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Divider Title: **AMERICAN PRINTING HOUSE FOR THE BLIND**

Department of Education

AMERICAN PRINTING HOUSE FOR THE BLIND

Fiscal Year 2001 Budget Request

CONTENTS

AMERICAN PRINTING HOUSE FOR THE BLIND

For carrying out the Act of March 3, 1879, as amended (20 U.S.C. 101 et seq.), [$10,100,000] <u>$10,265,000</u>. *(Department of Education Appropriations Act, 2000, as enacted by section 1000(a)(4) of the Consolidated Appropriations Act, 2000 (P.L. 106-113).)*

AMERICAN PRINTING HOUSE FOR THE BLIND

Amounts Available for Obligation
($000s)

	1999	2000	2001
Discretionary authority:			
Annual appropriation	$8,661	$10,100	$10,265
Total obligations	8,661	10,100	10,265

Obligations by Object Classification
($000s)

	1999	2000	2001
Grants, subsidies and contributions	$8,661	$10,100	$10,265

AMERICAN PRINTING HOUSE FOR THE BLIND

Summary of Changes
($000s)

2000	$10,100
2001	10,265
Net change	+165

	2000 base	Change from base
Increases:		
Program:		
Educational materials -- increase to assist with higher costs associated with producing educational materials for students who are visually impaired.	$8,139	+$163
Advisory services – increase to assist with higher costs associated with providing advisory services and other consumer services.	180	+5
Expert database service -- increase in funding to expand this project to include a field coordinator and improve APH's internet web page.	120	+5
LOUIS student use initiative – increase in funding to support more intensive training for students with severe visual impairments.	61	+15
National Instructional Partnerships – increase to hire a field representative to develop new training opportunities for parents and personnel serving students with visual impairments.	0	+60
Collaborative Instructional Project with University-Based Teacher Training Programs -- increase to promote collaborative efforts with university-based teacher training programs in the area of visual disabilities.	0	+50
Educational and Technical Research Operations – increase to offset higher costs related to general research and development.	500	+15
Primary grade storybook tactile graphics – increase for the second year of a 3-year project to develop tactile graphics for children's storybooks.	6	+11

AMERICAN PRINTING HOUSE FOR THE BLIND

Summary of Changes
($000s)

	2000 base	Change from base
Optical Aids and Curricula Development – increase to expand efforts to develop new optical aids to assist students with visual impairment to function more effectively in the classroom.	55	+6
Textbook File Conversion – increase to offset higher production costs.	74	+3
Braille Literacy for Older Blind Students – increase to expand scope of project.	97	+23
Interactive Tactile Display – increase for a project to develop a tactile display that would simulate computer graphics.	0	+189
Subtotal, increases		+545
Decreases:		
Program:		
Electronic File Repository – reduction due to a reduced need for outside contractors.	105	-10
Expert Database Consumer-Use Initiative – decrease due to the completion of the project.	105	-105
LOUIS Upgrade – decrease due to the completion of the project.	80	-80
Field-Based Instructional Modules – decrease due to reduced need for outside consultants.	70	-5
Product Information and Training Materials – decrease due to reduced need for outside consultants.	70	-5
Surveying and Partnering with Consumers and professionals – decrease due to reduced need for outside consultants.	70	-10

AMERICAN PRINTING HOUSE FOR THE BLIND

Summary of Changes
($000s)

	2000 base	Change from base
Assessment of Visual Functioning -- decrease due to the completion of the project.	43	-43
IntelliKeys Project -- decrease due to the completion of the project.	43	-43
Large Print/Smaller Books -- decrease due to the completion of the project.	37	-37
Auditory Graphics identification -- decrease due to the completion of the project.	37	-37
Point of Reference Program -- decrease due to reduced need for outside consultants.	69	-5
Subtotal, decreases		-380
Net change		+165

AMERICAN PRINTING HOUSE FOR THE BLIND

Authorizing Legislation
($000s)

Activity	2000 Authorized	2000 Estimate	2001 Authorized	2001 Request
American Printing House for the Blind *(20 U.S.C. 101 et seq.)*	Indefinite	$10,100	Indefinite	$10,265
Total definite authorization	0		0	
Total appropriation		10,100		10,265

AMERICAN PRINTING HOUSE FOR THE BLIND

Appropriations History
($000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
1992	$6,136	$5,500	$6,600	$5,900
1993	6,349	6,286	6,349	6,298
1994	6,463	6,463	6,463	6,463
1995	6,680	6,406	6,680	6,680
1996	6,680	6,680	6,680	6,680
1997	6,495	6,680	6,680	6,680
1998	6,680	8,186	7,906	8,186
1999	8,256	8,661	8,661	8,661
2000	8,973	8,973	9,000	10,100
2001	10,265			

American Printing House for the Blind
(Act to Promote the Education of the Blind, 20 U.S.C. 101 et seq.)

FY 2001 Authorization ($000s): Indefinite

Budget Authority ($000s):

2000	2001	Change
$10,100	$10,265	+$165

PROGRAM DESCRIPTION

The Act to Promote the Education of the Blind authorizes an annual appropriation for the American Printing House for the Blind (APH) to produce and distribute educational materials adapted for students who are legally blind and enrolled in formal educational programs below the college level. Materials produced by APH include textbooks in braille and large type, educational tools such as braille typewriters and microcomputer software and hardware, teaching aides such as tests and performance measures, and other special supplies. The materials are distributed to programs serving individuals who are blind through allotments to the States. The allotments are based on an annual census conducted by APH of the number of students who are legally blind in each State and are provided in the form of credits. State educational agencies and programs serving persons who are blind may order materials free-of-charge up to the amount of funds allocated to each State for educational materials. Approximately 85 percent of the appropriation is used to cover the cost of operations to produce these materials. The Printing House also uses a portion of these funds to conduct research related to developing and improving products and provide advisory services to consumer organizations on the availability and use of materials produced by APH.

Items to be produced and distributed by the Printing House are reviewed and approved by two standing advisory committees whose members are selected from APH's ex-officio trustees. One committee determines which materials will be adapted into accessible formats, and the other oversees research and development activities. The purpose of these committees is to ensure that all educational materials produced and research undertaken meet the needs of students who are blind. In the research and development category, the Printing House conducts basic and applied research necessary to develop and improve instructional materials in areas such as braille reading, science, mathematics, and social studies or to adapt testing materials related to these subject areas. Special materials are developed for use in teaching students who are blind and have additional disabilities and in areas such as early childhood, prevocational training, microcomputer applications, and the functional use of residual vision.

The States are required to provide a free appropriate public education, including appropriate related materials and supplies, to all students with disabilities under the Individuals with Disabilities Education Act (IDEA). Materials provided through this appropriation supplement the resources otherwise available to the States to achieve this goal. In order to meet their responsibilities under the IDEA, many States make additional purchases from APH and other suppliers to supplement their allocation under the Act to Promote the Education of the Blind. The direct appropriation represented approximately 49.3 percent of the Printing House's total sales income and 36.1 percent of its total budget in fiscal year 1999. Funds from Federal research grants and contracts from Federal agencies such as the Library of Congress and the Internal Revenue Service represented about another 16 percent of APH's fiscal year 1999 sales income. Nongovernment contracts and revenue from unsubsidized product sales to State and local agencies, direct sales to individuals who are blind, and private sector contract sales provided the rest of the Printing House's sales income. In addition to sales, APH receives donations from private sector individuals and corporations and interest income from endowments and other investments.

This is a current funded grant-in-aid program for which funds are available from October 1 to September 30. The level of funding is dependent upon the availability of appropriations, and is awarded to APH on a noncompetitive basis.

Funding levels for the past 5 fiscal years were:

	($000s)
1996	$6,680
1997	6,680
1998	8,186
1999	8,661
2000	10,100

FY 2001 BUDGET REQUEST

The Department requests $10.265 million for the American Printing House for the Blind for fiscal year 2001, an increase of $165,000 above the fiscal year 2000 appropriation. The request includes $380,000 that was included in the fiscal year 2000 appropriation for initiatives that will be completed in 2000, will cost less in 2001, or for which APH did not request funding in 2001. The Department's request for fiscal year 2001 would retain the $380,000 for use in expanding a number of ongoing projects and to fund a variety of new initiatives. Funding for these activities supports the Department's Strategic Plan goals of building a solid foundation for learning and helping all students reach challenging academic standards so they are prepared for responsible citizenship, further learning, and productive employment.

Educational Materials. The request includes $8.302 million for Educational Materials, an increase of $163,000, or 2 percent, to help offset increased costs. The fiscal year 2001 request would provide an estimated per child share of $140.81, the highest level ever provided under the appropriation. The amount provided per child has increased substantially over the past 4 years, from $105.02 in 1996 to an estimated $139.83 in 2000, a 33.1 percent increase. The Printing House requested $8.254 million for Educational Materials, $48,000 less than the Department's request. This is because the Department used a base built on the fiscal year 2000 appropriation, which was higher than the fiscal year 2000 estimate used by APH to calculate its request for fiscal year 2001. We believe the Department's request provides an appropriate level of funding to States to help them provide educational services for persons who are visually impaired. States are required to provide a free appropriate public education to all students with disabilities under the Individuals with Disabilities Education Act (IDEA), which includes the provision of all necessary related materials. The funds provided under the appropriation are used to produce and distribute educational materials specially adapted for students who are visually impaired and provide another source of support for States to obtain educational materials to serve students with visual impairments. This activity helps promote achievement of the National Education Goals by providing special education materials these students need to succeed in academic settings.

