, a center for independent living is the recipient of these grants and contracts. The individual services most commonly delivered by States include skills training, communication services, and the provision of assistive devices and equipment.

Centers
The Administration is requesting $58 million for the Centers program for fiscal year 2001. Increased funding would move the Department closer to accomplishing two important goals. First, there is a need to increase the fiscal stability of the existing centers by establishing a Federal funding "floor." Studies conducted by Department of Education-funded research and training centers in Texas and Montana both suggest that $200,000 is the minimum amount necessary to adequately staff centers for independent living (CILs), and to provide effective levels of service delivery and advocacy. Most CILs do receive this minimum level, because they receive funding from a number of sources, both Federal and non-Federal, other than Title VII,

Part C. However, there are approximately 45 CILs operating on less than the optimum amount of funding from all sources. The request would allow the Department to increase awards to 40 centers and raise 28 centers to a Federal funding minimum of $100,000.

The second goal of the program is true nationwide coverage. There remain large regions of the country, especially rural regions, that are unserved or underserved. The aforementioned Montana study estimates that residents of 40 percent of the Nation's counties lack basic access to CILs. Many CILs now attempt to serve geographic areas far beyond their locality. While they are often successful in delivering some independent living services, it is virtually impossible for them to make lasting changes in these distant communities. It is exactly these systems-level, or structural, changes that are at the heart of the Independent Living program. Changes that lead to accessibility in a community's public transportation system or housing policies have the potential to improve the quality of life for countless individuals, and are often, in the long run, self-sustaining and cost-effective. The fiscal year 2001 request would support the continuation of an estimated 278 existing CILs and would allow for approximately 56 new CILs in 23 States. This would be an important step toward the ultimate goal of nationwide coverage.

The Secretary is authorized to increase the minimum allotment to States by an amount up to the percentage increase in the appropriation. At the requested fiscal year 2001 level, the Department would increase the minimum State allotment to $611,176. At this level, 19 States would receive the new higher minimum amount and an additional 24 States would receive an increase based on population. Additionally, two territories would receive an increase over the 2000 amount.

Data submitted by centers show that approximately 160,000 individuals received independent living services in fiscal year 1997 from CILs supported under the State Grants and Centers programs. Other estimates, such as those from the Research and Training Center on Rural Rehabilitation Services, are as high as 213,000 individuals. Data reported for 1997 also indicate that CILs facilitated consumers' achievement of an estimated 28,530 self-care goals; 13,340 mobility goals; 12,100 residential goals; 13,800 educational goals; 12,900 communication goals; 7,100 vocational goals; and 22,900 other goals. On whole, approximately 62 percent of all goals set by consumers in 1997 were achieved.

However, these aggregated data do not show the unique and remarkable nature of this program. CILs can and do have a significant impact on their communities and on the lives of individuals with disabilities. Following are examples of activities carried out with individuals in 1997:

- A CIL in Arkansas coordinated a medical services program called "Dental Donation." This program provided over $110,000 worth of services to consumers needing dental care;
- A CIL serving parts of Illinois and Iowa conducted an Americans with Disabilities Act and business sense workshop with a focus on helping individuals with disabilities develop small businesses;

Independent living

- A center in southern California assisted in the development of a statewide plan for disaster preparedness to ensure consideration of the needs of individuals with significant disabilities during earthquakes and other natural disasters;
- The Space Coast CIL in Florida, in collaboration with NASA, offered a high school technology program for youth with disabilities. This expanded their efforts in serving younger consumers;
- The Liberty CIL in Pennsylvania assisted 55 people in moving out of nursing homes and into community-based settings; and
- A Minnesota CIL has conducted nearly 100 presentations to school districts, civic groups, nursing homes, and other organizations to improve awareness and community collaboration.

Increasingly, consumer-directed service provision, a cornerstone of the independent living philosophy and the Independent Living program, is becoming the model for Federal, State, and local human service provision programs. This is true across age ranges, type of disability, and type of program. A wide variety of Federal and State agencies serving individuals with disabilities are experimenting with consumer-directed approaches to service delivery. CILs have particular expertise in providing technical assistance to these agencies and, in many cases, in providing direct services for them. For example, in Kansas the CILs administer the State's Medicaid waivers program for individuals with disabilities, thus ensuring the maximum amount of consumer choice and control in the selection and use of these services.

Independent living, along with postsecondary education, vocational training, and employment, is also an important transition services goal for students with disabilities. Many of the over 6 million children with disabilities currently in school could benefit from gaining a deeper understanding of the basic concepts of independent living, whether they are going on to employment, postsecondary schooling, or leaving with other plans. Some CILs are already working with State and local educational agencies, the students' parents, and the students themselves. Institutions responsible for personnel preparation would benefit from cooperative working relationships with area centers in teaching future special educators about the independent living philosophy.

Centers for independent living have a crucial role to play at the other end of the age spectrum, as well. As the population of the United States ages, there is a concomitant increase in the number of individuals with disabilities. The percentage of individuals with significant disabilities increases dramatically with advancing age, with over 50 percent of individuals age 75 and older having a significant disability. CILs can help create affordable and effective solutions that keep individuals with disabilities in their own communities, rather than in nursing homes or other institutions.

CILs have expertise, and thus can have a significant and expanded impact, in three other areas. Recent legislation has brought all three of these policy areas to the forefront:

- Community-based personal assistance services are at the leading edge of Federal disability policy, and CILs have helped to bring these services to large numbers of consumers through individual and systems advocacy efforts.

Independent living

- CILs are excellent local organizations for working with community transportation providers as they try to meet the needs of individuals with disabilities.
- While not part of the classic independent living paradigm, many CILs are establishing employment programs that provide the peer counseling and skills training that can lead to successful employment placements. Indeed, it can be argued that independent living is a necessary precursor to employment.

Older blind

The Administration requests level funding of $15 million for the Independent Living Services for Older Individuals who are Blind program for fiscal year 2001. The 2000 appropriation was sufficient to trigger the funding formula for this program for the first time in its history. This will increase support and stability for all grantees that previously had received funds through discretionary grants.

At the requested funding level, a projected 45 States would receive the minimum award of $225,000, and the Territories would continue to be funded at the minimum level. Data reported for fiscal year 1998 show that the program served 36,240 individuals, about 1 percent of individuals eligible for services under this program. Based on the number of individuals receiving services in fiscal year 1998, the Department estimates that the fiscal year 2001 request would enable the program to reach approximately 40,000 persons.

As blind people age, most strive to remain independent and productive. However, a variety of circumstances in the environment and in the public policy arena often threaten their ability to remain independent. Likewise, as those who are aging experience vision loss for the first time, the notion of independence becomes an unanticipated issue. It is essential that we support programs that promote dignity, choice, and self-esteem for our elderly citizens who are blind or severely visually impaired.

Through the low-cost services provided by this program, older individuals who are blind develop skills and knowledge that delay or eliminate the need for high-cost institutional care. The average program purchases adaptive aids, devices, or equipment for 678 consumers at an average cost to the program of $41,886, or $61.78 per person. The average program provides training (orientation and mobility, communication, daily living skills, use of home equipment, advocacy, and management of secondary disabilities) to 1,366 persons at an average total cost of $85,287, or $62.43 per person. The average cost per program is $78,925 ($64.64 per person served) for providing the other independent living services (low vision screening, counseling, transportation, readers/guides, restorative services, referral, support groups, and community integration) to an average of 1,321 persons.

Reported data indicates that roughly 71 percent of the individuals served though this program are totally or legally blind. The remaining 29 percent have a significant visual impairment. In addition, more than three-quarters of the individuals served typically have one or more disabilities in addition to vision loss. The most common secondary disabilities reported are cardiovascular diseases, musculoskeletal disorders, diabetes, and hearing impairment. Individuals age 80 and older comprise 47 percent of the individuals served by this program.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Chapter 1

Performance goal: Individuals with significant disabilities served by the Title VII programs will achieve consumer-determined independent living goals.

Objective: Increase the number of individuals with significant disabilities who are served by and benefit from the Title VII Chapter 1 programs.

Indicator	1999	2000	2001	2002
The percentage of goals achieved will increase in all service areas measured. *FY 1997 baseline: 62.3% of goals were met. The achievement rates across service areas ranged from 50.8% to 72.2%.*	62.5%	63%	63%	63%

New consumers may opt to develop an independent living plan, a plan for the attainment of independent living goals that is mutually agreed upon by center staff and the consumer. Increased coverage will undoubtedly lead to more individuals being served and more goals being set, but the indicator above is a stricter measure of program effectiveness, because it looks at the percentage of goals that are met relative to the number set by consumers. The most recent data available are those reported for the 1997 fiscal year. The number of goals set in all areas was approximately 176,500. Of these, roughly 110,600, which is over 62 percent, were achieved. The achievement of vocational goals was lowest at 50.8 percent, and the achievement of educational goals was highest at 72.2 percent.

The Section 704 Performance Report, submitted annually by each State, is the source of the data for this indicator. Information regarding consumers – numbers served, demographic information, goals set, and achievements – is provided by both the Designated State Unit (DSU) and all of the Federally-funded centers for independent living (CILs) in each State. Data for FY 1998 will be available in early 2000, and FY 1999 data will be available by the end of fiscal year 2000.

Independent living

Objective: Improve access to personal assistance services (PAS), housing, transportation, and community-based living through increased advocacy efforts.

Indicator	1999	2000	2001	2002
All CILs will have an advocacy program to address at least two of the following areas: community-based personal assistance services; accessible/ affordable housing; accessible/affordable transportation; and options for moving people from nursing homes and other institutions to the community. *Baseline data will be available in early 2000 for FY 1998.*	30%	50%	75%	100%

Advocacy is one of the four independent living core services, and it is arguably the activity that sets independent living apart from other service delivery programs. Centers can engage in individual or systems advocacy. Through effective individual advocacy, one person might be able to procure a needed device or service or might be able to live independently in the community. Through effective systems advocacy, a metropolitan area's transportation system might be made accessible, thus improving the lives of thousands of individuals with disabilities. The above indicator is meant to ensure that all centers are implementing their plans to engage in this important activity.

The Section 704 Report will provide the data for this indicator. Every Federally-funded CIL must report annually on all of their activities, including individual and systems advocacy. Baseline will be established using the fiscal year 1998 report data, which will be available in early 2000. This was the first year in which CILs were required to report on this information. Preliminary data from a FY 1997 New York State survey indicate that about 25 percent of that State's CILs have active advocacy programs in at least two of the areas listed above. Based on this preliminary data, progress toward the target is likely.

Chapter 2

Performance goal: Independent living services will be provided and activities will be conducted to improve or expand services to older individuals who are blind.

Objective: Provide Chapter 2 services to increasing numbers of individuals who are older and severely visually impaired, and increase consumer satisfaction.

Indicators	1999	2000	2001	2002
The number of older and severely visually impaired individuals served will increase annually. *FY 1996 baseline: 26,846 individuals were served by this program nationwide.*	28,500	35,000	40,000	41,000

Independent living

Due to the large, and growing, unmet demand for this program's services, increasing the number of individuals served is a valid objective. Data collected for the 1998 annual report for the Older Blind program (the 7OB report) indicate that 36,240 individuals were served under this program during that year, which exceeds the target for 1999. Data for FY 1999 will be available by the end of fiscal year 2000.

Indicators	1999	2000	2001	2002
The satisfaction rate in consumers' confidence in ability to perform activities that were "given up" as a result of vision loss will increase, and the percentage of consumers who feel more control in making decisions on important issues will increase. *Baseline FY 1998: 87% able to perform activities that were "given up;" 76% felt more in control of decisions.*	No targets set	89% perform activity 79% more control	90% perform activity 80% more control	90% perform activity 80% more control

The baseline was established through a contractor-conducted evaluation. In FY 1998, 87 percent of consumers were satisfied in their confidence in their ability to perform activities that were "given up" as a result of vision loss. In addition, 76 percent of consumers felt more in control in making decisions on important issues.