APH continues to work to improve the efficiency of its operations and effectiveness of its products. For example, it is extremely labor intensive to create braille texts by scanning or manually entering materials. In fiscal year 1999, the Printing House completely upgraded its braille translation area to reduce time and cost of production. To accomplish this, it purchased and installed computers configured to meet the flow of braille translation. Software was installed and transcribers trained to enable APH to more efficiently use publishers' disks. These changes have resulted in reductions of as high as 50 percent in calendar time to fill orders for titles provided on disk, 40 percent in labor hours to produce books from disks, and 30 percent in the cost of these books.

<u>Advisory Services</u>. The Department's request for fiscal year 2001 includes a total of $810,000 for Advisory Services. Of this amount, $185,000 is requested for general operations related to the Advisory Services activity, an increase of $5,000 over 2000, and the same amount as requested by APH. This includes a $4,000 increase, or 2 percent, over the 2000 level to help offset the effect of inflation and an additional $1,000 for increased travel expenses. Advisory Services operations support the annual meeting of the ex-officio trustees, advisory group meetings, the annual census of students who are blind, printing and distribution of catalogs of available materials, and field services such as consultation, in-service training, and workshops. Staff in the Advisory Services area provide ongoing consumer information and customer support and establish and maintain communication with APH's network of ex-officio trustees. These trustees are responsible for the administration of the Federal account in each State. APH also provides support and information to staff and teachers on the local level.

The request for Advisory Services also includes $625,000 for new and continuing special projects. The request takes into account the increased funding contained in the fiscal year 2000 appropriation, which allowed the Printing House to fund projects originally planned for fiscal year 2001 in fiscal year 2000. It also reflects the addition of new proposals developed by APH staff subsequent to the start of fiscal year 2000 that will carry forward into fiscal year 2001. Based on APH's current plans, funding will no longer be needed in fiscal year 2001 for the E[illegible] Database Consumer-Use Initiative and *Louis* Upgrade. In addition, the Printing House projects that it will need less funding for the Electronic File Repository, Field-Based Instructional Modules, Information and Training Materials, and Surveying and Partnering initiatives in fiscal year 2001. The last three projects were added in fiscal year 2000 subsequent to the start of the fiscal year and would expand the amount of training and information about APH materials that the Printing House provides, develop strategies to obtain ongoing consumer feedback, and strengthen partnerships with outside organizations. The Department would increase funding for

Advisory Services operations by $5,000, the Expert Database Service by $5,000, and the *Louis* Student-Use Initiative by $15,000.

In addition, the Department has included $110,000 for two new projects that APH proposes to conduct under Advisory Services. The first initiative is for a National Instructional Partnership, which would be funded at $60,000. APH works closely with 160 Ex Officio Trustees who assist APH with the registration of students and the dissemination of APH products and information on products and services. The Printing House plans to hire a field representative to further support its partnerships with the ex officio trustees by initiating state and regional training opportunities for parents and personnel who serve visually impaired students/consumers. As part of this project, APH would develop training programs regarding new products and services and share them nationally.

The second new initiative is the Collaborative Instructional Project with University-Based Teacher Training Programs, which would be funded at $50,000. APH believes that this project would increase the number of service providers who are knowledgeable about APH products by promoting collaborative efforts with university-based teacher training programs that offer coursework in the area of visual disabilities. The partners would include teacher-training programs that prepare vision teachers, rehabilitation teachers, orientation and mobility specialists, early childhood teachers, low vision specialists, and teachers of students with multiple disabilities. A number of teacher training programs have expressed an interest in having APH enter into collaborative arrangements to address their needs regarding products and services available for individuals with visual impairments and the needs of the teachers and specialists they train. One strategy would be for APH to develop a product loan process through which university instructors can demonstrate and teach the use of APH products in their classrooms and at other instructional sites. In addition, APH representatives would travel to university-based teacher training programs to gain a better understanding of the needs of university programs and to share information about products and services available from APH with instructors and students.

Educational and Technical Research. Our budget request would provide $1.153 million for Educational and Technical Research, $82,000 more than the amount provided in fiscal year 2000. The Department proposes to use $15,000 of these funds to provide a 3 percent increase for operations, the same as the amount requested by APH. The operations base will cover the cost of 36 research projects in fiscal year 2001 in 15 different priority areas, such as development of computer-based testing systems, educational software, materials for assessing braille literacy, instructional materials, testing systems, equipment to assist students with low vision, and materials for infants and young children who are visually impaired.

The Department's request also includes $638,000 for special projects, $67,000 more than the amount devoted to special projects in 2000. In fiscal year 2001, APH projects that funding will no longer be required for the Assessment of Visual Functioning, IntelliKeys, Large Print/Smaller Books, and Auditory Graphics Identification projects and that it will need less funding for the Point of Reference project. The $165,000 that had been devoted to these projects would be combined with the remaining $67,000 of the increase requested for Educational and Technical Research to fund an ambitious new project and expand 4 existing initiatives.

AMERICAN PRINTING HOUSE FOR THE BLIND

American Printing House for the Blind

The Department's request would provide $189,000 for an Interactive Tactile Display project, a major new initiative. One of the most difficult and expensive educational materials to produce and provide is tactile graphics. Currently, there is no full-page tactile display available, and there is no display available to a computer user that is capable of displaying curved lines and patterns. In today's increasingly technological society, graphics are imperative to achieving an adequate grasp of many educational concepts, especially in math and science. This project would make the production and distribution of tactile graphics much more practical by allowing the blind student to use standard graphics and software to display these graphics in a tactile format through an auxiliary device connected to the computer. Moreover the project will attempt to build an interactive tactile display that is capable of displaying lines of varying heights, thicknesses, and resolution. It would use a series of cavities filled with a compound that expands when electrical current is applied, then contracts when the current is removed. Research is needed to determine the number of times the compound will expand and contract without wearing out, the smallest cavity that can be used to house the substance, the smallest distance between cavities, the amount of current required to maintain the expansion, and the processes to produce the compound. The Department believes that this is a high priority endeavor because, without adequate tactile graphic displays, students with visual impairments have no comparable means to experience the visually graphic educational materials enjoyed by their sighted peers. Examples of tactile graphics that could be displayed are topographical maps, math concepts such as geometric equations, or science illustrations such as pictures of molecules. APH anticipates that this will be a multi-year project with continuing costs in future years.

In addition, the Department's request would provide an additional $11,000 to expand the second year of a three-year special initiative to produce Primary Grade Storybooks Introducing Tactile Graphics, $6,000 for increased costs related to the Optical Aids and Curricula Development project, $3,000 for increased costs related to the Textbook File Conversion program, and $23,000 to expand the Braille Literacy for Older Blind Students project. We also would continue funding for the Inexpensive Refreshable Braille project at $110,000.

The request from the Printing House included $50,000 for a Model Registry of Early Childhood Visual Impairment, including Deaf-Blindness. The Department has not included funding for this project. The project was originally an independent program established by a grant from the Hilton/Perkins Program through a grant from the Conrad N. Hilton Foundation and was initiated as a United States/Canadian collaborative project. A Consortium Group established by the project has approached APH to take over administration and funding of the Registry. The project is currently operating in 9 States and 1 Canadian province and collects information on trends in eye conditions, early teaching needs, and medical research. APH believes that this international information system would provide information that would be useful to determine national program, personnel, funding, and research needs and would have implications for the future in preventive medicine, early intervention education, rehabilitation, teacher training, and overall service delivery. The Printing House already collects information on infants and toddlers who are blind as part of the Federal quota program in order to administer the Act to Promote the Education of the Blind. However, this project would collect more detailed demographic and medical information and would include children in Canada. While an interesting project, the Department does not believe that funding this project would be an appropriate use of Federal funds or that it is closely enough related to the mission and activities of the Federal program at APH to warrant funding.

The Act to Promote the Education of the Blind specifies the child count data needed to administer the Federal program. These data are already collected by the Printing House and do not need to be expanded. The registry would annually collect extensive medical data that might provide some benefit to APH in fine tuning its research agenda, but would primarily benefit other users, such as university training programs, medical research organizations, and State educational agencies. The Department is concerned about the burden of another federally funded data collection on the States. In addition, we disagree with the proposal to use Federal funds from this program to support the collection of child-specific data from another country. For these reasons, we are not requesting funds for this proposal. The Printing House augments funds allocated for research from the appropriation with funds from private donations and other sales revenue, contributing $488,000 in fiscal year 1999. If APH is determined to proceed with this project, the Department believes it should pursue private grants or fund it from its non-Federal research budget.

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, 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 Program Performance Plan.

Performance goal: Precollege level blind students receive appropriate educational materials, which result in improved educational outcomes.

Objective: Appropriate, timely, quality educational materials are provided to pre-college level blind students to allow them to more fully benefit from their educational programs.

Indicator	1999	2000	2001	2002
The percentage of customers/ consumers who will agree that the educational materials provided through the Act are appropriate, timely, and of high quality, and that they allow blind students to more fully benefit from their educational programs will be maintained or increase. *FY 1998 Baseline: 95%.*	95%	96%	96%	96%

APH has revised its previous annual survey of Ex-officio Trustees to be more targeted on outcomes and changed its data collection schedule so that a general survey is conducted every

American Printing House for the Blind

three years, with surveys targeting select issues conducted in each of the interim years. The first general survey under the new format was conducted in 1998, and the results are reflected in the baseline data shown above. In addition, the Educational and Technical Research and the Publications Advisory Committees plan to review annually APH's progress in improving the appropriateness, timeliness of delivery, and quality of products produced through the Act. The Printing House plans to conduct ongoing surveys of consumers through use of an outside vendor. The consumer surveys also will provide data regarding the appropriateness, timeliness of delivery, and quality of products produced through the Act.

Indicator	1999	2000	2001	2002
The percentage of ex officio trustees that report that the performance of students and their participation in their educational programs had improved due to availability of educational materials provided through the Act will be maintained or increase. *FY 1998 Baseline: 98%.*	98%	99%	99%	99%

APH conducted a survey of its Ex-officio Trustees in FY 1998 to better understand how materials provided through the Act affect student performance and how to measure the impact of the materials. Surveys of ex-officio trustees and teachers will be conducted on an annual basis to collect data on the effect of materials provided through the Act on the performance of students and their participation in educational programs. Additional information will be obtained through an annual survey of teachers initiated in fiscal year 1999.

PROGRAM OUTPUT MEASURES

($000)	1999	2000	2001
Distribution of funding ($ in 000s):			
Educational materials	$7,540	$8,139	$8,302
(Percent of appropriation)	87.1%	80.6%	80.9%
Advisory services:			
Operations	175	180	185
Electronic File Repository	145	105	95
Expert Database Service	100	120	125
Expert Database Consumer-Use Initiative	0	105	0
Louis (formerly CARL ET AL) upgrade	0	80	0
Louis Student Use Initiative	61	85	100
National Instructional Partnerships	0	0	60
Teacher Training Partnerships	0	0	50
Field-Based Instructional Modules	0	70	65
Information and Training Materials	0	70	65
Surveying and Partnering Initiative	0	75	65
Subtotal	481	890	810

AMERICAN PRINTING HOUSE FOR THE BLIND

American Printing House for the Blind

	1999	2000	2001
Educational and technical research:			
Operations	520	500	515
Computer Administered Testing	70	0	0
Expansion of the ISAVE Video program	50	0	0
Assessment of Visual Functioning	0	43	0
Tactile Graphic Storybooks	0	6	17
Optical Aids and Curricula Development	0	55	61
IntelliKeys Project	0	43	0
Textbook File Conversion	0	74	77
Large Print/Smaller Books	0	37	0
Braille Literacy for Older Students	0	97	120
Inexpensive Refreshable Braille Display	0	110	110
Auditory Graphics Identification	0	37	0
Point of Reference Program	0	69	64
Interactive Tactile Display	0	0	189
Subtotal	640	1,071	1,153
TOTAL	8,661	10,100	10,265
Number of persons served	57,425	58,205	58,959
Average per student allotment	$131.30	$139.83	$140.81
Advisory committee meetings	7	7	7
State education agencies visited	8	8	8
Residential programs visited	8	8	8
Rehabilitation programs visited	3	3	3
Visits to teacher training programs	4	4	4
Inservice training programs	12	12	12
Conference presentations	10	10	10
Catalogs distributed	22,000	22,000	22,000
Total employees (full-time equiv.)	340	340	340

Clinton Presidential Records
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Divider Title: **NATIONAL TECHNICAL INSTITUTE FOR THE DEAF**

Department of Education

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

Fiscal Year 2001 Budget Request

CONTENTS

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

For the National Technical Institute for the Deaf under titles I and II of the Education of the Deaf Act of 1986 (20 U.S.C. 4301 et seq.), [$48,151,000] $51,786,000, of which [$2,651,000] $5,376,000 shall be for construction and shall remain available until expended: *Provided*, That from the total amount available, the Institute may at its discretion use funds for the endowment program as authorized under section 207. *(Department of Education Appropriations Act, 2000, as enacted by section 1000(a)(4) of the Consolidated Appropriations Act, 2000 (P.L. 106-113).)*

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

Amounts Available for Obligation
($000s)

	1999	2000	2001
Discretionary authority:			
Annual appropriation	$45,500	$48,151	$51,786
Total obligations	45,500	48,151	51,786

Obligations by Object Classification
($000s)

	1999	2000	2001
Grants, subsidies and contributions	$45,500	$48,151	$51,786

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

Summary of Changes
($000s)

2000	$48,151
2001	51,786
Net change	+3,635

	2000 base	Change from base
Increases:		
Program:		
Operations - increase to help offset the effect of inflation.	$45,500	+$910
Construction - increase to cover costs associated with the first phase of a major project to renovate NTID's dormitories.	2,651	+2,725
Subtotal, increases		+3,635
Net change		+3,635

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

Authorizing Legislation
($000s)

Activity	2000 Authorized	2000 Estimate	2001 Authorized	2001 Request
Operations (*EDA-I-B*)	Indefinite	0	Indefinite	0
Endowment grant *(EDA-II-207)*	Indefinite	0	Indefinite	0
Construction *(EDA-I-112)*	Indefinite	0	Indefinite	0
Total definite authorization	0		0	
Total appropriation		$48,151		$51,786

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

Appropriations History
($000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
1992	$37,226	$38,500	$39,439	$39,439
1993	41,004	39,045	41,041	40,713
1994	41,836	41,836	41,836	41,836
1995	43,191	41,462	43,191	43,191
1996	43,041	42,180	42,180	42,180
1997	43,041	43,041	43,041	43,041
1998	43,041	43,841	44,141	44,141
1999	44,791	44,791	45,500	45,500
2000	47,925	48,151	48,151	48,151
2001	51,786			

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

National Technical Institute for the Deaf
(Education of the Deaf Act of 1986, Title I, Part B and Section 207)

FY 2001 Authorization ($000s): Indefinite

Budget Authority ($000s):

	2000	2001	Change
Operations	$45,500	$46,410	+$910
Construction	2,651	5,376	2,725
Total	48,151	51,786	3,635

PROGRAM DESCRIPTION

The National Technical Institute for the Deaf (NTID) was created by Congress in 1965 to promote the employment of persons who are deaf by providing technical and professional education for the Nation's young people who are deaf. The National Technical Institute for the Deaf Act was superseded by the Education of the Deaf Act of 1986 (EDA). This Act continued the authority of the Department of Education to contract with the host institution and provide a Federal subsidy to the National Technical Institute for the Deaf so that it may continue to provide postsecondary educational opportunities for individuals who are deaf.

The Department maintains a contract with the Rochester Institute of Technology for the operation of a residential facility for postsecondary technical training and education for individuals who are deaf. The purpose of the special relationship with the host institution is to provide NTID and its students access to more facilities, institutional services, and career preparation options than could be otherwise provided by a national technical institute for the deaf standing alone. RIT provides NTID students with options for courses of study from seven other colleges; health and counseling services; library, physical education, and recreation facilities; and general services such as food, maintenance, grounds, and security. Indirect cost rates are established by RIT governing reimbursement for each of the services it provides and to cover tuition charges for NTID students enrolled in RIT programs. These rates are approved by the Division of Cost Allocation of the United States Department of Health and Human Services. This is a current-funded program for which funds are available from October 1 to September 30.

NTID offers a variety of technical programs at the certificate, diploma, and associate degree levels. Degree programs include majors in business, engineering, science, and visual communications. In addition, NTID students may participate in approximately 200 educational programs available through the Rochester Institute of Technology. RIT offers advanced technological courses of study at the baccalaureate and master's degree levels. NTID initiated a master's degree program of its own in fiscal year 1996 to train secondary education teachers who will be teaching students who are deaf. Students enrolled in the program, who can be deaf or hearing, are charged the same tuition as students enrolled in other NTID programs, plus a graduate student tuition surcharge of 10 percent. The Institute also operates an Associate in Applied Science program to train interpreters for persons who are deaf and a tutor/notetaker training program. Students who are deaf that enroll in NTID or RIT programs are provided a

National Technical Institute for the Deaf

wide range of support services and special programs to assist them in preparing for their careers, including tutoring, counseling, notetaking, interpreting, specialized educational media, cooperative work experience, and specialized job placement.

NTID conducts applied research in occupational and employment-related aspects of deafness, communication assessment, the demographics of NTID's target population, and learning processes in postsecondary education. In addition, NTID conducts training workshops and seminars related to deafness. These workshops and seminars are offered to professionals throughout the Nation who employ, work with, teach, or otherwise serve persons who are deaf.

The Federal Endowment Grant program is designed to assist in meeting future needs of the Institute and reduce long-term Federal funding requirements by stimulating private contributions. The Institute has the discretion to determine the amount of funds it wants to set aside from the appropriation as matching funds under the endowment grant program. Subject to the availability of appropriations, the Secretary makes payments to the endowment program equal to sums contributed to the fund from non-Federal sources. No portion of the endowment fund corpus may be withdrawn, except with the Secretary's approval and only due to a financial emergency or life-threatening situation. NTID may retain up to 50 percent of the income of the fund for expenses necessary to the operation of the Institute. After a period of 10 years from an initial investment, NTID does not have to follow Federal investment restrictions related to the corpus and may use the entire amount of the interest associated with that year's match. As of September 30, 1999, the market value of the Federal endowment grant program at NTID, including Federal, private, and reinvested funds, was $20.535 million. In fiscal year 1999, the Institute used the $329,586 in interest generated by the endowment grant program to support scholarships for students.