Independent living

PROGRAM OUTPUT MEASURES

($000s)	1999	2000	2001
Independent Living State Grants:			
Number of grantees[1]	81	81	81
Minimum State award[2]	$298	$298	$298
Average State award[3]	$424	$424	$424
Minority outreach	$223	$223	$223
Centers for Independent Living:			
Number of centers	275	278	334
Minimum State award[4]	$486	$506	$611
States over the minimum allotment:	36	37	33
Average State award	$850	$885	$1,071
Largest State award	$3,994	$4,264	$5,487
Minority outreach	$461	$480	$580
Training and technical assistance	$913	$950	$1,148
Peer review costs	$83	$40	$40
Services for Older Individuals who Are Blind:			
Number of continuation awards[5]	3	N/A	N/A
Number of new awards[5]	53	N/A	N/A
Total awards	56	56	56
Minority outreach	$111	$150	$150
Peer review costs[5]	$62	N/A	N/A
Average State award	$208	$283	$283

[1]In total, 82 State agencies are eligible to participate in this program, including those in the territories and both general and blind State vocational rehabilitation agencies.

[2]Funds are distributed on a population basis, provided that each State receives at least the allotment it received in fiscal year 1992 or a minimum allotment of $298,000, whichever is greater. The minimum shown in the table applies to States (which are defined as the 50 States, the District of Columbia, and Puerto Rico). In any year in which the amount appropriated for this part exceeds the total amount appropriated for the preceding fiscal year, the Commissioner may increase the minimum allotment by a percentage up to the percentage change in the appropriation. The territories receive one-eighth of 1 percent of the total funds available for this part.

[3]These figures represent the average per-State award, excluding awards to territories.

[4]Funds are made available for centers for independent living within each State based on the same formula as for the State Grants program, except that the minimum allotment is different. Increases in the minimum allotment are calculated in the same manner as in the State grants program. Centers compete for the funds available to their State.

[5]Beginning in FY 2000, funds are awarded to States on the basis of a formula based on population aged 55 or older.

Program improvement
(Rehabilitation Act of 1973, Section 12(a))

FY 2001 Authorization ($000s): Indefinite

Budget Authority ($000s):

2000	2001	Change
$1,900	$1,900	0

PROGRAM DESCRIPTION

Section 12(a) of the Rehabilitation Act authorizes the Commissioner of the Rehabilitation Services Administration (RSA) to provide technical assistance and consultative services to public and non-profit private agencies and organizations, including assistance to enable agencies and organizations to facilitate meaningful and effective participation by individuals with disabilities in workforce investment activities under the Workforce Investment Act of 1998. In addition, section 12 funds may be used to provide short-term and technical instruction, conduct special demonstrations, develop and disseminate educational or information materials, and carry out monitoring and conduct evaluations.

Program improvement funds are used to support activities that increase program effectiveness, improve accountability, and enhance the Department's ability to address critical areas of national significance in achieving the purposes of the Rehabilitation Act. Program funds are awarded through grants and contracts to procure expertise in identified problem areas of national significance and technical support in order to improve the operation of the Vocational Rehabilitation (VR) program and the provision of services to individuals with disabilities under the Act. This activity is current-funded.

Funding levels for the past 5 fiscal years were:

	($000s)
1996	$1,000
1997	2,391
1998	2,900
1999	1,900
2000	1,900

FY 2001 BUDGET REQUEST

The 2001 budget proposal is $1.9 million for program improvement activities, the same as the 2000 appropriation. This level would provide sufficient funding to continue support for the National Vocational Rehabilitation Technical Assistance Center, ongoing accountability and dissemination activities, and a national conference on the findings of the longitudinal study of the VR program.

The majority of program improvement funds (two-thirds) would be used to continue support for the National Vocational Rehabilitation Technical Assistance Center. The Center, operated under a contract with DTI Associates, Inc., arranges for the provision of technical assistance to State vocational rehabilitation agencies and other grantees providing services under the Act. The Center arranges technical assistance in response to State-specific requests and areas of national need as identified by the Commissioner of RSA. In response to State requests, the Center has arranged for technical assistance on conducting operations assessments, implementing management information and other automated systems, and developing strategies to improve program effectiveness.

In FY 2001, approximately 40 percent of the Center's funds will be targeted to providing technical assistance to State VR agencies in addressing priority areas established by the Commissioner. Priority areas under consideration for technical assistance in FY 2001 include:

- Assisting State VR agencies in implementing best practices in consumer choice;

- Assisting VR counselors in addressing the training and education needs of VR consumers so that they can obtain jobs that provide good wages and benefits;

- Assisting State VR agencies and community rehabilitation programs to further develop competitive employment options for individuals with significant disabilities (e.g., conversion of sheltered segregated settings to community-based integrated settings);

- Assisting States in implementing policies and strategies that facilitate the transition from school to work; and

- Assisting VR personnel in the use of the Internet to facilitate job development.

Program Improvement funds would also be used to support a national conference on the findings of the longitudinal study of the VR program. The VR longitudinal study is currently scheduled for completion in 2000, with the final report due from the contractor in September of 2000. The proposed conference is one component of a broader strategy to ensure utilization of the study's findings to improve the delivery of services and employment outcomes in the VR State Grants program. The conference would provide an opportunity for a national discussion of the study's findings and recommendations, including the identification of specific strategies for program improvement. Additional funds to support dissemination and utilization activities in connection with the study's findings and database are requested under the Evaluation activity.

Program improvement

The remaining funds would support ongoing dissemination, performance measurement, and data management activities.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected performance information, including the goal, indicator, targets, and an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Funds provided under the section 12 authority assist the Commissioner of RSA in carrying out the purposes of the Rehabilitation Act and improving the performance of authorized programs, particularly the VR State grants program. Technical assistance and other program improvement activities support a number of strategies to achieve performance objectives under the VR State grants program performance plan.

Performance goal: Provide leadership in promoting the employment and independence of individuals with disabilities and in assisting States and providers of service under the Rehabilitation Act.

Objective: Provide technical assistance to enable agencies and organizations providing services under the Rehabilitation Act to better assist individuals with disabilities in obtaining meaningful and gainful employment and independent living.

Indicator	1999	2000	2001	2002
Successful Technical Assistance. At least 80 percent of beneficiaries of technical assistance under the contracted technical assistance project will report that the outcome of the technical assistance they received was successful (i.e., rating of 4 or 5) in solving the problem identified in the beneficiaries technical assistance request. *Baseline: 100 % of the beneficiaries who received technical assistance in FYs 1998 and 1999 reported the outcome to be successful.*		80%	80%	80%

A significant portion of the funds available under this program are used to support the National Vocational Rehabilitation Technical Assistance Center. The contractor, DTI Associates, Inc., that operates the Center under contract with the Department, surveys the beneficiaries of the technical assistance provided to determine whether the outcome of the technical assistance they received was successful in solving the problem identified in the beneficiary's preliminary proposal. Beneficiaries are asked to rate success on a scale of 1 to 5, where a rating of "5" is "completely successful" and "1" is "not at all successful". A rating of "5" or "4" will be

Program improvement

considered successful. Although the total number projects completed in 1998 and 1999 was small, all of the beneficiaries rated the outcome of the technical assistance as successful. Targets for 2000 and future years are set at less than 100% to take into account the wide variability in statistical percentages when total numbers are small.

PROGRAM OUTPUT MEASURES

($000s)	1999	2000	2001
Technical Assistance			
National Technical Assistance Center			
State-initiated TA requests	$740	$740	$750
Federally targeted TA		235	525
Other TA-related activities	231	0	0
Subtotal TA Center funding	971	975	1,275
Other TA projects	205	450	100
Total TA	1,176	1,425	1,375
Performance Measurement/Data Management	520	200	350
Dissemination	204	275	175
Total Funding	1,900	1,900	1,900

Evaluation
(Rehabilitation Act of 1973, Section 14)

FY 2001 Authorization ($000s): Indefinite

Budget Authority ($000s):

2000	2001	Change
$1,587	$1,587	0

PROGRAM DESCRIPTION

Funds are used for studies to evaluate the impact and effectiveness of programs authorized by the Rehabilitation Act of 1973, including their general effectiveness in relation to their cost, their impact on related programs, and their structure and mechanisms for delivery of services. Studies are designed to provide information for policy decisions related to program management and effectiveness. In addition, subsection 14(f)) of the Rehabilitation Act requires the Commissioner of the Rehabilitation Services Administration to identify and disseminate information on exemplary practices concerning vocational rehabilitation.

This is a current-funded program. Contracts and cooperative agreements are awarded on an annual basis for studies to be conducted by persons not immediately involved in the administration of the programs authorized by the Act. Some evaluations require multi-year awards.

Funding levels for the past 5 fiscal years were:

	($000s)
1996	$1,582
1997	1,587
1998	1,587
1999	1,587
2000	1,587

FY 2001 BUDGET REQUEST

The 2001 budget proposal is $1.587 million for the evaluation program, the same as the 2000 appropriation. This level of funding would enable the Department to: (1) continue support for the extended follow-up of individuals in the longitudinal study of the vocational rehabilitation (VR) program; (2) continue support for the Projects with Industry (PWI) and the Training program evaluations initiated in FY 2000; (3) support dissemination and utilization activities in connection with the longitudinal study; and (4) initiate one new major evaluation study. The Department awarded a contract in 1992 to Research Triangle Institute (RTI) to conduct a multi-year longitudinal study of the VR State Grants program. This study, which is

Evaluation

tracking 8,500 VR consumers at 37 locations in the U.S. for 3 years each, will provide comprehensive information on the VR program including types of persons served, services provided, costs, resources available, local environments, and short and long-term outcomes. RTI will issue a final report and an accessible database in 2000. The original scope of the study was expanded in 1998 to provide for 2 additional years of follow-up to determine who continues to retain benefits from the program, who does not, and why they do not. Study findings with respect to expanded follow-up and long-term retention will be issued as a separate report in 2002.

With the exception of the proposed follow-up activity discussed above, the longitudinal study is scheduled to be completed in September 2000. The requested funding will support dissemination and utilization of the study's findings and database using a variety of methods that may include placing the findings and database on the Internet and providing tailored presentations to specific groups such as policymakers, consumers, researchers, and service providers.

The request would also provide support for the second year funding of the PWI and the Training program studies to be initiated in FY 2000. The purposes of the PWI study are to (1) identify the unique role that the PWI program currently plays in increasing the employment of individuals with disabilities, including an examination of its relationship to the State Vocational Rehabilitation Services program and (2) evaluate the extent to which the PWI program has been successful in meeting its statutory purposes, in particular, engaging the talent and leadership of private industry as partners in the rehabilitation process.

The Training program evaluation will identify the responsiveness of the long term training program to the need for qualified rehabilitation personnel, with a focus on the profession of rehabilitation counseling. The evaluation will examine the current situation with respect to placement of RSA Scholars in appropriate settings, including State VR agencies, the factors that contribute to such placements, and current demand for such graduates. This evaluation will also seek to identify the expected demand for Masters level rehabilitation counselors and other related staff, the expected supply, and the factors involved in meeting the projected demand. It will also identify existing and potential barriers in meeting demand, and provide recommendations for addressing barriers. In addition, the study will provide the Department with information on the current status of each State's standard, how many current employees meet the State standard, and the projected future demand for qualified rehabilitation personnel in each State.

In August of 1998, the Rehabilitation Act was reauthorized by title IV of the Workforce Investment Act (WIA). The purpose of WIA is to provide coordinated workforce investment activities that increase the employment, retention, and earnings of program participants. Section 121 of WIA requires the establishment of local one-stop delivery systems. The Vocational Rehabilitation State Grants program and the Client Assistance program under Title I of the Rehabilitation Act are required partners in the operation of this system. At a minimum, the one-stop delivery system must make available the core employment and training services identified in section 134(d)(2) of WIA.

Evaluation

In addition, the amendments to the Rehabilitation Act specify the requirements for cooperative agreements with other components of the statewide workforce investment system (section 101(a)(11)). These cooperative agreements may provide for intercomponent staff training and technical assistance; the use of linked information and financial management systems; the use of common customer service features; the establishment of cooperative efforts with employers; the identification of staff roles, responsibilities, and resources; and the specification of procedures for resolving disputes.

In fiscal year 2000, RSA plans to conduct a formative evaluation of the implementation of title I of WIA. The purpose of this study is to supplement the information obtained from the assessment of WIA implementation being conducted by the Department of Labor, by providing a more in-depth picture its as it relates to the State Vocational Rehabilitation program and consumers with disabilities.