The 2000 appropriation represents about 81 percent of NTID's total budget. The remaining funds come from tuition, fees, private contributions, endowment income, and Federal grants and contracts. The $10.6 million in revenue derived from tuition, room, board, and fees is substantially comprised of payments from Federal vocational rehabilitation and Federal student financial aid programs. For example, in 1999, NTID students received $4,223,705 from Vocational Rehabilitation, and $753,282 in Pell Grants. The Institute also provided $898,146 in grant-in-aid out of the Federal appropriation and $685,993 in scholarships from Federal and other endowment income. The total of these funds, including $420,170 in State grants and $93,799 in RIT grant-in-aid, is $7,075,095 or approximately $6,385 per domestic student. In addition to direct aid, NTID students received $1,102,595 in subsidized Federal Family Education Loans and $655,181 in unsubsidized Federal student loans. International students pay tuition, room, board, and fees and are included in the revenue figure cited above. However, they are not eligible for Federal financial aid or vocational rehabilitation payments. They do limited support from private grants and scholarships derived from interest accrued under the Federal Endowment Grant program.

NTID also receives grants from the Federal Government that are awarded through the competitive process. For example, NTID was awarded a 5-year grant under the Office of Special Education and Rehabilitative Services' Technical Assistance and Dissemination program, beginning with fiscal year 1997, for $1 million per year to administer one of the four Regional Centers on Postsecondary Education for Individuals who are Deaf.

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Funding levels for the past 5 fiscal years were:

	($000s)
1996	$42,180
1997	43,041
1998	44,141
1999	45,500
2000	48,151 [1]

[1] Includes $2,651,000 for construction.

FY 2001 BUDGET REQUEST

The Department requests $51.786 million for the National Technical Institute for the Deaf for fiscal year 2001, $3.635 million or 7.5 percent more than the fiscal year 2000 appropriation. The increase includes $910,000 to help offset the effect of inflation and $5,376,000 for construction. The fiscal year 2000 level included $2.651 million for the first stage of a major project to renovate the NTID dormitories. The FY 2001 request retains these funds and adds an additional $2.725 million above the FY 2000 level for the second stage of the dormitory construction project. The Department supports funding for NTID to help promote educational and employment opportunities for persons who are deaf.

Program Operations. NTID requested an increase of $2.248 million, or 4 percent above its 2000 base for program operations. This includes funds for a 4.9 percent increase in salaries and benefits, additional overhead expenses, and increases in charges for services provided by RIT. The budget request includes $46.41 million for operations, an increase of $910,000 or 2 percent above the 2000 base of $45.5 million. The fiscal year 2000 appropriation included an increase of $883,000 for operations, which the Department requested to help offset inflation, and an additional $226,000 in undesignated funds. These increases are included in the base for fiscal year 2001. The Institute has the flexibility to apply these funds and the increase requested for FY 2001 to its highest funding priorities. In addition to the increase in the appropriation, NTID anticipates an increase of approximately $300,000 in non-Federal revenue.

The Rochester Institute of Technology, NTID's host institution, is currently proposing to increase the amount of funds set aside for merit pay increases for faculty and staff by 2 percent and to give the faculty and staff a market adjustment of another 2 percent. Together with related fringe benefit increases and proposed new hires, this amounts to a 4.9 percent overall increase for personnel. We are not convinced that this level of increase is necessary for NTID. RIT must maintain a faculty competent to teach at the baccalaureate and graduate levels. However, NTID only offers courses up to an associate degree level. In addition, even with recent staff reductions, NTID boasts a total staff to student ratio of 1:2.2, total faculty to student ratio of 1:4, and teaching faculty to student ratio of 1:8.5. Further, these ratios are substantially understated because they do not include faculty that teach the approximately 35 percent of NTID's students that take all their coursework at RIT and an additional 6 percent that take pre-baccalaureate coursework at RIT. While we support the need to maintain a qualified workforce at the Institute, NTID has shown no evidence that its salary structure has resulted in any difficulty in recruiting or retaining staff. NTID has expressed a concern that a problem might occur in the future because a large number of staff are expected to retire over the next few years. However, it is not clear how this would result in increased costs because new staff are usually less expensive than tenured faculty at the top of their pay scale. NTID is not legally required to provide increases for its employees equivalent to those provided by RIT, and it is difficult to predict the actual level of RIT increases. For these reasons, we are not proposing a specific funding level for salaries and benefits.

The Department believes that NTID should be able to handle all other operating expenses within the request level. Over the years, the Institute has received funding for a multitude of time-limited special projects and purposes that has been carried forward in its base appropriation and provides NTID with a great deal of flexibility. For example, the fiscal year 1999 appropriation included $709,000 above the President's request for one-time initiatives that has been carried forward in the base. The Institute also received a $1.1 million increase in its 1998 appropriation, which included $800,000 for one-time costs associated with the Ethernet computer system upgrade and $300,000, which it allocated to maintaining and managing the new system. The $1.1 million related to these one-time costs has been carried forward in each subsequent budget. These funds have been reallocated to other areas since the projects for which the funds were targeted have been completed.

The Department also has suggested to NTID that it consider adoption of a tuition surcharge for graduate students. Currently, students enrolled in the NTID Master of Science in Secondary Education program pay a 10 percent surcharge. However, all other NTID students enrolled in graduate programs at RIT pay the NTID undergraduate tuition rate. Tuition at NTID is currently $5,418, less than one third of the $16,710 other undergraduate students pay to attend RIT. Graduate students at RIT pay $18,765, 12.3 percent more than undergraduate students and 346 percent more than NTID students. By way of comparison, undergraduate tuition at Gallaudet University this year is $6,870 and graduate students pay an additional 10 percent surcharge. Currently, only a small percentage of NTID's students are enrolled at the graduate level, and the majority of NTID students receive extensive financial aid. However, if the surcharge were instituted, it would promote a consistent policy among NTID, RIT, and Gallaudet regarding graduate tuition surcharges and provide a small source of additional revenue for NTID in future years.

<u>Special Projects</u>. NTID's request also included over $1.7 million to support a number of initiatives related to curriculum, enrollment, student and alumni services, and outreach. Each of the initiatives requested by NTID expands activities in areas that are already ongoing and basic to the function of NTID. Given the nonessential nature of the proposals and the size of the request for construction, the Department does not believe that it is timely to request large increases in these areas. In addition, the fiscal year 2000 appropriation for NTID included $226,000 more than the President's request, and these funds were not designated for a particular purpose. NTID may choose to allocate some of those funds for the special projects.

<u>Construction Request</u>. The Department is requesting an increase of $2.725 million for construction above the fiscal year 2000 appropriation level of $2.651 million for a total of $5.376 million in construction funds for fiscal year 2001. These funds would be used for the second stage of a project to renovate NTID's dormitories. The Institute originally requested that the funds for this project be provided over a 2-year period. However, recent plans submitted by

National Technical Institute for the Deaf

NTID show that it is now projecting to spend only $562,500 of the $2.651 million appropriated for fiscal year 2000 during the first year of the project. In addition, the Institute is now projecting that the funds will be needed over a 3-year period: $562,500 in 2000, $8,881,500 in 2001, and $2,408,000 in 2002. In conformance with these changes, the Department is requesting that the funds for this project be provided over a 3-year period. The request for fiscal year 2001 represents the total of the funds needed for fiscal years 2000 and 2001, less the funds already provided for fiscal year 2000 and the 15 percent required match. The scope of the construction includes student room improvements, public area improvements, and exterior renovation work. The renovations would satisfy code and life safety requirements, remedy problems which developed due to years of deferred maintenance, integrate new systems into the renovation project, and enhance the comfort and attractiveness of NTID's facilities so the Institute can remain competitive with other universities' offerings.

As with the request for fiscal year 2000, these funds would be provided on a matching basis, whereby the Department would provide $8.50 for each $1.50 raised by NTID. We believe the existence of an 8.5:1.5 match acts as a powerful incentive for potential donors. NTID has expressed concerns about its ability to raise the required matching funds, which amount to less than $1.8 million over the course of the project. However, the Institute has had great success in its recent fundraising efforts, including its first major capital campaign, which concluded on June 30, 1999. This campaign exceeded its $10 million goal, raising an additional $1.5 million in commitments to the Institute. NTID plans to build on the success of this campaign and maintain an aggressive program to cultivate and solicit private support. In fiscal year 1999, NTID also has raised over $1.8 million in cash donations designated for endowments, unrestricted cash donations, and gifts in kind as part of its general fundraising effort. We believe that NTID's recent track record shows that it is capable of raising a $1.8 million match over the three years of this project. We also believe that it is reasonable to ask NTID to bear some responsibility for raising funds to cover a portion of the cost of the project, which includes a number of cosmetic and other improvements. Over the 10 years between 1989 and 1999, Gallaudet University, NTID's sister institution, raised over $20.4 million for construction. This includes over $7.5 million raised as part of the 50 percent match required to access Federal funds for the Hall Memorial Building renovation. Gallaudet just announced a new $30 million capital campaign in May 1999. The University has already received pledges for close to $15 million toward the $30 million goal, which includes funds for a new $10 million student center. This center will be built without any Federal funds. The Department has not previously asked NTID to provide matching funds for construction, including the $650,000 provided in fiscal year 1999 to cover costs associated with developing detailed architectural, engineering, and interior design plans for the dormitory renovation project, $700,000 for data cabling that was part of the Ethernet connectivity project, and $218,000 for a recent roof replacement that has already been completed. We believe the 15 percent match represents a reasonable and manageable target that could be achieved by the Institute over the course of the project.