The new evaluation study proposed for 2001 would provide a more extensive examination of the implementation of WIA requirements and the impact of those requirements on services and outcomes for individuals with disabilities. This study would seek to identify challenges facing VR agencies and one-stop centers as they operate in the WIA environment, identify promising practices, and examine the effect of the WIA system on individuals with disabilities. Specific areas of investigation might include co-location, electronic linkages to career centers, representation on State and local boards, execution of memoranda of understanding with State and local boards, participation in unified planning, cross training of partners, choice of data management systems, design of suitable accountability measures, consumer access and eligibility for services, and service providers in the workforce investment system. Information from the WIA study planned for 2000 will be used in developing the design of the proposed fiscal year 2001 study. The study would also seek to compare the services received, costs incurred, and outcomes obtained by eligible VR consumers in one-stop delivery systems with the services, costs, and outcomes of similar individuals not served by one-stop systems.

SELECTED PROGRAM PERFORMANCE INFORMATION

The studies supported under the section 14 authority assist the Department in evaluating the impact and effectiveness of programs authorized by the Rehabilitation Act, particularly the VR State grants program. The information obtained from these studies is used in measuring program performance and in developing strategies to affect program performance.

PERFORMANCE OBJECTIVE AND INDICATOR	FY 2001 EVALUATION ACTIVITIES
<u>VR State Grants Program - Objective 1</u>: Ensure that individuals with disabilities who are served by the Vocational Rehabilitation State Grant program achieve employment consistent with their unique strengths, resources, abilities, capabilities, and interests.	
<u>Indicator</u>: Competitive Employment (1.3) Improved Earnings (1.4)	• VR Longitudinal study – Dissemination and utilization

Evaluation

PERFORMANCE OBJECTIVE AND INDICATOR – Continued	FY 2001 EVALUATION ACTIVITIES – Continued
Indicator: Employment Retention (1.6)	• VR Longitudinal study – Expanded follow-up • VR Longitudinal study – Dissemination and utilization
VR State Grants Program – Objective 2: RSA will help State VR agencies to improve services and outcomes for consumers.	• VR Longitudinal study – Dissemination and utilization • WIA Implementation Study
PWI Program Objective; Ensure that PWI services (through partnerships with business and industry) result in competitive employment, increased wages, and job retention for individuals with disabilities.	• PWI evaluation

PROGRAM OUTPUT MEASURES

($000s)	1999	2000	2001
Funding for evaluation activities:			
New	$1,403	$1,315	$897
Continuations	184	272	690
Total	1,587	1,587	1,587
Number of activities:			
New	3	3	2
Continuations	1	1	3
Total	4	4	5

Helen Keller National Center
(Helen Keller National Center Act)

FY 2001 Authorization ($000s): Indefinite

Budget Authority ($000s):

2000	2001	Change
$8,550	$8,717	+$167

PROGRAM DESCRIPTION

The Helen Keller National Center for Deaf-Blind Youths and Adults (HKNC) was created by Congress in 1969, and operates under the auspices of Helen Keller Services for the Blind, Inc. The Center provides services on a national basis to individuals who are deaf-blind, their families, and service providers through three component programs. These are a national headquarters center with a residential training and rehabilitation facility where deaf-blind individuals receive intensive specialized services; a network of 10 regional field offices which provide referral and counseling assistance to deaf-blind individuals and technical assistance to service providers; and an affiliate program which provides incentive grants to public and private agencies that serve individuals with deaf-blindness. HKNC is current-funded and receives an award on a noncompetitive basis.

The purpose of the program at the national headquarters center is to provide direct services for individuals with deaf-blindness in order to enhance their potential for employment and to live independently in their home communities. The objectives of the program are to provide clients with meaningful contact with the environment, effective means of communication, constructive participation in the home and community, increased employability, and other development pertinent to their rehabilitation. The headquarters program also offers training and consultation to other programs through a technical assistance center and national training team.

The Center employs regional representatives in each of the 10 Federal regions. These representatives provide a variety of services, including training for service agency staff, general technical assistance, and help in developing direct service plans for deaf-blind clients for State vocational rehabilitation counselors, mental health workers, and special education programs. The regional staff also provide counseling, information, and referral for individuals who are deaf-blind and their families. In addition, the Center also uses appropriated funds to support its affiliate program. This program provides seed money to State and private agencies to establish or expand programs for individuals who are deaf-blind.

HKNC operates a number of special projects related to deaf-blindness. These include a service project for elderly deaf-blind persons and a national parent and family services project. The Center also operates an international internship program for professionals in the field of deaf-blindness. Participants are professionals, are financially supported by their sponsoring agencies during their stay, and are expected to initiate and complete at least one project while at HKNC.

In fiscal year 1998, the Center received approximately 86.7 percent of its total funding from this appropriation. In addition, the Center received two grants from the Department: $958,093 for a National Technical Assistance Consortium that provides training and technical assistance to improve the placements and services available for individuals from birth through young adulthood who are deaf-blind, including the transition of students with deaf-blindness from special education to postsecondary education, vocational training, employment, or adult service settings; and $35,000 for the National Information Clearinghouse on Children who are Deaf-Blind. A third grant, funded at $136,079 by the New York State Commission for the Blind and Visually Handicapped, provides community-based services to individuals living in the New York City area. These grant funds came to just over $1.1 million or 11.8 percent of HKNC's total budget. Fees paid by State vocational rehabilitation agencies comprised an additional 9 percent of HKNC's operating budget, and the remaining 2.5 percent came from fund raising activities.

Funding levels for the past 5 fiscal years were:

	($000s)
1996	$7,144
1997	7,337
1998	7,549
1999	8,550
2000	8,550

FY 2001 BUDGET REQUEST

The Administration requests $8.717 million for the Helen Keller National Center, an increase of $167,000 or 2 percent above the fiscal year 2000 appropriation for operations. The 2 percent increase is requested to help offset inflation and will enable the Center to maintain operations at the 2000 level, including the Follow-Up Services initiative, the National Registry, and the Endowment Matching Grant programs that were funded for the first time in fiscal year 1999. In addition, the 2001 request includes $220,000, the same amount that was included in the fiscal year 2000 appropriation for nonrecurring costs associated with one-time construction projects to upgrade smoke and heat detector systems, complete a project to install accessible doors, and upgrade temperature control systems. These projects were completed in fiscal year 2000, and no fiscal year 2001 funds will be needed. Instead, the Center would use the $220,000 to increase staffing in the HKNC regional offices.

HKNC would use approximately $5.583 million of the request to support training and administrative functions at the Center's headquarters facility. This sum includes an inflation increase of $110,000 increase above the FY 2000 level. These funds would be used to support 11 direct services departments, including audiology, communications, independent living, low vision, orientation and mobility, and vocational services; individualized client support services in the areas of socialization, work skills, and crisis intervention; clinical social work services; and staff functions such as payroll and benefits. At the request level, the Center estimates that it would serve approximately 90 adult clients and 12 high school students with deaf-blindness at its headquarters facility.

The most recent year that client data are available is program year 1998, which covered the period of July 1, 1997 to June 30, 1998 and was supported by the fiscal year 1997 appropriation. In that year, a total of 103 clients attended the HKNC's rehabilitation training center, including 91 adults and 12 high school students. HKNC provides an 8-week individualized evaluation and a 2-week summer seminar for youth in high school. The high school students participate in career exploration, college preparation, training in use of technology, and other services offered by the Center. However, the students return to high school after their training and are not counted in the outcome measures reported for adult rehabilitation clients. During this period, a total of 52 adult trainees and 17 high school students completed their training. Of the 52 adult clients who terminated their training, 41 received placement services from the Case Management/Placement Department. Twenty-two of these 41 individuals, or 54 percent, were placed in some type of employment setting, including 14 in competitive employment, 2 in supported employment, and 6 in extended employment. An additional 11 clients, or 27 percent, were actively seeking competitive or supported employment situations in their home community at the time the 1998 annual report was released. Of the remaining individuals, 7 were unemployed and 1 was deceased. The Case Management/Placement Department also assisted the 41 clients in achieving appropriate residential outcomes. Of these, 13, or 32 percent, went on to less restrictive residential options.

The Department's request would increase funding for field services and community education programs by $277,000 over the fiscal year 2000 amount for a total of approximately $3.137 million for fiscal year 2001. This includes $57,000 to help offset the effect of inflation and $220,000 to increase staffing in HKNC's regional offices. HKNC believes that every deaf-blind person should have the option to live and work in the community of their choice. One strategy for accomplishing this is to assist States and local communities in developing their capacity to serve deaf-blind people. HKNC's field services are geared toward assisting States to provide the quality services that are necessary to support individuals who are deaf-blind to live and work in their home communities by providing information and serving as a resource for State and local agencies. HKNC helps State agencies and other programs to acquire the capacity to serve individuals who are deaf-blind through: training provided by its National Training Team (NTT) and community education program; technical assistance provided by its regional centers; and the activities of its affiliate network. The NTT provides training nation-wide on a request basis, with the requesting agency covering the travel costs for the team. The NTT also coordinates on-site conferences and workshops across the country to train and update professionals. The regional centers provide technical assistance to individuals who are deaf-blind, professionals in the field, and family members in planning and obtaining services to assist individuals who are deaf-b ind to live and work independently in the community.

HKNC uses its affiliate program to provide seed money to State and private nonprofit agencies as an incentive for these agencies to create programs for individuals who are deaf-blind. Agencies and organizations that participate in the affiliate program receive funds on a gradually declining basis over a 5-year period. After that period, they receive 100 percent of their operating funds through their own agencies. The Center plans to expend approximately $300,000 of its field services and community education programs budget on community education in fiscal year 2001, including funding for the National Training Team. Approximately $300,000 of the request for field services would be used to fund all or part of the costs of 12 new and ongoing affiliate projects during 2001. Programs no longer receiving direct funding can and generally do elect to maintain an association with the Center and receive ongoing technical assistance or training from the headquarters program or the regional offices.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years.

Other performance data for this program are included in the Department's Annual Program Performance Plan and Annual Program Performance Report.

Performance goal: Individuals who are deaf-blind become independent and function as full and productive members of their local community.

Objective: Individuals who are deaf-blind receive the specialized services and training they need to become as independent and self-sufficient as possible.

Indicator	1999	2000	2001	2002
The training program at headquarters will serve a minimum of 90 adult consumers and 12 high school students, while the percent of consumers placed in employment settings and percentage who return to less restrictive living situations will be maintained or increase. *FY 1998 Baseline: 91 adults and 12 high school students;* 21 *consumers, or 36%, of the 58 consumers terminating training in 1998 were placed in employment settings and 14, or 25%, returned to less restrictive living situations).*	Adults 85 H.S. 12 Empl. 38% Resid. 25%	Adults 90 H.S. 12 Empl. 40% Resid. 25%	Adults 90 H.S. 12 Empl. 40% Resid. 25%	Adults 90 H.S. 12 Empl. 40% Resid. 25%

In 1999, HKNC actually served 75 adults and 16 high school students. The Center attributes the lower than anticipated number of adult consumers to delays in sending out admissions materials being sent out and limited flexibility in entry dates. Of those attending, 51 adult consumers completed their training. Of those, 38 were seeking employment; 17, or 45 percent, of whom were placed in employment settings; and an additional 10, or 26 percent of whom are at home actively seeking employment. A total of 30, or 58 percent, of the 51 individuals completing training returned to less restrictive living situations. While the number of consumers served has varied, HKNC believes that the minimum target of 90 adults and 12 high school students, which is based on historical patterns, is an appropriate long-range target. HKNC will obtain the data for future reports from internal client caseload reports, which are summarized in the HKNC Annual Report. The Center also is developing a follow-up survey for former consumers to obtain data on employment status and satisfaction with community living (housing, community participation and supports) and information on goals completed one year after students leave the HKNC training program. HKNC will use this data to help evaluate the extent to which consumers retain employment and return to less restrictive living situations and will use the data to refine programs to meet the employment and independent living needs of consumers more effectively.

Indicator	1999	2000	2001	2002
Participants in the training program at headquarters will increase their skills and abilities in areas such as vocational services, communication, orientation and mobility, and independent living. *FY 1999 Baseline: In the core training areas, participants successfully achieved 83.7% of their identified training goals in 1999.*		84%	85%	86%

This is the first year the Individual Training Plan (ITP) has been implemented. It remains to be seen whether or not the data from this year are representative of student performance over a longer period of time. Performance targets will be re-evaluated upon receipt of future data. Ongoing data will be obtained from HKNC Case Management/Placement Department records, which will be summarized in the HKNC Annual Report

Objective: Deaf-blind consumers and their family members receive the services they need to function more independently in the home community.

Indicator	1999	2000	2001	2002
HKNC will maintain or increase the number of consumers and family members served through its regional offices (e.g., information and referral, advocacy, and counseling). *FY 1998 baseline: 1,259 individuals with deaf-blindness and 402 families.*	Indiv. 1,250 Families 400	Indiv. 1,300 Families 400	Indiv. 1,400 Families 425	Indiv. 1,500 Families 450

The regional offices served 1,336 individuals with deaf blindness and 368 families in fiscal year 1999. While the number of individuals served in 1999 exceeded the target, the number of families served was lower than anticipated. HKNC points out that the number of consumers and families served may fluctuate from year to year due to factors beyond the control of the Center, such as changes in State vocational rehabilitation program funding or policy, which may affect the need for information and technical assistance. As such, the decrease in the number of families served in 1999 does not necessarily reflect a decline in performance. Data for this indicator will be obtained from regional office records and summarized in the HKNC annual report.

Helen Keller National Center

PROGRAM OUTPUT MEASURES [1]

	1999	2000	2001
Number of individuals served:			
At headquarters:			
Adult clients	75	90	90
High School Students	16	12	12
Through regional representatives:			
Individuals	1,336	1,300	1,400
Families	368	400	425
Agencies/organizations	818	950	1,000
Affiliate Network:			
Number of HKNC funded affiliates	12	12	12
Total number of affiliates	44	45	47
Persons served by affiliates[2]	3,360	3,440	3,600
Total FTE	148	148	148

[1] Impact data are provided according to fiscal year, as opposed to KHNC's program year of July to June.
[2] This figure represents the number of individuals served by agencies affiliated with HKNC. Agencies in the affiliate network receive start-up funding from HKNC and ongoing technical assistance. However, individuals served by the affiliates do not receive direct services from HKNC and are not considered clients of the Center.

National Institute on Disability and Rehabilitation Research
(Rehabilitation Act of 1973, Title II)

FY 2001 Authorization ($000s): Indefinite

Budget Authority ($000s):

2000	2001	Change
$86,462	$100,000	+$13,538

PROGRAM DESCRIPTION

The activities of the National Institute on Disability and Rehabilitation Research (NIDRR) are intended to maximize the full inclusion and integration into society and employment of individuals of all ages with disabilities. NIDRR activities are also designed to improve the economic and social self-sufficiency of these individuals, with particular emphasis on improving the effectiveness of services authorized under the Rehabilitation Act. The purposes of NIDRR are to:

- provide for a comprehensive and coordinated program, consistent with its long-range plan, of research, demonstration projects, training, and related activities that promote:
  - full inclusion and integration into society;
  - employment;
  - independent living;
  - maintenance of health and function for individuals of all ages with disabilities; and
  - the transfer of rehabilitation technology to individuals with disabilities;

- ensure the widespread distribution of practical scientific and technological information related to rehabilitation and disability, in usable formats to appropriate user populations; and

- increase opportunities for disabled individuals, including those who are members of underserved minority groups.

To address these purposes, NIDRR supports rehabilitation research and development, demonstration projects, and related activities, including the training of persons who provide rehabilitation services or who conduct rehabilitation research. In addition, NIDRR supports projects to disseminate and promote the use of information concerning developments in rehabilitation procedures, methods, and devices. Information is provided to rehabilitation professionals, persons with disabilities, and their representatives. NIDRR also supports data analyses on the demographics of disability and provides that information to policymakers, administrators, and other relevant groups. Awards are competitive, with applications reviewed by panels of experts, including rehabilitation professionals, rehabilitation researchers, and persons with disabilities.

NIDRR supports the following centers and projects:

Rehabilitation Research and Training Centers (RRTCs) -- RRTCs conduct coordinated, integrated, and advanced programs of research in rehabilitation targeted toward the production of new knowledge to improve rehabilitation methodology and service delivery systems, to alleviate or stabilize disabling conditions, and to promote maximum social and economic independence of individuals with disabilities. RRTCs also provide training, including graduate, pre-service, and in-service training, to assist rehabilitation personnel to more effectively provide rehabilitation services to individuals with disabilities. The RRTCs must serve as centers of excellence and national resources for providers and individuals with disabilities and their representatives. Awards are for 5 years, except that grants to new recipients or to support new or innovative research may be made for less than 5 years.

Rehabilitation Engineering Research Centers (RERCs) -- RERCs focus on issues dealing with rehabilitation technology, including rehabilitation engineering and assistive technology devices and services. Types of activities supported by RERCs include: 1) the development and dissemination of innovative methods of applying advanced technology, scientific achievements, and psychological and social knowledge to rehabilitation problems and the removal of environmental barriers; 2) demonstrations and dissemination of scientific research to assist in meeting the employment and independent living needs of individuals with severe disabilities; 3) service delivery systems change projects; and 4) the stimulation of the production and distribution of equipment in the private sector, as well as clinical evaluations of equipment. Each RERC must provide training opportunities to individuals, including individuals with disabilities, to become researchers and practitioners of rehabilitation technology. Awards are for 5 years, except that grants to new recipients or to support new or innovative research may be made for less than 5 years.

Disability and Rehabilitation Research and Related Projects -- These projects are quite varied, though all are aimed at fulfilling NIDRR's overarching goals of inclusion, integration, employment, and self-sufficiency. Projects may support short-term research relating to the development of methods, procedures, and devices to assist in the provision of rehabilitation services, particularly to persons with severe disabilities. Others support information utilization and dissemination, including state-of-the-art assessments and diffusion centers, to ensure that knowledge generated from research is available and can be fully used to improve services, opportunities, and conditions for persons with disabilities. Projects that provide technical assistance and training to State and local governments and private businesses regarding the Americans with Disabilities Act (ADA) and facilitate implementation of the ADA without litigation or undue difficulty are also included under this activity, as are the Traumatic Brain Injury (TBI) Model Systems and the Burn Injury Model Systems.

REHABILITATION SERVICES AND DISABILITY RESEARCH

National Institute on Disability and Rehabilitation Research

Disability and Business Technical Assistance Centers (DBTACs) -- The DBTACs are responsible for: (1) providing technical assistance, disseminating information, and providing training to individuals or entities with responsibilities and rights under the Act on the requirements of the ADA and developments in ADA case law, policy, and implementation; (2) increasing the capacity of organizations at the State and local level to provide technical assistance, disseminate information, provide training, and promote awareness of the ADA; and (3) promoting awareness of the ADA and the availability of services provided by the DBTACs, other NIDRR grantees working on ADA issues, and other Federal information sources on the ADA.

Small Business Innovative Research -- These projects support the development of ideas and products that are useful to persons with disabilities by inviting the participation of small business firms with strong research capabilities in science, engineering, or educational technology. The program takes an idea through two phases - from development to market readiness.

Field-Initiated Projects -- This program supports research and development projects that address important activities that are not included in NIDRR's announced priorities, thereby allowing NIDRR to expand the scope of its research activities as needed, to be responsive to emerging developments in the field.

Mary E. Switzer Fellowships -- This program supports 1-year fellowships to highly-qualified individuals to carry out discrete research activities that are related to NIDRR's research priorities or to pursue studies in areas of importance to the rehabilitation community.

Advanced Rehabilitation Research Training Projects -- This program supports grants to institutions providing advanced training in research to physicians, nurses, engineers, physical therapists, and other professionals.

Model Spinal Cord Injury Systems -- This program supports model projects that provide innovative and effective approaches to the delivery and evaluation of comprehensive medical, psychological, vocational, and other rehabilitation services and conduct site specific and collaborative research to meet the wide range of needs of individuals with spinal injuries.

Funding levels for the past 5 fiscal years were:

	($000s)
1996	$69,984
1997	69,990
1998	76,800
1999	81,000
2000	86,462

FY 2001 BUDGET REQUEST

The Administration requests $100 million for NIDRR, an increase of $13.538 million, or 15.7 percent, above the fiscal year 2000 appropriation. The increase is requested to enable NIDRR to undertake a comprehensive set of technology initiatives. This includes $5 million for an Educational Technology Initiative to provide technical assistance and training regarding accessible information technology, statutory requirements and technology standards, and resources available to elementary and secondary schools serving students with disabilities. The remaining increase of $8.5 million is requested for a major Technology for Independence initiative: $3.1 million for a multi-pronged Employment initiative to carry out research, training, and technical assistance to enhance the ability of individuals with disabilities to access and use information and communication technology to increase employment opportunities, including self-employment; and $5.4 million for a Community Independence initiative to look at how information and assistive technology can be used to enhance community integration and participation by individuals with disabilities.

Of the total funds requested, roughly 70 percent would be used for continuation grants and 26 percent for new grant awards. The remaining 4 percent of the funds requested would be used for contracts, including the Small Business Innovative Research contracts and field readers, interagency activities, including the Interagency Committee on Disability Research (ICDR), and planning and evaluation activities.

Educational Technology

The Individuals with Disabilities Education Act (IDEA) includes a strong emphasis on improving educational results for students with disabilities by providing them with full access to the general curriculum and including them in State and district-wide assessments. Access to appropriate technology will play a major role in helping State and local educational agencies to achieve these goals and to meet the ongoing requirement to provide children with disabilities a free appropriate public education in the least restrictive environment. The purpose of the Educational Technology initiative is to assist elementary and secondary schools and students with disabilities by providing technical assistance to schools and other educational agencies on how to evaluate and procure accessible information technology suitable for persons with disabilities. Educational entities are relying more and more on computer technologies and the Internet. We believe that access to these technologies is paramount to the educational performance of children, youth, and adults with disabilities and to accomplishing the purposes of the IDEA.

While advances in computers and information technologies create new opportunities for some individuals, they may create barriers for individuals with disabilities. There are systems-level policy questions that must be addressed in order to ensure accessibility. Information presented in graphical modes (images, photographs, icons, etc.) pose problems for people who are blind unless there are built-in "hooks" that can be identified by the user's screen reader. Conversely, audio cues (beeps) cannot convey information to individuals who are deaf or profoundly hard of hearing. Knowing what equipment to purchase, how it interconnects, how it is used, and whom it will benefit is important, especially given the cost and the short lifetime of these technologies. In addition, there are emerging information and communication policy issues that are having a profound impact on technology development and procurement. Section 255 of the Telecommunications Act of 1996 and Section 508 of the Rehabilitation Act of 1973 call for the development of accessibility standards and guidelines that direct government agencies, Federal contractors, manufacturers, and developers to address accessibility for new and existing products. Understanding these laws and how to comply with them is important, especially for those responsible for procurement. Developing collaborative relationships with private as well as public sector interests is critical to including persons with disabilities in the information technology revolution that is taking place.

The Educational Technology projects would capitalize on the information dissemination expertise and networks of the Disability and Business Technical Assistance Centers (DBTACs), assistive technology expertise of the Assistive Technology Act (AT) grantees, and technical expertise of relevant Rehabilitation Engineering and Research Centers (RERCs). The grantees would be required to form regional partnerships among the DBTACs, AT grantees, RERCs, Office of Special Education Program technology grantees, and pertinent educational organizations and agencies. The projects would provide technical assistance and training to educators, parent networks, and school boards about accessible information technology and access to information technologies. In addition, they would provide technical assistance and training on Section 504 and Section 508 of the Rehabilitation Act, Section 255 of the Telecommunications Act, and the Americans with Disabilities Act; provide technical assistance and training about procurement policies related to information technology; develop information packets and training materials; and conduct evaluations of school environments and information access at educational entities.

Technology for Independence

The Technology for Independence initiative would address the technological needs of disabled people to live, learn and work in an increasingly technological environment, as well as enhancing the capability of industry and government to make the technological infrastructure more accessible to disabled people. American government and industry operate within a global marketplace that is driven by demands for reduced costs, increased productivity, and a technically skilled workforce. NIDRR has been investing in technology for independence through the RERCs, RRTCs, and other technology development programs. This initiative would expand and coalesce this investment by combining the expertise of industry, rehabilitation engineering, and disabled users and would build on NIDRR's fiscal year 2000 initiatives to develop and support industry consortia for accessibility, promote technology transfer, and establish one-stop technology demonstration centers.