Other Fundraising. The General Accounting Office audit of NTID was extremely critical of the fundraising practices at NTID/RIT. Of particular concern was a finding that NTID paid RIT a highly disproportionate percent of the cost of RIT's fundraising and received far less of the revenue derived from these efforts than the other colleges. In 1997, NTID negotiated an agreement with RIT to eliminate the percentage charge for RIT general fundraising expense. Effective with the start of fiscal year 1998, NTID only has to pay for direct costs associated with work conducted for NTID. This has resulted in cost savings of several hundred thousand dollars per year for the Institute. At the same time that the Institute has revamped its fundraising efforts, it has also increased its efforts to obtain other sources of revenue. For example, NTID has expanded its efforts to obtain Federal grants and contracts. The Institute received a 5-year $1 million per year grant awarded by the Department of Education in 1997 to administer one of the four Regional Centers on Postsecondary Education for Individuals who are Deaf. In addition, NTID is receiving funding from the Department of Education to participate in a 3-year research project to study the use of C-Print, a computer-assisted notetaking system developed by NTID for use in mainstreamed classes, and from the National Science Foundation for NTID's Access to English and Science Outreach Project. NTID is also pursuing funding opportunities with external audiences such as State departments of education, local educational agencies, vocational rehabilitation agencies, and employers to satisfy demands for outreach and public service.

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.

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

Performance goal: To provide deaf students with state-of-the-art technical and professional education programs; undertake a program of applied research; share NTID expertise; and expand outside sources of revenue.

Objective: Maximize the number of students successfully completing a program of study.

Indicator	1999	2000	2001	2002
Enrollment of undergraduate, educational interpreter, and graduate students will be maintained or will increase. *FY 1998 baseline: undergraduate - 1,085, educational interpreter – 84, and graduate – 36.*	BA 1,080 Interp. 100 Grad. 50	BA 1,080 Interp. 100 Grad. 50	BA 1,080 Interp. 100 Grad. 50	BA 1,080 Interp. 100 Grad. 50

In fiscal year 1999, actual enrollment was 1,135 undergraduate and associate degree students, 93 interpreter training program students, and 50 graduate school students. However, for fiscal year 2000, actual enrollment was 1,084 undergraduate and associate degree students, 77 interpreter training program students, and 59 graduate school students. The Institute initiated a comprehensive marketing plan in 1998 that targets minority students, women, transfer students, international students, and cross-registered students. The Institute expects that the marketing measures and the increase in the cap on the enrollment of international students from 10 percent to 15 percent that went into effect in 1999 will result in increases in applications. NTID Registrar Office records are used to track registrations and enrollments.

Indicator	1999	2000	2001	2002
The first-year student retention rate will increase. *FY 1998 baseline: Overall – 74%, sub-baccalaureate – 73%, and baccalaureate – 81%.*		Overall 74% Sub-BA 73% BA 84%	Overall 74% Sub-BA 74% BA 84%	Overall 74% Sub-BA 74% BA 85%

The actual retention rates for 1999 were 74% overall, 69% sub-baccalaureate, and 84% baccalaureate. The NTID has implemented a First Year Experiences program for all entering students and a number of pilot initiatives that are designed to enhance the persistence and success of NTID students. The Institute believes that these initiatives will help to better prepare students and monitor their progress during the crucial first year and better prepare students for their majors. NTID Registrar Office records are used to track retention rates.

Indicator	1999	2000	2001	2002
The graduation rate for students in sub-baccalaureate and baccalaureate programs will be maintained or increase. *FY 1998 baseline: Overall – 51%, sub-baccalaureate Programs – 50% and for baccalaureate Programs – 57%.*		Overall 53% Sub-BA 51% BA 61%	Overall 53% Sub-BA 51% BA 61%	Overall 53% Sub-BA 51% BA 62%

The graduation rates for fiscal year 1999 were 53 percent overall, 50 percent for sub-baccalaureate, and 61 percent for baccalaureate and above. Graduation rates are calculated based on survival of a cohort over a seven-year period from the date of entry. The rates shown above represent a moving average of the cohorts over the most recent reportable 7-year periods, i.e., for students entering from 1990 through 1992. NTID is developing and implementing new instructional practices to enable under-prepared students to acquire the skills necessary to complete a postsecondary program of study, including retention initiatives such as an early warning system, career restoration program, peer support system, and mentoring program. NTID Registrar Office records are used to track graduation rates.

Objective: Prepare graduates to find satisfying jobs in fields commensurate with their education.

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

National Technical Institute for the Deaf

Indicator	1999	2000	2001	2002
Maintain an overall placement rate of 95%. *FY 1997 baseline: 97%.*	95%	95%	95%	95%

Placement rates are calculated as the percent of graduates who are employed of those who want to be employed. Individuals pursuing advanced degrees or who choose to become homemakers or be idle temporarily are not included. For example, in 1998, 143 students graduated and 98 chose to enter the labor force. Of these, 93, or 95 percent, were placed. The placement rate varied from 94% for fiscal year 1995 to 97% for fiscal year 1997. Based on the four- year average of 1995 to 1998, the Institute believes that a 95% placement rate represents an appropriate ongoing target. NTID Placement Office records are used to track placement rates.

PROGRAM OUTPUT MEASURES ($000)	1999	2000	2001
Annual tuition and fees (in actual $): [1]			
Tuition (U.S. students):			
Undergraduate	$5,211	$5,418	$5,580
Graduate	5,211	5,418	5,580
Master of Science program	5,732	5,960	6,138
Fees	470	470	470
Charges for Resident Students (in actual $):			
Room	$3,660	$3,807	$3,999
Board	3,048	3,168	3,327
Total (U.S. students, with tuition & fees)	12,389	12,863	13,376
Tuition (International students): [2]			
Undergraduate	$9,900	$10,836	$11,160
Graduate	9,900	10,836	11,160
Master of Science program	10,891	11,920	12,276
Percent of support for operations provided by this appropriation	81%	81%	81%
Estimated average cost per student [3]	$33,728	$35,327	$37,065
Estimated average educational cost per student [4]	$27,036	$28,318	$29,711

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National Technical Institute for the Deaf

	1999	2000	2001
Student data (deaf students only - includes international students):			
Applications	696	691	725
Acceptances	501	496	550
Percent of applications accepted	72%	72%	75%
Registrations	395	371	425
Enrollment:			
Total students	1,155	1,107	1,135
Technical	(683)	(630)	(650)
Professional:			
Undergraduate	(450)	(454)	(465)
Graduate	(22)	(23)	(20)
Other enrollments (hearing and deaf students):			
Educational interpreting program (associate degree)	93	71	100
Master's in special education	30	36	30
International students: [5]	(127)	(112)	(125)
International students as a percent of total enrollment	9.9%	9.2%	10.0%
Minority enrollment [6]	(227)	(237)	(250)
Minorities as a percent of total enrollment	22.1%	23.7%	25.0%
Summer Vestibule Program	236	256	250
Performance data:			
Graduates [7]	215	200	200
Graduation rate	51%	51%	52%
Placement rate (estimates) [8]	95%	95%	95%
Co-op (work experience) placements	245	225	225
Student services:			
Hours of interpreting	84,589	84,000	85,000
Hours of note taking	43,469	44,000	45,000
Hours of tutoring	13,409	14,000	15,000
Numbers of persons participating in Public Service Activities:			
Interpreters trained (continuing education)	224	200	200
Tutors/note takers trained	182	200	200

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	1999	2000	2001
School personnel	275	300	300
Employees/career counselors	491	400	400
Explore Your Future (HS Juniors)	198	250	250
Career Awareness Program	265	275	300
Parents of Deaf Youth	125	150	200
Public service activities ($000s)	$1,418	$1,411	$1,525
Research:			
Funding ($000s)	$1,752	$1,743	$1,884
Research publications	67	60	60
Personnel (in full-time equivalents): [9]			
Full-time faculty	232	230	235
Full-time staff	281	284	296
Subtotal	513	514	531
Part-time faculty	15	16	17
Part-time staff	17	16	16
Subtotal	32	32	33
Total faculty and staff	545	546	564
Minorities as a % of faculty	7.1%	7.0%	7.0%
Minorities as a % of staff	9.5%	9.7%	10.0%
Disabled as a % of faculty	24%	22%	23%
Disabled as a % of staff	24%	24%	25%
Total faculty/student ratio [10]	1:4.9	1:4.9	1:4.9
Teaching faculty/student ratio [11]	1:8.5	1:8.5	1:8.5
Faculty (Average salaries):			
Professor	$78,773	$83,533	$85,000
Associate professor	59,589	62,147	65,000
Assistant professor	49,825	53,100	55,000
Instructor	38,926	42,041	43,000

[1] The last tuition plan agreed upon by the NTID, Gallaudet University, and the Department of Education expired in school year 1991-92. For school year 1992-93 and beyond, rates specific to each school are proposed by each institution according to its individual needs, within a cap for increases in any given year of 10 percent.

[2] The Education of the Deaf Act (EDA) Amendments of 1992 established a tuition surcharge for international students of 90 percent. The EDA Amendments of 1998 increased the surcharge to 100 percent, beginning with school year 1999-2000.

National Technical Institute for the Deaf

[3] The average cost per student figure is based on total estimated expenditures, excluding the categories of sponsored and other research, public services, auxiliary enterprises, and construction. The student count includes all students, including deaf undergraduate and graduate students and hearing students enrolled in the master's of special education program and interpreter training program. Estimates for fiscal years 2000 and 2001 are based on projected increases in enrollment.

[4] In addition to research, public services, and auxiliary enterprises, the educational cost per student figure developed by NTID excludes student support services such as audiology, speech, remedial English, and psychological services. It also excludes portions of the cost of admissions, placement, instructional media, and some other administrative categories that address unique aspects of NTID's mission.

[5] The EDA Amendments of 1992 established a cap on the enrollment of international students of 10 percent of total student enrollment. The EDA Amendments of 1998 raised the cap to 15 percent.

[6] Includes the total enrollment of students, both deaf and hearing, interpreter training students, and graduate students, except the percentage of minorities calculation does not include international students.

[7] Figure includes all students who obtain a certificate, diploma or associate, bachelor's, or Master's degree who leave for full-time employment or continue at RIT/NTID in pursuit of a higher degree.

[8] The estimates are based on employment levels one year following graduation, as recorded in NTID placement records.

[9] Counts are taken as of October of each fiscal year and represent start-of-year positions funded in the budget.

[10] Includes administrators and research faculty. Does not include RIT faculty who teach the 41 percent of NTID's students enrolled in RIT courses.

[11] Does not include RIT faculty who teach the 41 percent of NTID's students enrolled in RIT courses.

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Divider Title: **GALLAUDET UNIVERSITY**

Department of Education

GALLAUDET UNIVERSITY

Fiscal Year 2001 Budget Request

CONTENTS

GALLAUDET UNIVERSITY

For the Kendall Demonstration Elementary School, the Model Secondary School for the Deaf, and the partial support of Gallaudet University under titles I and II of the Education of the Deaf Act of 1986 (20 U.S.C. 4301 et seq.), [$85,980,000] $87,650,000[, of which $2,500,000 shall be for construction and shall remain available until expended]:[1] *Provided*, That from the total amount available, the University may at its discretion use funds for the endowment program as authorized under section 207. *(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.

GALLAUDET UNIVERSITY

Analysis of Language Provisions and Changes

Language Provision	Explanation
[1] [, of which $2,500,000 shall be for construction and shall remain available until expended]:	The language earmarking $2.5 million for construction and providing for these funds to remain available until expended is no longer needed because the project has been completed.

GALLAUDET UNIVERSITY

Amounts Available for Obligation
($000s)

	1999	2000	2001
Discretionary authority:			
Annual appropriation	$83,480	$85,980	$87,650
Total obligations	83,480	85,980	87,650

Obligations by Object Classification
($000s)

	1999	2000	2001
Grants, subsidies and contributions	$83,480	$85,980	$87,650

GALLAUDET UNIVERSITY

Summary of Changes
($000s)

2000	$87,650
2001	85,980
Net change	+1,670

	2000 base	Change from base
Increases:		
Program:		
Operations - increase to assist with the rising cost of operations, including increases in compensation for faculty and staff.	$82,620	+$1,670
Deferred Maintenance - increase to cover costs associated with maintaining Gallaudet's physical plant.	0	+2,500
Subtotal, increases		+4,170
Decreases:		
Program:		
Construction - decrease in one-time costs associated with the renovation of facilities at the Model Secondary School for the Deaf.	2,500	-2,500
Subtotal, decreases		-2,500
Net change		+1,670

GALLAUDET UNIVERSITY

Authorizing Legislation
($000s)

Activity	2000 Authorized	2000 Estimate	2001 Authorized	2001 Request
University programs (*EDA-I-A*)	Indefinite	0	Indefinite	0
Elementary and secondary education programs (*EDA-I-A*)	Indefinite	0	Indefinite	0
Endowment grant *(EDA-II-207)*	Indefinite	0	Indefinite	0
Construction *(EDA-I-103)*	Indefinite	$2,500	Indefinite	0
Total definite authorization	0		0	
Total appropriation		$85,980		$87,650

GALLAUDET UNIVERSITY

Appropriations History
($000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
1992	$70,846	$73,172	$76,540	$76,540
1993	78,250	75,774	78,215	77,589
1994	77,435	77,435	79,435	78,435
1995	80,030	76,742	80,030	80,030
1996	80,030	77,629	77,629	77,629
1997	80,030	79,182	79,182	79,182
1998	79,182	80,682	81,000	81,000
1999	83,480	83,480	83,480	83,480
2000	85,120	85,980	85,500	85,980
2001	87,650			

Gallaudet University
(Education of the Deaf Act, Title I, Part A and Section 207)

FY 2001 Authorization ($000s): Indefinite

Budget Authority ($000s):

	2000	2001	Change
Operations	$83,480	$87,650	+$4,170
Construction	2,500	0	-2,500
Total	85,980	87,650	+1,670

PROGRAM DESCRIPTION

Gallaudet University is a federally chartered, private, nonprofit educational institution providing elementary, secondary, undergraduate, and continuing education programs for persons who are deaf. The University offers a traditional liberal arts curriculum for students who are deaf and graduate programs in fields related to deafness for students who are deaf and students who are hearing. Gallaudet also conducts a wide variety of basic and applied deafness research and provides public service programs for persons who are deaf and professionals who work with persons who are deaf. To increase the effectiveness of its instructional programs, the University provides communications training, counseling, and other support services for its students. This is a current-funded program for which funds are available from October 1 to September 30.

Gallaudet operates two federally funded elementary and secondary education programs on the main campus of the University. The Kendall Demonstration Elementary School (KDES) operates an elementary school for children who are deaf, and the Model Secondary School for the Deaf (MSSD) provides secondary education programs for students who are deaf. The Federal Government funds these programs in order to support the development, evaluation, and dissemination of model curricula, instructional techniques and strategies, and materials that can be used in a variety of educational environments serving individuals who are deaf and individuals who are hard of hearing throughout the Nation. The Education of the Deaf Act requires MSSD and KDES to include students preparing for postsecondary opportunities other than college and students with a broad spectrum of needs, such as students who are lower achieving academically, come from non-English speaking homes, have secondary disabilities, are members of minority groups, or are from rural areas. The Act also requires the elementary and secondary education programs to ensure that special education and related services provided to children enrolled in these programs by their parents are in accordance with Part B of the Individuals with Disabilities Education Act (IDEA). For children placed by a local educational agency (LEA), that agency is responsible for ensuring that special education and related services are provided to those children in accordance with Part B of IDEA. The Act also makes specific procedural safeguards from the IDEA applicable to parentally placed children at KDES or MSSD that would not otherwise apply because they are not placed by their LEAs.

Gallaudet University

The Federal endowment grant program is designed to assist in meeting the future needs of Gallaudet University by producing a growing independent source of revenue for the University. No portion of the endowment fund corpus may be withdrawn, except with the Secretary's approval and only due to a financial emergency or life-threatening situation. The Secretary makes payments to the endowment program equal to sums contributed to the fund from non-Federal sources. Matching funds may not include transfers from other endowment, restricted, or Federal funds received by the University. Gallaudet University may retain up to 50 percent of the income of the fund for expenses necessary to the operation of the University such as personnel, construction and renovation, community and student services, technical assistance, and research. The other 50 percent of the interest returns to the corpus. After a period of 10 years from an initial investment, the University does not have to follow Federal investment limitations and may access the entire amount of the interest associated with a year's match. The University has the discretion to determine the amount of funds to be designated for use under the endowment grant program, subject to the availability of appropriations. As of September 30, 1999, the value of the Federal Endowment Grant program corpus, including Federal, private, and reinvested funds, was $42.309 million.

The Federal appropriation represents 70 percent of total unrestricted revenue for the University. In 2000, the Federal Government is providing $83.48 million to Gallaudet for the operation of the University, the Kendall Demonstration Elementary School, and the Model Secondary School for the Deaf, including $1 million that was set aside for the Endowment Grant program. In addition, Gallaudet received $2.5 million in one-time funding for construction related to the Model Secondary School for the Deaf (MSSD). The net amount for operations constituted approximately 63 percent of total estimated funding for university level instructional, research, and outreach programs and 97.9 percent of total estimated funding for MSSD and the Kendall Demonstration Elementary School (KDES). However, these figures for the university programs significantly understate Federal support because the calculation excludes the $1 million from the appropriation that is set aside for the Federal Endowment Grant program, but includes interest from the Endowment Grant program as non-Federal revenue. Funds appropriated for construction are also excluded. In addition, the University's total income figure treats the revenue it receives from other Federal sources as non-Federal revenue for the purpose of this calculation, underestimating the true Federal contribution. This other income included Federal grants and contracts of about $2.84 million in fiscal year 1999.

The approximately $13 million the University received in fiscal year 1999 from tuition and fees is also largely derived from payments provided by Federal vocational rehabilitation and Federal student financial aid programs. In fiscal year 1999, Gallaudet estimates that its students received over $7.7 million in vocational rehabilitation payments to cover student costs related to tuition, fees, and other expenses; $407,186 in Pell Grants; $55,609 from Federal Supplemental Educational Opportunity Grants; and $71,339 in Federal Work-Study Grants. Gallaudet students and their families also participated in Federal student loan programs, which provided $2,988,726 in Perkins, Stafford, and other loans for fiscal year 1999. The University supplemented the above funding with approximately $2.5 million institutional grants-in-aid and scholarships. Gallaudet has recently initiated a fundraising campaign that includes a goal to increase institutional aid and scholarships by $4 million by fiscal year 2001. Total aid for fiscal year 1999, including loans, came to approximately $13.8 million, or an average of $6,900 per student. A majority of Gallaudet students also received Supplemental Security Income/Social Security Disability Income payments.