Individuals with disabilities encounter numerous difficulties in accessing mainstream products and systems, including transportation and workplace information technology, obtaining appropriate personal technology, such as prosthetics and orthotics, or meeting the cognitive and sensory demands needed to function in a modern technological society. In addition, the new technologies themselves generate instant obsolescence and complexity that can result in abandonment. These problems contribute to the approximately 70 percent unemployment rate of people with severe disabilities. The Technology for Independence initiative will bring together basic science, applied rehabilitation science, and engineering research with industry and the end user to identify and solve technological problems that pose obstacles for individuals with disabilities to reap the full benefits of the new economy.

The Technology for Independence initiative is organized along two lines of inquiry, Employment and Community Independence. The following narratives provide a detailed explanation of the components of each.

Employment

The primary thrust of the employment component of the Technology for Independence initiative is to develop the tools necessary to enhance the ability of people with disabilities to access and use information and communication technology in the workplace. Funds would support research, training, and technical assistance that will assist persons with disabilities to access and use the full range of available information technology, including, but not limited to the Internet, computers, and telecommunications. Research topics would include the successful use of technology by people with cognitive and learning disabilities in order to improve their employment status. Great strides have been made in the development of assistive technologies to improve the lives of individuals with physical and sensory disabilities. However, individuals with cognitive disabilities have limited access to technology. Another focus of this initiative would be to identify, develop, and evaluate strategies for promoting adoption of universal design in the building, communications, transportation, and product manufacturing industries. It would be much easier for all individuals with disabilities to participate in everyday life if buildings, equipment, transportation, and telecommunications systems were initially designed to accommodate them, rather than having to be retrofitted after the fact. In order to enhance the capacity of various stakeholders to address education and employment issues related to technology, NIDRR also would sponsor joint workshops among the Technology, Medical, and Statistical subcommittees of the ICDR and provide support for interagency research, data collection, and data analysis.

Community Independence

The successful development and adoption of technology require that it accomplish its purpose and be accepted by the people who will use it. As part of the Community Independence portion of the Technology for Independence initiative, NIDRR would fund a project to measure the extent to which new technologies are successful in enabling people to function more effectively in their physical and social environments. NIDRR also proposes to fund a set of community-based research projects in public accommodation and assistive technology in order to enhance community integration and participation for people with disabilities of all ages. These projects will be guided by interdisciplinary teams composed of researchers, persons with disabilities, and other users of research, including providers, business people, teachers, vocational rehabilitation counselors, and other community leaders.

The acceptance of assistive technologies by people with disabilities and the reasons for non-acceptance are important elements to feed back into the engineering design cycle for AT. In order to improve the effectiveness of assistive technology interventions and enhance consumer satisfaction with assistive technology, the Institute would support a series of abandonment projects, which would investigate how and why technology users decide to stop using assistive technology. NIDRR also plans on increasing efforts to develop new technology to address the needs of children that depend on orthotic devices for mobility and other functions, especially as their bodies grow and change. However, none of these efforts will be successful if parents and other users are not aware of or do not understand what is available, how to use it, and how to obtain it. As part of this effort, funds would be used for parenting programs to increase parents' understanding of technology, how to use it, and available resources for obtaining it. These increases would enable projects to develop and evaluate emerging technologies affecting families with disabilities, as well as provide families with the information and technical assistance they need to use and maintain these technologies.

Finally, the effective implementation of the employment and independent living components of this technology initiative would be incomplete unless we address the need for individuals with disabilities to travel independently. The technology initiative incorporates funding for research related to mobility, including research on technology that would ensure the safe integration of wheeled mobility devices and public and private transportation vehicles for people with mobility disabilities. In addition, a project on wayfinding would conduct research on technology that could be used to improve the ability of individuals who are blind and visually impaired to move from place to place independently. NIDRR also would provide funding to evaluate and develop emerging transportation technologies specific to persons with low vision and transportation technology issues affecting elderly persons with disabilities.

Ongoing Priorities

The request includes approximately $15 million that would be available for other new centers and projects in fiscal year 2001. The bulk of these funds would be used to conduct new competitions for projects that have completed their funding cycle in fiscal year 2000. For example, a new competition for $6.266 million would be held for the 10 regional Disability and Business Technical Assistance Centers and $3.5 million would be used to award new field initiated projects to replace projects that terminate in fiscal year 2000. In addition, we would use $1.6 million to fund 4 new spinal cord injury centers. The remainder of the funds would be used to conduct new competitions to continue the work of current centers such as the RRTCs on Blindness and Low Vision and Rehabilitation of Persons who are Deaf or Hard of Hearing and the RERC on Assistive Technology for Older Persons with Disabilities.

In addition to these new projects, NIDRR will continue funding for 51 existing centers, over 60 existing projects, and 60 field-initiated projects. Of special note is the continuation of the

Information Technology and Telecommunications initiative that will be implemented in fiscal year 2000, at a cost of $5 million. One project will foster and coordinate accessibility efforts by bringing producers of information and communications technology together with people who have knowledge and expertise in the areas of universal design and accessibility. Another will expand support for researchers, including existing RERCs, to transfer results of their research on universal design and accessibility into information technology products that are being developed for the general population. In addition, NIDRR is funding several regional demonstration centers where people will be able to see, touch, compare, and learn about new information and communications hardware and software. If technology is accessible, it can significantly improve the quality of life for people with disabilities, enhance their ability to participate in the workplace, make them full participants in their communities, and increase their productivity. These projects will help develop and promote access to technology so that Americans with disabilities may reach their full potential.

Program Performance Initiatives

Over the past several years, two factors have served to improve the quality of NIDRR-funded research. One is the implementation of the Government Performance and Results Act (GPRA) requirements. NIDRR has taken serious steps toward measuring the program's performance and the quality of the research that it funds. NIDRR continues to expand and improve upon its in-process peer reviews, which began in 1997. This past year saw the addition of *formative* reviews to complement the already successful summative reviews. These formative reviews are done in the first or second year of the grant period, and allow the grantee to receive feedback on research and other proposed activities while there is still time to make improvements.

One focus of the NIDRR program reviews is the concept of "Centers of Excellence." It is NIDRR's hope that each of its research centers can achieve a level of excellence and that reaching that goal is a cooperative endeavor between NIDRR and the center itself. The objectives set forth in NIDRR's GPRA performance plan are incorporated into the Centers of Excellence concept, with each center expected to strive for excellence in four areas that correspond to the plan objectives: administration, scientific research, relevance and productivity, and capacity-building.

NIDRR is also developing and testing a web-based reporting system for annual progress reports that will require each grantee to provide the information on its activities that will be needed for performance evaluation. Such a system is already in place for NIDRR's DBTACs, which provide technical assistance to public and private organizations, lawyers, architects, individuals with disabilities, and others on issues pertaining to the implementation of the Americans with Disabilities Act. Each of the 10 DBTACs is required to meet quarterly quotas on the number of customers that it surveys, with the survey responses being entered directly on the Internet. The information from all 10 centers can then be easily compiled and analyzed. Reporting formats for RERCs and RRTCs have been developed and are now in a pretest stage.

NIDRR plans to fully implement this innovative system with all NIDRR grantees in fiscal year 2000.

The recently published Long-Range Plan is also having a significant positive influence on NIDRR operations. The plan provides details on NIDRR's priorities for rehabilitation research, demonstration projects, training, and related activities. It clearly outlines the direction that rehabilitation and disability research needs to take over the next 5 years. The publication of the plan followed a lengthy planning process involving focus groups, expert papers, public hearings, and written testimony. Separate sections of the plan concentrate on one of five thematic areas: employment; health and function; technology for access and function; independent living and community integration; and associated disability areas. The plan also addresses the need for disability statistics and knowledge dissemination and utilization. Priorities for proposed research centers and projects published in the Federal Register now reference the Long-Range Plan, making explicit how each one fits into NIDRR's vision for the future direction of rehabilitation and disability research. In addition, NIDRR's most recent *Program Directory* has been reorganized around the thematic issues laid out in the Plan. These changes, while seemingly small, have provided a valuable context through which NIDRR staff, grantees, applicants, and other stakeholders can better understand current research and future needs.

NIDRR continues to provide leadership in research leading to a new conceptual foundation for organizing and interpreting the phenomenon of disability. This *new paradigm* of disability, which provides the overarching framework for the Long-Range Plan, asserts that disability is a product of an interaction between characteristics of the individual and characteristics of the natural, man-made, cultural, and social environments. The focus is on removing barriers and creating access through accommodation and universal design. The individual is no longer seen as a patient, beneficiary, or object of intervention, but rather as a customer, consumer, empowered peer, and participant.

NIDRR's applied research program enables persons with disabilities to function better at work, in the family, and in the community. The Institute brings a comprehensive view and intensity of focus to research that continue to lead to advances at both the individual level and the environmental-social level. In the past, NIDRR-funded research has helped to improve the quality of the lives of individuals with a wide variety of disabilities. For example, the Missouri Spinal Cord Injury (SCI) Model System has developed its own personal assistance manual - in lay language - to train and certify home care providers specifically to assist SCI patients before their hospital discharge. NIDRR engineering centers have developed new materials for lighter and stronger wheelchairs, devised more comfortable and functional prostheses, and improved the technology for hearing aids and other communication devices. Recently funded Engineering centers are working toward incorporating the concept of universal design into information technologies, telecommunications, and the physical environment.

Through broader programmatic policy research, largely conducted by the Rehabilitation Research and Training Centers, the Institute has made important contributions to the disability community and to society as a whole. NIDRR research has helped to raise expectations of, and for, individuals with disabilities. It has led to enhanced accommodations and the greater recognition of the rights of individuals with disabilities. Also, NIDRR helps small businesses that develop and manufacture specialized assistive technology products that have small markets. Today, with its focus on universal design and human factors research, NIDRR is a leader in promoting environmental changes that increase access and ease of use of products and services.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, as assessment of progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program is included in the Department's Annual Program Performance Plan and the Department's Strategic Plan.

Performance goal: To support the conduct and dissemination of high-quality research that contributes to improvement in the quality of life of persons with disabilities.

Objective: NIDRR grantees will conduct high-quality research that leads to high-quality research products.

Indicator	1999	2000	2001	2002
Peer evaluation will document increasing research quality, as reflected in research design and its usefulness to customers. *FY 1998 Baseline: Program reviews found 37 percent of Centers to be good or excellent in research quality.*		60%	65%	70%

Good research is the foundation for NIDRR's goal of improving the quality of life for individuals with disabilities. Through its in-process program reviews, NIDRR can determine how well grantees are performing their research activities. Program review participants have begun evaluating the research quality of grantees' projects. Evaluators ascribe ratings of excellent, good, fair, or poor for each of the factors mentioned above. While this is still a new process, NIDRR expects that, by fiscal year 2001, over two-thirds of reviewed projects will receive ratings of excellent or good.

Objective: Disseminate and promote use of information on research findings, in accessible formats, to improve rehabilitation services and outcomes.

National Institute on Disability and Rehabilitation Research

Indicator	1999	2000	2001	2002
The percentage of recipients who find the products, information, and technical assistance that they receive to be useful will increase. *FY 1998 Baseline: For the DBTAC program, 80% of surveyed customers responded that they were being served adequately. .*		83.5%	86.0%	88.5%

Dissemination and utilization of rehabilitation research is one of the primary objectives for NIDRR. NIDRR requires its centers to disseminate information related to their specific areas of expertise. NIDRR also funds projects whose primary function is information dissemination and technical assistance. For the Disability and Business Technical Assistance Centers, NIDRR has begun using a system of online customer surveys called the ADA Impact Measurement System (AIMS). Customers contacting any of the 10 regional DBTACs can be surveyed at a later time regarding their satisfaction with the services they received. Each DBTAC enters respondent information directly on the World Wide Web so that data can be analyzed across the whole program. NIDRR plans to expand this system to other dissemination and utilization projects within the next 2 years. Data for fiscal year 1999 are not yet available.