Funding levels for the past 5 fiscal years were:

	($000s)
1996	$77,629
1997	79,182
1998	81,000
1999	83,480
2000	85,980

FY 2001 BUDGET REQUEST

The Department is requesting $87.65 million for Gallaudet University for fiscal year 2001, a $1.67 million or 1.9 percent increase above the fiscal year 2000 appropriation. The increase is requested to help offset the effect of inflation. In addition, the 2001 request would retain $2.5 million that was included in the fiscal year 2000 appropriation for one-time costs associated with construction projects for the Model Secondary School for the Deaf (MSSD). The $2.5 million would be added to the base for deferred maintenance activities, effectively providing a $4.17 million, or 5 percent, increase for operations. The request will support university level programs, MSSD, and the Kendall Demonstration Elementary School (KDES) in order to help promote educational and employment opportunities for persons who are deaf.

General Operations

The University requested an inflation increase of $2.449 million for general operations, or 3 percent, plus $2.5 million for deferred maintenance activities. The Department's request provides $1.67 million for inflation, or 2 percent, over fiscal year 2000 level for operations. Gallaudet indicates that a 2 percent increase would provide sufficient funds to maintain current operations. It would also provide sufficient funds to cover a number of initiatives, including $600,000 for a President's discretionary fund and $700,000 for a Deaf Way II conference to be held in 2002. At the funding level requested by the Department, Gallaudet would also, once again, set aside $1 million from the appropriation to match privately raised endowment funds, as provided for under the Federal Endowment Grant program. The Department believes that the request should provide more than sufficient funding for Gallaudet operations. In addition to the increase in appropriations, Gallaudet anticipates receiving an additional $625,000 in revenue from tuition and fees in fiscal year 2001. The University has the flexibility to establish priorities for the use of increased funds for operations.

Deferred Maintenance

Gallaudet requested a $2,500,000 increase to the base appropriation for deferred maintenance activities. The problem of deferred maintenance has been an increasing concern in higher education over the past couple of decades. Many universities have been deferring needed repairs and renovations to their physical facilities in order to subsidize other areas of their operating budgets and fund special projects. The National Association of College and

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University Business Officers (NACUBO) published a study in 1996 that estimated that the accumulated value of needed repairs on U. S. campuses had reached as much as $26 billion as of 1995. In the study, NACUBO expressed concern that many institutions lacked the resources to attack this growing problem and that it has been threatening their fiscal health. The accounting profession also recognized that the problem of deferred maintenance had become a major issue with respect to audit standards for higher education. Accordingly, beginning with FY 1996, new accounting and auditing standards for private higher education institutions were promulgated by the Financial Accounting Standards Board (FASB) that addressed this issue. The new standards require all private institutions of higher education to record depreciation of their buildings and capital equipment as expenses and require expenses for plant operations to be distributed to the other functional categories of expense. Gallaudet's audited financial statements are now being prepared in accordance with these standards. This has had a significant effect on Gallaudet's annual audited financial statement because it has resulted in increased reporting of expenses at a rate of approximately $6 million annually.

Since the depreciation expense must be shown on Gallaudet's statement of activities, in order for the expenses and revenues to balance, the University must either raise additional revenue to compensate or spend less of its current revenues. Otherwise a deficit would be recorded. Showing a deficit on the financial statement would have a negative impact on fundraising. In addition, if the University fails to increase its investment in its plant, there will be a decline in the value of the University's net assets. The new standards make it more difficult for universities to ignore the need to invest in their physical facilities, which now include investments in technology. Gallaudet has raised a significant level of funds for new construction and renovations, totaling over $20.4 million over the past 10 years. However, many of the buildings on the Gallaudet campus are old and in need of repair and renovation. The Department supports Gallaudet's request for $2.5 million for deferred maintenance activities and has included these funds in our request.

The University also requested increases for the following three initiatives for which no funding is included:

Experiential Learning/Internships and Accessibility through Interpreting

The University requested $475,000 to support the cost of providing additional interpreters and communication tools for students in fieldwork/internship placements. The funds were requested to cover increased costs for interpreters and teleinterpreting using laptops with voice synthesizers, voice to print recognition software, and personal computer/cameras. While the Department supports student internships and the fieldwork program, the proposal did not provide an adequate justification for why additional funds are needed. The proposal included $375,000 for interpreters, but did not provide a rationale for why so much money was needed, since the number of students who participate in the program is only expected to grow by a maximum of 10-15 students. The University received $8[illegible],000 in undesignated funds in the fiscal year 2000 appropriation above the President's request. The Department believes that Gallaudet should be able to fund any increased need for interpreting that may occur from these funds.

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The University's proposal also included $100,000 for technology, though it appears that the specific technology discussed is still under development and has not yet been field tested or used in this type of setting. Gallaudet plans to use over $3.6 million of the fiscal year 2001 appropriation for research activities. The Department believes that development, adaptation, and testing of new technology would be more appropriately conducted through the University's research program.

Center for the Promotion of Accessible Technology

The University requested $685,000 for a new Center for the Promotion of Accessible Technology. The purpose of the proposed Center would be to evaluate the accessibility of new technology, develop and validate solutions to access problems, promote standards that enhance accessibility, disseminate information, provide technical assistance, and serve as a model for the use of accessible technology.

No funds are included for this request because the Department believes that the proposed Center would be duplicative of existing research and technical assistance activities supported by the Department. The Office of Special Education and Rehabilitative Services (OSERS) currently supports extensive research activities related to the development and promotion of accessible technology, including technology related to telephones, CDs, computers, video, and speech. OSERS supports research that evaluates the accessibility of new technology, promotes universal design that addresses the needs of individuals who are deaf or hard or hearing, develops new technology, promotes standards, trains multiple target groups, and disseminates information to multiple audiences and constituencies.

OSERS projects include the NIDRR Rehabilitation Engineering Research Centers (RERCs) on Information Technology Access at the Trace Center, University of Wisconsin; the RERC on Hearing Enhancement and Assistive Devices at the Lexington School for the Deaf/Research Division, New York City; and the RERC on Augmentative and Alternative Communication at Duke University. Grantees that have received research grants in the technology area include WGBH in Boston, Gallaudet University, and Tech Transfer at State University of New York at Buffalo. Examples of some innovative research projects that are currently being supported include the Visual Light Audio Information Transfer System project which is exploring the use of light as a carrier medium for data, Signing Avatars project, which is researching the possibility of using computer-generated, virtual reality representations of a signer's face, arms and hands to enable interactive sign communication via standard phone lines and personal computers, and Broadcast Radio project, which is determining the feasibility of transmitting multimedia signals over commercial radio that could be received and interpreted by special decoder devices.

The NIDRR-administered Assistive Technology program supports projects in all 50 States, D.C., and the Outlying Areas and does extensive dissemination and training. Other NIDRR projects are currently conducting research on the feasibility of developing technology to automate PC-based speech-to-sign language interpretation, developing and testing captioning for digital television, and promoting the adoption of universal design in product design and access to information technology. The Department is also requesting $13.5 million for a major expansion of NIDRR's technology research program for fiscal year 2001. This initiative includes $5 million for projects related to educational technology, $3.4 million for projects to address employment issues, and $5.1 million for technology projects targeted toward enhancing the independence and integration of the individual in the community. In addition, NIDRR will be conducting a competition for a new center on the Rehabilitation of Persons who are Deaf or Hard of Hearing ($600,000) in fiscal year 2000. We believe that current and proposed efforts by the Department more than cover the need in this area.

Cochlear Implant Programming at Pre-College National Mission Programs

Gallaudet also requested $540,000 to create a Cochlear Implant Program within the Pre-College National Mission Programs. The purpose of the center would be to establish a program for young deaf children with cochlear implants at the Kendall Demonstration Elementary School, conduct research related to cochlear implants in deaf children, and evaluate successful practices in educational programming, including how spoken language and sign language will be used during educational programming. The National Institute on Deafness and Other Communication Disorders (NIDCD) is funding a significant amount of research, development, and dissemination related to cochlear implants, including research on how to optimize language development in individuals with cochlear implants. It is also conducting an assessment of the efficacy of different habilitation approaches, such as oral-auditory versus total communication, in helping young children with cochlear implants to maximize language acquisition and writing skills. Issues related to cochlear implants are also being incorporated into already established Department activities. For example, the Office of Special Education Program will collect information on the number of children using cochlear implants in the classroom through its Early Childhood Longitudinal Study. The ERIC Information Clearinghouse includes a digest on educating children who are deaf or hard of hearing who have cochlear implants. The Department believes that the programs being conducted by NIDCD and the Department represent a more appropriate venue for Federal support than the program proposed by Gallaudet and that sufficient research and dissemination are already occurring. No funds are requested for 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.

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

Performance goal: To challenge students who are deaf and graduate students who are deaf and hearing to achieve their academic goals and attain productive employment; provide leadership in setting the national standard for best practices in education of the deaf and hard of hearing; and establish a sustainable resource base.

Objective: University programs, MSSD, and KDES will maintain a diverse and quality student body.