PROGRAM OUTPUT MEASURES

($000s)

Funding levels:	1999	2000	2001
Rehabilitation Research and Training Centers:			
Continuations	$19,835	$21,248	$22,848
New awards	3,105	2,800	1,200
Total	22,940	24,048	24,048
Rehabilitation Engineering Research Centers:			
Continuations	9,270	10,625	11,425
New awards	2,600	1,300	600
Total	11,870	11,925	12,025
Disability and Rehabilitation Research and Related Projects:			
Continuations	10,353	12,963	17,764
New awards	2,865	5,512	0
Total	13,218	18,475	17,764

PROGRAM OUTPUT MEASURES - continued

($000s)

	1999	2000	2001
Disability and Business Technical Assistance Centers			
Continuations	$6,265	$6,266	0
New awards	0	0	$6,266
Total	6,265	6,266	6,266
Small Business Innovative Research	1,800	1,300	1,300
Field-Initiated Projects:			
Continuations	6,554	7,893	8,813
New awards	4,457	4,500	3,500
Total	11,011	12,393	12,313
Mary E. Switzer Fellowships	500	450	450
Advanced Rehabilitation Research Training grants:			
Continuations	1,039	1,757	2,057
New awards	450	300	0
Total	1,489	2,057	2,057
Spinal Cord Model Systems:			
Continuations	7,000	0	5,400
New awards	0	5,400	1,600
Total	7,000	5,400	7,000
Outreach to Minority Colleges/Universities	810	865	1,000
Educational Technology Initiative	0	0	5,000
Technology for Independence Initiative:			
Employment Component	0	0	3,400
Community Independence Component	0	0	5,100
Total	0	0	8,500
Peer review of applications for new awards	899	771	600

PROGRAM OUTPUT MEASURES – continued

($000s)

	1999	2000	2001
Contracts	$2,962	$1,746	$1,200
Other	236	766	477
Total Funding	81,000	86,462	100,000

Number of awards:

	1999	2000	2001
Rehabilitation Research and Training Centers:			
Continuations	31	38	37
New awards	7	4	2
Total	38	42	39
Rehabilitation Engineering Research Centers:			
Continuations	11	13	14
New awards	4	2	1
Total	15	15	15
Disability and Rehabilitation Research And Related Projects:			
Continuations	32	28	32
New awards	9	4	0
Total	41	32	32
Disability and Business Technical Assistance Centers:	10	10	10
Field-Initiated Projects:			
Continuations	57	61	60
New awards	30	30	23
Total	87	91	83
Mary E. Switzer Fellowships:			
New awards	10	10	10
Advanced Rehabilitation Research Training grants:			
Continuations	7	12	15
New awards	5	2	0
Total	12	14	15

PROGRAM OUTPUT MEASURES - continued

($000s)

	1999	2000	2001
Outreach to Minority Colleges/Universities:			
New awards	10	6	6
Educational Technology Initiative	0	0	10
Technology for Independence Initiative:			
Employment Component	0	0	5
Community Independence Component	0	0	10
Total	0	0	15
Spinal Cord Injury Model Systems:			
Continuations	18	0	15
New awards	0	15	4
Database projects	1	1	1
Total	19	16	20
Contracts (excluding SBIR)	8	8	6
Total awards	250	244	261

Assistive Technology
(Assistive Technology Act of 1998)

FY 2001 Authorization ($000s):
Title I: Indefinite [1]
Title III: Indefinite [2]

Budget Authority ($000s):

2000	2001	Change
$34,000	$41,112	+$7,112

[1] The AT Act requires that funds appropriated for Title I of the Act be distributed as follows: 87.5 percent for the Assistive Technology State grant program; 7.9 percent for Protection and Advocacy for Assistive Technology; and 4.6 percent for technical assistance activities.
[2] The GEPA extension applies through September 30, 2001.

PROGRAM DESCRIPTION

By enhancing access to assistive technology devices and services, the Assistive Technology program empowers individuals with disabilities to have greater control over their lives and more fully participate in their home, school, and work environments, and in their communities. Assistive technology is products, equipment, and related services that are used by individuals with disabilities to increase, maintain, or improve their functional capabilities. Assistive technology devices include such items as communication devices, adapted appliances for accessible living, environmental control devices, modified housing, adapted computers, and specialized software.

The Assistive Technology program supports States in sustaining and strengthening their capacity to address the assistive technology needs of individuals with disabilities. Title I of the Assistive Technology Act of 1998 (AT Act) authorizes the Assistive Technology State grant program, a State grant program for protection and advocacy services related to assistive technology, and a program of technical assistance for grantees under the Act and for individuals with disabilities. Title III of the AT Act authorizes an alternative loan financing program for States to establish programs for individuals that wish to purchase assistive technology devices or services.

Title I- Assistive Technology State grant program
Prior to fiscal year 1999, the Assistive Technology (AT) State grant program was authorized by the Technology-Related Assistance for Individuals with Disabilities Act of 1988 (Tech Act). The AT Act extended the AT State grant program, along with the authority to carry out many activities previously authorized under the Tech Act. Under the AT State grant program States are required to continue to carry out all assurances made in applying for the AT State grant

program under the Tech Act, and to carry out four mandatory activities—a public awareness program, interagency coordination, technical assistance and training, and outreach.

The purpose of the AT State grant program is to increase the availability of, funding for, access to, and provision of assistive technology devices and assistive technology services for individuals with disabilities of all ages through changes in laws, regulations, policies, practices, procedures, and organizational structures.

Since fiscal year 1989, the AT State grant program has supported grants to States to assist them in developing and implementing a consumer-responsive comprehensive Statewide program of technology-related assistance for individuals with disabilities. This program was based on the premise that States can significantly enhance the access of individuals with disabilities to assistive technology by changing their service delivery systems. Systemic activities have been primarily geared towards the following: education (infant and toddler services, preschool and school-age services, and postsecondary services); accommodation/accessibility issues (Americans with Disabilities Act, and sections 504 and 508 of the Rehabilitation Act); vocational rehabilitation services; medical assistance services; and private insurance programs.

The AT Act authorizes continued support for States that received a second extension grant under the Tech Act but have not completed 10 years of funding. It also authorizes an additional 3 years of level funding for States that have completed 10 years of funding under the Tech Act or the AT Act. As provided for under the Tech Act, Federal funding is reduced in the ninth and tenth years of the grant.

Title I-Technical Assistance

The AT Act authorizes the provision of technical assistance, through grants, contracts, or cooperative agreements on a competitive basis, to individuals with disabilities of all ages, AT State grant program grantees, and to protection and advocacy systems. The Act requires the establishment and maintenance of a national public Internet site and technical assistance to entities funded under Title I of this Act.

In designing the technical assistance activities, the Department must consider the input of individuals with disabilities who use assistive technology, family members, and protection and advocacy service providers, among others. The technical assistance must respond to State-specific requests for information and disseminate information to States, entities funded under Title I of the AT Act, and any other public entities that seek information about AT. The technical assistance must provide model approaches for the removal of barriers to accessing assistive technology, examples of effective program coordination, and practices that increase funding for assistive technology devices.

Title I- Protection and Advocacy for Assistive Technology

The AT Act provides for formula grants to protection and advocacy (P&A) systems established under the Developmental Disabilities Assistance and Bill of Rights Act. Funds support protection and advocacy services to assist individuals with disabilities of all ages in the acquisition, utilization, or maintenance of assistive technology services or devices. Funds are distributed on the basis of State population, with a minimum annual grant of $50,000. Outlying areas may each receive up to $30,000 annually.

Title III- Alternative Loan Financing
Title III of the AT Act authorizes the Secretary to award 1-year grants to States to pay for the Federal share of the cost of the establishment and administration of, or the expansion and administration of, an alternative financing program. Such a program must feature one or more alternative financing mechanisms that would allow individuals with disabilities and their family members, guardians, advocates, and authorized representatives to purchase assistive technology devices and assistive technology services. These alternative financing mechanisms could include a low-interest loan fund, an interest buy-down program, a revolving loan fund, or a loan guarantee or insurance program.

Funding levels for the past 5 fiscal years were as follows:

	($000s)
1996	$36,109 [1]
1997	36,109 [1]
1998	36,109 [1]
1999	34,000
2000	34,000

[1] Amounts shown in fiscal year 1998 and earlier were appropriated for Title I of the Technology-Related Assistance for Individuals with Disabilities Act.

FY 2001 BUDGET REQUEST

The Administration requests $41.112 million for assistive technology activities under the AT Act in fiscal year 2001, an increase of $7.112 million from the fiscal year 2000 appropriation. The request includes $26.112 million for the three required components of Title I of the AT Act and $15 million for the State alternative loan financing program authorized under Title III of the AT Act.

Title I
Section 105 of the AT Act requires that 87.5 percent of the funds appropriated for Title I of the Act be used for the AT State grant program, 7.9 percent of Title I funds be used for Protection and Advocacy (P&A) for AT, and 4.6 percent of Title I funds be spent on technical assistance activities. The AT Act also prescribes the amount each State is to receive under the AT State grant program, and sets a minimum allotment for grantees under the P&A program. In order to provide each State its prescribed amount in fiscal year 2001 under the AT State grant program, to provide the minimum allotment for grantees under the P&A program, and to maintain the four ongoing technical assistance activities at the fiscal year 2000 level, the Department is proposing language to override the provisions in Section 105 of the AT Act. The request of $26.112 million for Title I would be distributed as follows: $22.069 million for the AT State grant program; $2.680 million for the AT P&A program; and $1.363 million for the technical assistance activities.

Assistive technology

Title I- Assistive Technology State grant program

The AT Act provides funding for States for a maximum period of 13 years. Funding for States during years 11 through 13 is at the same level of support as each State received in its tenth year. In fiscal year 2001, $3.447 million would support the 9 States in their thirteenth and final year of funding, $5.055 million would support the 14 States in their twelfth year, and $3.155 million would support the 8 States in their eleventh year. As required under the statute, 20 States in their ninth and tenth years are reduced 25 percent and 50 percent, respectively, from the level of funding in their eighth year--$9.44 million would be needed to support those 20 States and one outlying area. The remaining four grantees, one State and three outlying areas, are between their seventh and eighth year of participation in the AT State grant program. The AT Act provides $105,000 each year for each of the four outlying areas.

Title I-Technical Assistance

At the request level, $1.363 million would be allocated for technical assistance to continue activities that began in fiscal year 1999. The Department has awarded grants to support the following activities: 1) technical assistance to the AT State grant program grantees; 2) technical assistance to protection and advocacy systems; 3) AT Act data collection activities; and 4) the establishment of a national public Internet site.

Title I- Protection and Advocacy for Assistive Technology

The fiscal year 2001 Title I request includes $2.68 million for grants to eligible protection and advocacy systems (P&As) for services related to assistive technology. At this level, protection and advocacy systems established under the Developmental Disabilities Assistance and Bill of Rights Act would receive $50,000, the minimum amount allowed under the AT Act and the same amount provided to the P&As in fiscal year 2000. Outlying areas would receive $20,000. Funds would be used to assist individuals with disabilities in the acquisition, utilization, or maintenance of assistive technology services or devices.

Title III- Alternative Loan Financing

The request includes $15 million, an increase of approximately $11 million over the amount available in fiscal year 2000, to support grants to States to establish or maintain alternative loan financing programs to increase access to assistive technology for individuals with disabilities. Currently, major service programs such as Medicaid, Medicare, special education, and vocational rehabilitation cannot meet the growing demand for assistive technology. Most people with disabilities do not have the private financial resources to purchase the assistive technology they need. Loan programs offer individuals with disabilities attractive options that significantly enhance their access to assistive technology.

To better enable States applying for a grant in fiscal year 2001 to take advantage of the opportunities provided by this program, the Department is proposing changes to the current statutory matching requirements and funding provisions. First, the Department believes that States should have the flexibility to request less than the minimum amount of $500,000 specified in the statute and that States should be able to receive as much money as they can match. Second, the Department believes States should be allowed to request more than the 1 year of funding authorized by the statute. Third, the Department believes that limiting the Federal share in the first year of the program to 50 percent may discourage State participation.

Assistive technology

Therefore, the Department proposes to eliminate the minimum allotment of $500,000 and to make the formula provisions inapplicable. The Department proposes that States be permitted to request up to 3 years of funding and that the Federal share be increased to 75 percent in the first year but decline in the next 2 years to 50 percent and 25 percent. With this flexibility, States would be able apply for the grant amount that would best meet their matching capability. Elimination of the formula also would enable the Department to more effectively manage the requested funds.

Consistent with current law, alternative loan financing programs must be designed to allow individuals with disabilities and their family members, guardians, advocates, and authorized representatives to purchase assistive technology devices and assistive technology services. Alternative financing mechanisms could include a low-interest loan fund, an interest buy-down program, a revolving loan fund, or a loan guarantee or insurance program.