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Indicator	1999	2000	2001	2002
Gallaudet will maintain a minimum enrollment of 1,250 undergraduates and 700 graduate students, 70 students in professional studies, 225 students at MSSD, and 140 students at KDES. *FY 1998 (school year 1997-98) baseline: 1,339 undergraduate, 92 professional, 714 graduate, 224 MSSD, and 137 KDES.*	BA-1,250 Prof.-70 Grad-700 MSSD-225 KDES-140	BA-1,250 Prof.-70 Grad-700 MSSD-225 KDES-140	BA-1,250 Prof.-70 Grad-700 MSSD-225 KDES-140	BA-1,250 Prof.-70 Grad-700 MSSD-225 KDES-140

Gallaudet has established minimum enrollment targets based on longstanding enrollment targets and historical trends, recognizing that actual figures may vary from year to year. Actual enrollment for fiscal year 1999 was 1,300 undergraduate, 70 professional, 628 graduate, 209 MSSD, and 117 KDES students. For fiscal year 2000, actual enrollment was 1,318 undergraduate, 86 professional, 541 graduate, 219 MSSD, and 135 KDES students. Records from Gallaudet's Office of Enrollment Services and the KDES/MSSD Office of Exemplary Programs and Research are used to track enrollments.

Indicator	1999	2000	2001	2002
Increase the undergraduate and MSSD/KDES retention rates. *FY 1998 (school year 1997-98) baseline: 72% for undergraduates and 85% for MSSD/KDES.*	BA-75% MSSD/KDES-90%	BA-76% MSSD/KDES-90%	BA-77% MSSD/KDES-90%	BA-78% MSSD/KDES-90%

The actual retention rate was 73 percent for undergraduate students and 92 percent for MSSD in fiscal year 1999. Gallaudet plans to conduct studies on factors related to graduation and completion and incorporate appropriate strategies into the University's Retention Improvement Plan. Office of Enrollment Services records are used to track retention.

Indicator	1999	2000	2001	2002
The graduation rate for undergraduates will increase and for MSSD students will be maintained. *FY 1998 baseline: undergraduates – 41% and MSSD graduates – 93%.*	BA-41% MSSD-94%	BA-42% MSSD-94%	BA-43% MSSD-94%	BA-44% MSSD-94%

The actual graduation rate for undergraduate students for fiscal year 1999 was 42 percent and, for MSSD students, 88 percent. The Pre-College National Mission Programs have implemented a "fifth year option" for seniors who were not ready to graduate at the end of the year. This action is the result of a decision to make the MSSD graduation requirements more rigorous.

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The additional year will be used to better prepare students for work or postsecondary education. The MSSD graduation rate for 1999 is 5 percent lower than for 1998 because several seniors who would have otherwise graduated in past years are returning for a fifth year at MSSD. If these students had been included in the 1999 graduation rate calculation, the rate would have been 96 percent. Gallaudet also is reevaluating its retention strategies and instituting initiatives to further improve its undergraduate graduation rate. Records from the Collegiate Office of the Registrar and KDES/MSSD Office of Exemplary Programs and Research are used to track graduation rates.

Objective: Curriculum and Extra-Curricular activities prepare students to meet the skill requirements of the workplace and/or continue their studies.

Indicator	1999	2000	2001	2002
The number of graduates with baccalaureate degrees who either find employment or attend graduate school during their first year after graduation will be maintained at approximately the 95 percent level and 50 percent of Gallaudet students who apply to programs of advanced study beyond the baccalaureate degree will be accepted. *FY 1998 baseline: undergraduates – 95% of graduates reported that they were working in the private sector, government, or education or were attending graduate school and 48% of applicants were admitted to graduate school.*	Empl. 95% Grad. School 50%	Empl. 95% Grad. School 50%	Empl. 95% Grad. School 50%	Empl. 95% Grad. School 50%

The fiscal year 1999 percentage of graduates who found employment or entered graduate school was 98 percent and the percent that applied to graduate programs and were accepted was 52 percent. Data will be provided by the Gallaudet Office of Planning and summarized in the University's annual report.

Objective: Gallaudet works in partnership with others to develop and disseminate educational programs and materials for deaf and hard-of-hearing students.

Indicator	1999	2000	2001	2002
Maintain or increase the number of programs and institutions that adopt innovative curricula and other products, or modify their strategies as a result of KDES or MSSD's leadership. *FY 1998 Baseline: 41.*	41	41	41	41

KDES/MSSD plans to develop a mechanism to assess the effectiveness of partnerships and collaborations the schools maintain with a wide variety of other school programs serving deaf and hard-of-hearing children as part of the national mission programs. The purpose of these relationships is to promote the use of best practices and effective educational innovations. Gallaudet has not yet developed a timeline or projected source of data for this indicator.

PROGRAM OUTPUT MEASURES
($000)

	1999	2000	2001
Estimated total expenditures ($ in 000s):[1]			
University programs	$90,235	$91,756	$93,796
Elementary and secondary education programs[2]	26,654	27,659	28,218
Total	116,889	119,415	122,014
Annual tuition and fees (actual $):			
Base tuition	$6,423	$6,870	$7,250 [3]
Room	3,950	4,070	4,190 [3]
Board	2,971	3,060	3,150 [3]
Fees	280	280	280 [3]
Total	13,624	14,280	14,970
International student surcharge	$5,781	$6,870	$7,350
Graduate student surcharge	$642	$687	$735
Additional surcharge for foreign graduate students	$578	$687	$735
Federal appropriation as a percent of total revenues[4]	70%	70%	71%
Estimated average cost per student[5]	$34,728	$36,140	$35,542
Program enrollment:[6] (Full- and part-time students)			
Undergraduates	1,300	1,318	1,250
Professional Studies	70	86	70
Graduate students	628	541	700
Total	1,998	1,945	2,020
International students	(182)	(164)	(300)
International student percentage	9.1%	8.4%	15.0%
Model Secondary School for the Deaf (MSSD)	209	219	225
Kendall Demonstration Elementary School (KDES)	117	135	140

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	1999	2000	2001
Sponsored Programs:			
Proposals	53	45	45
Awards	29	30	30
Funding ($000s)	$2,271	$2,600	$2,600
Research:			
Sponsored research funding ($000s)	$1,145	$1,145	$1,145
Appropriated research budget ($000s)	$3,350	$3,570	$3,645
Gallaudet research publications	96	80	80
Number of persons served by Gallaudet outreach programs:			
University programs	32,358	50,000	50,000
Precollege programs [7]	156,651	150,000	150,000
Total	189,009	200,000	200,000
Precollege outreach products distributed	118,428	90,000	90,000
Student support services contact hours	127,615	125,000	125,000
Student/faculty ratios:			
University programs	8.0:1	8.4:1	8.4:1
MSSD	4.6:1	5.5:1	5.5:1
KDES	3.4:1	4.8:1	4.8:1
Number of employees:			
Permanent positions	1,147	1,101	1,101
Temporary	13	29	29
Grant or revenue supported	55	58	55

[1] Estimated total expenditures are calculated according to the new Financial Accounting Standards Board accounting and auditing standards for private higher education institutions that were promulgated in 1996 and may not be comparable to figures provided in prior years.

[2] The new estimates based on the new accounting system do not provide dollar figures for the elementary and secondary education programs for overhead items such as physical plant, maintenance, and security. These costs are estimated based on historical spending patterns and come to approximately one-third of the amounts incurred for direct costs. These figures have been added to the direct costs to derive the total expenditure figures for the elementary and secondary education programs.

[3] The University proposes tuition rates based on internal projections of expenditures and revenues, subject to an annual cap on increases of 10 percent that was imposed by the Department in fiscal year 1992. The Gallaudet University Board of Trustees approved the level for school year 2000-2001 at its October 1999 meeting.

[4] The revenue base used for this calculation includes unrestricted income from all sources, including research grants and indirect payments such as Federal student financial aid and vocational rehabilitation payments. Amounts from the

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appropriation that Gallaudet sets aside for the Federal Endowment Grant program are excluded from the revenue calculation. The revenue amounts for 1998 and beyond also include changes required by the Financial Accounting Standards Board, primarily to show realized and unrealized investment gains related to unrestricted funds that were previously excluded from this calculation. These changes have the affect of decreasing the percent shown for Federal support below comparable percentages displayed in prior years when unrealized investment gains were excluded.

[5] This amount is based on total estimated expenditures, excluding the categories of sponsored and other research, public services, and auxiliary enterprises. This amount is divided by the total number of students enrolled. The University does not differentiate between full and part-time students in reporting enrollment figures, so part-time students are treated as full-time for the purpose of this calculation. For 1998 and beyond, the figures include changes required by the Financial Accounting Standards Board to include depreciation and physical plant funds, which are now distributed among the other categories. These changes have the affect of increasing the cost per student above the comparable levels shown in prior years before depreciation was included.

[6] These figures include full-time, part-time, and extension program students. In 1993, Gallaudet requested permission of the Department to exclude English Language Institute (ELI) students from the count of foreign students because these students are special students who are not enrolled in regular University programs and tuition from these students covers their direct educational costs. The Department notified Gallaudet that it could exclude ELI students from the enrollment figures if the program becomes fully self-supporting, including both direct and indirect costs. The University implemented the initiative to make the program fully self-supporting in fiscal year 1995. Therefore, these students are excluded from the enrollment figures beginning with academic year 1994-95. If ELI students later apply and are accepted into regular university programs, they are included under the 15 percent cap if they are not U.S. citizens. The Higher Education Act Amendments of 1998 amended the EDA to increase the limit on enrollment of international students from 10 percent to 15 percent of total enrollment.

[7] The Pre-College National Mission Programs (PCNMP) have changed their strategy for providing outreach and methodology for counting the number of persons served. The PCNMP has expanded its outreach beyond deafness-related conferences and technical assistance opportunities to include mainstream educational conferences and general education venues. PCNMP is also now counting all attendees at these conferences and other venues as individuals served.