States that participate must enter into a contract with a community-based organization (including groups of such organizations) that has individuals with disabilities involved in decisionmaking at all organizational levels to administer the alternative financing program. The alternative loan program must have procedures to review and process in a timely manner requests for financial assistance for immediate and potential technology needs. Such procedures must include consideration of methods to reduce paperwork and duplication of effort, particularly relating to need, eligibility, and determination of the specific assistive technology device or service to be financed through the program. States must have policies and procedures to ensure that access to the alternative financing program shall be given to consumers regardless of type of disability, age, income level, location of residence in the State, or type of assistive technology device or assistive technology service for which financing is requested through the program. States also must implement procedures to ensure consumer-controlled oversight of the program.

Some States have been successful in establishing loan programs under the Assistive Technology (AT) State grant program. States may participate in this alternative loan program even if they have begun loan activities under the AT State grant program. In fact, the success of loan activity under the AT State grant program is the basis for initiating funding for this program.

A total of 29 States have operated loan programs under the Assistive Technology State grant program. Individuals receive loans ranging from $250 to $50,000. It has been estimated that the average loan nationally is $5,000 to $7,500. These loan programs can be described as either revolving, guaranteed, interest buy-down, traditional, or some combination of those. A revolving loan program is one in which an individual borrows money, and loan repayments are dedicated to the re-capitalization of the loan fund, and are then recycled into future loans. A guaranteed loan program provides loans that are backed by a promise or 'guarantee' that if the borrower defaults, the loan will be paid back. An interest buy-down program involves an organization using its funds to reduce the interest rate of a loan made by a lending institution to a borrower. A traditional loan program provides loans directly from the lending institution to individual applicants using the lending institution's own funds.

Exemplary State examples of each loan model follows:

Revolving: Maine (Adaptive Equipment Loan Program)
Since 1989, the Alpha One Center for Independent Living, in partnership with the Finance Authority of Maine (FAME), has administered the Adaptive Equipment Loan Program (AELP). This program operates as a consumer-driven partnership financed by State bond monies totaling over $6.5 million. Loans are made from and paid back into a revolving account that earns interest and is managed by FAME. This program offers loans to individuals with disabilities to purchase AT and to start their own businesses, and also to small businesses for accessibility modifications. Interest rates and terms are determined based upon the individual loan. AELP has provided nearly 1,000 loans with a 2 percent default rate.

Loan Guarantee with Interest Buy-Down: Virginia (Virginia Assistive Technology Loan Program)
The Virginia Assistive Technology Loan Authority in partnership with Crestar Bank operates this AT loan program specifically for individuals with disabilities and their families. It has been operating since 1997, providing over 100 loans with only a single default. The program was established with a general assembly appropriation of $500,000 and supported by $20,000 in Assistive Technology State grant funds to ensure interest buy-down. There is a guaranteed and non-guaranteed component to the program that makes it much more inclusive to all Virginians regardless of income. Interest rates are bought down by the Authority by 4 percent from Crestar's rate, to a current rate of 4 percent.

Loan Guarantee: New Hampshire
This program is a partnership between the New Hampshire Assistive Technology State grant program, the Bank of New Hampshire, and a private foundation. A $100,000 investment of Assistive Technology State grant funds provides the loan guarantees with only a 60 percent guarantee requirement made by the bank. Interest rates are just over 1 percent and over $750,000 in loans have been provided. No defaults have been reported in the 7 years of operation. This program has a consumer advisory group but is administered primarily by the bank.

Traditional: Ohio
This is a program that partners the Ohio Assistive Technology State grant program with Fifth Third Bank of Columbus and was established with $100,000 of AT Act funds combined with a $40,000 match by the bank. There are no external guarantee funds provided. The bank reviews and approves all loans internally and establishes its own standards for approval. Loan rates are 5.5 percent. Almost 150 loans have been approved since the program began in 1996, and $150,000 has been loaned out with only 1 default.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in

previous years and those requested in fiscal year 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: To increase availability of, funding for, access to, and provision of assistive technology devices and assistive technology services.

Objective: Through systemic activity, improve access to and availability of assistive technology for individuals with disabilities who require assistive technology.

In order to establish baseline for these indicators, the Department used data collected from the States using the Assistive Technology State grant program's performance guidelines. The Tech Act required the Department to develop uniform performance guidelines for use by grantees in reporting on their outcomes and project progress. The AT Act requires that grantees continue to comply with reporting requirements under the Tech Act.

Indicator	1999	2000	2001	2002
Barrier reduction- Annually, grantees' activities will result in legislative and policy changes that reduce barriers. *FY97 baseline: 95% of the 56 grantees were responsible for change in at least one area.*	95%	95%	95%	95%

AT State grantees' activities result in legislative and policy changes that reduce barriers in the following major areas: special education, vocation rehabilitation services, medical assistance services, private insurance, and Section 508 of the Rehabilitation Act. A total of 52 States responded to this data element in fiscal year 1998. Of the respondents, 23 States (44%) revised regulations or policies in all 5 areas; 37 States (71%) revised regulations or policies in four or more areas; 47 States (90%) revised regulations or polices in two or more areas; and 48 States (92%) revised regulations or policies in one area.

PROGRAM OUTPUT MEASURES

($000s)	1999	2000	2001
Title I:			
AT State grant program	$29,750	$25,929	$22,069
Protection and advocacy program	2,686	2,680	2,680
Technical assistance activities	1,564	1,363	1,363
Subtotal	34,000	29,972	26,112
Title III:			
Alternative loan financing	0	4,028	15,000
Total	34,000	34,000	41,112

Vocational Rehabilitation State grants

State or Outlying Area	1999	2000	2001
Alabama	$48,438,083	$48,906,901	$50,101,011
Alaska	7,428,886	7,718,623	7,919,307
Arizona	35,778,718	39,278,881	40,470,012
Arkansas	29,490,036	29,437,990	30,173,387
California	223,834,693	225,655,512	232,185,410
Colorado	28,519,621	27,783,828	28,538,357
Connecticut	16,999,228	17,019,730	17,407,663
Delaware	7,657,288	7,718,623	7,919,307
District of Columbia	10,798,035	10,780,491	10,988,375
Florida	109,579,409	113,286,258	116,546,688
Georgia	66,250,177	66,475,058	68,230,646
Hawaii	7,818,169	8,739,160	8,987,982
Idaho	11,584,265	12,171,046	12,512,753
Illinois	84,703,656	84,637,863	86,853,163
Indiana	54,370,773	55,485,500	56,896,936
Iowa	26,639,858	26,896,382	27,588,470
Kansas	22,253,796	22,846,052	23,451,942
Kentucky	43,678,479	43,978,234	45,065,862
Louisiana	48,825,985	49,295,085	50,505,319
Maine	12,854,780	13,197,716	13,516,637
Maryland	33,677,166	34,307,584	35,193,100
Massachusetts	43,308,611	41,028,557	41,913,784
Michigan	79,331,053	81,831,296	83,960,407
Minnesota	38,466,718	37,615,045	38,557,868
Mississippi	35,266,108	35,452,399	36,307,608
Missouri	50,370,276	51,204,540	52,483,808
Montana	8,986,603	9,467,591	9,722,553
Nebraska	14,790,110	15,016,700	15,403,399
Nevada	9,872,082	10,891,008	11,235,331
New Hampshire	8,887,350	8,860,095	9,076,315
New Jersey	45,896,304	45,996,270	47,066,576
New Mexico	18,407,087	18,820,129	19,330,192
New York	121,456,223	119,897,382	122,698,240
North Carolina	71,435,970	71,392,379	73,210,124
North Dakota	7,623,760	7,718,623	7,919,307
Ohio	101,867,152	102,384,377	104,933,545
Oklahoma	35,072,640	35,764,314	36,702,894
Oregon	27,417,155	27,696,334	28,455,059
Pennsylvania	103,711,597	104,282,135	106,775,172
Rhode Island	8,488,546	8,576,667	8,782,626
South Carolina	40,552,338	41,282,629	42,343,069
South Dakota	7,591,208	7,872,330	8,068,844
Tennessee	53,324,872	53,795,610	55,134,741
Texas	168,520,480	165,823,459	170,433,079
Utah	20,639,672	20,825,277	21,416,503
Vermont	7,658,843	7,718,623	7,919,307
Virginia	52,443,888	52,875,356	54,246,942
Washington	33,256,286	40,176,149	41,303,731
West Virginia	21,956,542	22,652,855	23,200,279
Wisconsin	46,710,295	47,576,336	48,769,705
Wyoming	5,849,008	7,718,623	7,919,307
American Samoa	823,279	848,787	873,437
Guam	2,085,463	2,286,651	2,345,887
Northern Marianas	788,661	824,768	851,407
Puerto Rico	61,301,657	61,957,569	63,492,096
Virgin Islands	1,789,062	1,839,620	1,886,531
Subtotal	2,287,128,000	2,315,587,000	2,375,792,000
American Indian Set-Aside	17,283,000	23,390,000	23,998,000
TOTAL	2,304,411,000	2,338,977,000	2,399,790,000

REHABILITATION SERVICES AND DISABILITY RESEARCH

Client Assistance State grants

State or Outlying Area	1999	2000	2001
Alabama	$148,594	$148,227	$151,199
Alaska	111,025	111,025	113,245
Arizona	156,713	159,023	162,213
Arkansas	111,025	111,025	113,245
California	1,110,170	1,112,620	1,134,933
Colorado	133,937	135,250	137,962
Connecticut	112,503	111,511	113,747
Delaware	111,025	111,025	113,245
Florida	504,166	508,030	518,219
Georgia	257,553	260,282	265,502
Hawaii	111,025	111,025	113,245
Idaho	111,025	111,025	113,245
Illinois	409,278	410,246	418,473
Indiana	201,749	200,917	204,946
Iowa	111,025	111,025	113,245
Kansas	111,025	111,025	113,245
Kentucky	134,453	134,058	136,746
Louisiana	149,729	148,806	151,790
Maine	111,025	111,025	113,245
Maryland	175,257	174,895	178,403
Massachusetts	210,488	209,363	213,562
Michigan	336,271	334,361	341,067
Minnesota	161,220	160,931	164,158
Mississippi	111,025	111,025	113,245
Missouri	185,854	185,249	188,964
Montana	111,025	111,025	113,245
Nebraska	111,025	111,025	113,245
Nevada	111,025	111,025	113,245
New Hampshire	111,025	111,025	113,245
New Jersey	277,061	276,392	281,935
New Mexico	111,025	111,025	113,245
New York	623,997	619,030	631,444
North Carolina	255,454	257,012	262,167
North Dakota	111,025	111,025	113,245
Ohio	384,850	381,772	389,428
Oklahoma	114,120	113,997	116,283
Oregon	111,574	111,783	114,025
Pennsylvania	413,544	408,747	416,944
Rhode Island	111,025	111,025	113,245
South Carolina	129,361	130,652	133,272
South Dakota	111,025	111,025	113,245
Tennessee	184,684	184,977	188,686
Texas	668,792	673,014	686,511
Utah	111,025	111,025	113,245
Vermont	111,025	111,025	113,245
Virginia	231,681	231,298	235,936
Washington	193,010	193,764	197,650
West Virginia	111,025	111,025	113,245
Wisconsin	177,872	177,926	181,495
Wyoming	111,025	111,025	113,245
District of Columbia	111,025	111,025	113,245
Puerto Rico	131,667	131,469	134,106
American Samoa	49,962	49,962	50,961
Northern Mariana Islands	49,962	49,962	50,961
Guam	49,962	49,962	50,961
Virgin Islands	49,962	49,962	50,961
TOTAL	10,928,000	10,928,000	11,147,000

Protection and Advocacy of Individual Rights

State or Outlying Area	1999	2000	2001
Alabama	$140,234	$152,759	$155,816
Alaska	116,578	127,186	129,729
Arizona	147,897	163,886	167,166
Arkansas	116,578	127,186	129,729
California	1,047,711	1,146,640	1,169,590
Colorado	126,402	139,385	142,175
Connecticut	116,578	127,186	129,729
Delaware	116,578	127,186	129,729
Florida	475,802	523,563	534,044
Georgia	243,064	268,240	273,610
Hawaii	116,578	127,186	129,729
Idaho	116,578	127,186	129,729
Illinois	386,252	422,789	431,252
Indiana	190,399	207,059	211,204
Iowa	116,578	127,186	129,729
Kansas	116,578	127,186	129,729
Kentucky	126,889	138,157	140,922
Louisiana	141,305	153,355	156,425
Maine	116,578	127,186	129,729
Maryland	165,398	180,242	183,850
Massachusetts	198,646	215,764	220,084
Michigan	317,353	344,584	351,482
Minnesota	152,150	165,851	169,171
Mississippi	116,578	127,186	129,729
Missouri	175,398	190,913	194,735
Montana	116,578	127,186	129,729
Nebraska	116,578	127,186	129,729
Nevada	116,578	127,186	129,729
New Hampshire	116,578	127,186	129,729
New Jersey	261,474	284,843	290,545
New Mexico	116,578	127,186	129,729
New York	588,892	637,957	650,727
North Carolina	241,083	264,870	270,173
North Dakota	116,578	127,186	129,729
Ohio	363,199	393,445	401,320
Oklahoma	116,578	127,186	129,729
Oregon	116,578	127,186	129,729
Pennsylvania	390,278	421,244	429,677
Rhode Island	116,578	127,186	129,729
South Carolina	122,084	134,647	137,342
South Dakota	116,578	127,186	129,729
Tennessee	174,294	190,632	194,448
Texas	631,167	693,591	707,475
Utah	116,578	127,186	129,729
Vermont	116,578	127,186	129,729
Virginia	218,647	238,369	243,141
Washington	182,152	199,688	203,686
West Virginia	116,578	127,186	129,729
Wisconsin	167,865	183,366	187,037
Wyoming	116,578	127,186	129,729
District of Columbia	116,578	127,186	129,729
Puerto Rico	124,259	135,489	138,201
American Samoa	58,289	63,593	64,865
Northern Mariana Islands	58,289	63,593	64,865
Guam	58,289	63,593	64,865
Virgin Islands	58,289	63,593	64,865
Indian Tribe set aside	50,000	54,550	55,641
Subtotal	10,697,900	11,679,900	11,913,624
Technical assistance	196,100	214,100	218,376
TOTAL	10,894,000	11,894,000	12,132,000

Supported Employment State grants

State or Outlying Area	1999	2000	2001
Alabama	$558,964	$551,254	$551,254
Alaska	300,903	300,000	300,000
Arizona	282,750	591,407	591,407
Arkansas	326,526	321,481	321,481
California	4,176,118	4,137,826	4,137,826
Colorado	498,056	502,994	502,994
Connecticut	423,203	414,707	414,707
Delaware	301,086	300,000	300,000
District of Columbia	300,000	300,000	300,000
Florida	1,874,780	1,889,363	1,889,363
Georgia	957,732	967,988	967,988
Hawaii	300,000	300,000	300,000
Idaho	301,795	300,000	300,000
Illinois	1,539,576	1,525,703	1,525,703
Indiana	758,917	747,208	747,208
Iowa	369,105	362,521	362,521
Kansas	331,995	333,007	333,007
Kentucky	505,771	498,561	498,561
Louisiana	556,780	553,408	553,408
Maine	300,000	300,000	300,000
Maryland	659,263	650,435	650,435
Massachusetts	791,789	778,621	778,621
Michigan	1,264,948	1,243,489	1,243,489
Minnesota	606,460	598,501	598,501
Mississippi	353,445	348,587	348,587
Missouri	691,112	688,941	688,941
Montana	300,000	300,000	300,000
Nebraska	302,458	300,000	300,000
Nevada	302,487	300,000	300,000
New Hampshire	301,740	300,000	300,000
New Jersey	1,042,215	1,027,901	1,027,901
New Mexico	300,000	300,000	300,000
New York	2,347,283	2,302,171	2,302,171
North Carolina	960,941	955,828	955,828
North Dakota	300,000	300,000	300,000
Ohio	1,447,688	1,419,809	1,419,809
Oklahoma	429,285	423,954	423,954
Oregon	414,897	415,721	415,721
Pennsylvania	1,555,623	1,520,129	1,520,129
Rhode Island	300,000	300,000	300,000
South Carolina	486,618	485,895	485,895
South Dakota	300,000	300,000	300,000
Tennessee	694,724	687,928	687,928
Texas	2,515,788	2,502,937	2,502,937
Utah	303,054	300,000	300,000
Vermont	300,873	300,000	300,000
Virginia	871,512	860,195	860,195
Washington	717,723	720,608	720,608
West Virginia	302,694	300,000	300,000
Wisconsin	661,431	661,708	661,708
Wyoming	300,000	300,000	300,000
Puerto Rico	489,612	488,934	488,934
American Samoa	47,690	47,690	47,690
Guam	47,690	47,690	47,690
Northern Marianas	47,690	47,690	47,690
Virgin Islands	47,690	47,690	47,690
Subtotal	37,770,480	37,770,480	37,770,480
Minority Outreach	381,520	381,520	381,520
TOTAL	38,152,000	38,152,000	38,152,000

REHABILITATION SERVICES AND DISABILITY RESEARCH

Independent Living State grants

State or Outlying Area	1999	2000	2001
Alabama	$297,581	$297,581	$297,581
Alaska	297,581	297,581	297,581
Arizona	297,581	297,581	297,581
Arkansas	297,581	297,581	297,581
California	1,981,883	1,986,795	1,986,795
Colorado	297,581	297,581	297,581
Connecticut	297,581	297,581	297,581
Delaware	297,581	297,581	297,581
District of Columbia	297,581	297,581	297,581
Florida	900,041	907,184	907,184
Georgia	459,786	464,783	464,783
Hawaii	297,581	297,581	297,581
Idaho	297,581	297,581	297,581
Illinois	730,646	732,571	732,571
Indiana	360,164	358,775	358,775
Iowa	297,581	297,581	297,581
Kansas	297,581	297,581	297,581
Kentucky	297,581	297,581	297,581
Louisiana	297,581	297,581	297,581
Maine	297,581	297,581	297,581
Maryland	312,871	312,308	312,308
Massachusetts	375,764	373,858	373,858
Michigan	600,314	597,066	597,066
Minnesota	297,581	297,581	297,581
Mississippi	297,581	297,581	297,581
Missouri	331,788	330,798	330,798
Montana	297,581	297,581	297,581
Nebraska	297,581	297,581	297,581
Nevada	297,581	297,581	297,581
New Hampshire	297,581	297,581	297,581
New Jersey	494,611	493,551	493,551
New Mexico	297,581	297,581	297,581
New York	1,113,965	1,105,395	1,105,395
North Carolina	456,039	458,944	458,944
North Dakota	297,581	297,581	297,581
Ohio	687,038	681,726	681,726
Oklahoma	297,581	297,581	297,581
Oregon	297,581	297,581	297,581
Pennsylvania	738,262	729,895	729,895
Rhode Island	297,581	297,581	297,581
South Carolina	297,581	297,581	297,581
South Dakota	297,581	297,581	297,581
Tennessee	329,700	330,311	330,311
Texas	1,193,933	1,201,794	1,201,794
Utah	297,581	297,581	297,581
Vermont	297,581	297,581	297,581
Virginia	413,599	413,026	413,026
Washington	344,563	346,002	346,002
West Virginia	297,581	297,581	297,581
Wisconsin	317,539	317,721	317,721
Wyoming	297,581	297,581	297,581
Puerto Rico	297,581	297,581	297,581
American Samoa	27,591	27,591	27,591
Guam	27,591	27,591	27,591
Northern Mariana Islands	27,591	27,591	27,591
Virgin Islands	27,591	27,591	27,591
Subtotal	22,073,040	22,073,040	22,073,040
Minority Outreach	222,960	222,960	222,960
TOTAL	22,296,000	22,296,000	22,296,000

Services for Older Individuals Who Are Blind

State or Outlying Area	1999[1]	2000	2001
Alabama		$225,000	$225,000
Alaska		225,000	225,000
Arizona		225,000	225,000
Arkansas		225,000	225,000
California		1,004,367	1,004,367
Colorado		225,000	225,000
Connecticut		225,000	225,000
Delaware		225,000	225,000
District of Columbia		225,000	225,000
Florida		692,350	692,350
Georgia		228,677	228,677
Hawaii		225,000	225,000
Idaho		225,000	225,000
Illinois		421,133	421,133
Indiana		225,000	225,000
Iowa		225,000	225,000
Kansas		225,000	225,000
Kentucky		225,000	225,000
Louisiana		225,000	225,000
Maine		225,000	225,000
Maryland		225,000	225,000
Massachusetts		228,711	228,711
Michigan		344,031	344,031
Minnesota		225,000	225,000
Mississippi		225,000	225,000
Missouri		225,000	225,000
Montana		225,000	225,000
Nebraska		225,000	225,000
Nevada		225,000	225,000
New Hampshire		225,000	225,000
New Jersey		305,866	305,866
New Mexico		225,000	225,000
New York		676,801	676,801
North Carolina		270,706	270,706
North Dakota		225,000	225,000
Ohio		416,965	416,965
Oklahoma		225,000	225,000
Oregon		225,000	225,000
Pennsylvania		500,894	500,894
Rhode Island		225,000	225,000
South Carolina		225,000	225,000
South Dakota		225,000	225,000
Tennessee		225,000	225,000
Texas		599,498	599,498
Utah		225,000	225,000
Vermont		225,000	225,000
Virginia		225,000	225,000
Washington		225,000	225,000
West Virginia		225,000	225,000
Wisconsin		225,000	225,000
Wyoming		225,000	225,000
Puerto Rico		225,000	225,000
American Samoa		40,000	40,000
Guam		40,000	40,000
Northern Mariana Islands		40,000	40,000
Virgin Islands		40,000	40,000
Subtotal		14,850,000	14,850,000
Minority Outreach		150,000	150,000
TOTAL		15,000,000	15,000,000

[1]In 1999, grants for Services for Older Individuals Who Are Blind were awarded on a competitive basis, because the appropriation was less than $13,000,000, the amount at or above which the authorizing statute states that funds shall be allotted to States on the basis of formula.

REHABILITATION SERVICES AND DISABILITY RESEARCH

Protection and Advocacy for Assistive Technology

State or Outlying Area	1999	2000	2001
Alabama	$50,000	$50,000	$50,000
Alaska	50,000	50,000	50,000
Arizona	50,000	50,000	50,000
Arkansas	50,000	50,000	50,000
California	56,000	50,000	50,000
Colorado	50,000	50,000	50,000
Connecticut	50,000	50,000	50,000
Delaware	50,000	50,000	50,000
Florida	50,000	50,000	50,000
Georgia	50,000	50,000	50,000
Hawaii	50,000	50,000	50,000
Idaho	50,000	50,000	50,000
Illinois	50,000	50,000	50,000
Indiana	50,000	50,000	50,000
Iowa	50,000	50,000	50,000
Kansas	50,000	50,000	50,000
Kentucky	50,000	50,000	50,000
Louisiana	50,000	50,000	50,000
Maine	50,000	50,000	50,000
Maryland	50,000	50,000	50,000
Massachusetts	50,000	50,000	50,000
Michigan	50,000	50,000	50,000
Minnesota	50,000	50,000	50,000
Mississippi	50,000	50,000	50,000
Missouri	50,000	50,000	50,000
Montana	50,000	50,000	50,000
Nebraska	50,000	50,000	50,000
Nevada	50,000	50,000	50,000
New Hampshire	50,000	50,000	50,000
New Jersey	50,000	50,000	50,000
New Mexico	50,000	50,000	50,000
New York	50,000	50,000	50,000
North Carolina	50,000	50,000	50,000
North Dakota	50,000	50,000	50,000
Ohio	50,000	50,000	50,000
Oklahoma	50,000	50,000	50,000
Oregon	50,000	50,000	50,000
Pennsylvania	50,000	50,000	50,000
Rhode Island	50,000	50,000	50,000
South Carolina	50,000	50,000	50,000
South Dakota	50,000	50,000	50,000
Tennessee	50,000	50,000	50,000
Texas	50,000	50,000	50,000
Utah	50,000	50,000	50,000
Vermont	50,000	50,000	50,000
Virginia	50,000	50,000	50,000
Washington	50,000	50,000	50,000
West Virginia	50,000	50,000	50,000
Wisconsin	50,000	50,000	50,000
Wyoming	50,000	50,000	50,000
District of Columbia	50,000	50,000	50,000
Puerto Rico	50,000	50,000	50,000
American Samoa	20,000	20,000	20,000
Northern Mariana Islands	20,000	20,000	20,000
Guam	20,000	20,000	20,000
Virgin Islands	20,000	20,000	20,000
TOTAL	2,686,000	2,680,000	2,680,000