

Office of Elementary and Secondary Education

**DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION**

Education for the Disadvantaged

Title I Grants to Local Educational Agencies

Authorizing statute: Elementary and Secondary Education Act, Title I, Part A

Citations for regulations: None

Types of services provided: Academic instruction and support services

Program description: This program supplements State and local funding to local educational agencies (LEAs) and schools, especially in high-poverty areas, to help low-achieving children in all school grades achieve educational excellence. Program funds are allocated by formula through State educational agencies (SEAs) to about 93 percent of LEAs in the country. The recent reauthorization gives Title I the purpose of helping children in high-poverty schools reach the same high State academic standards expected of all children, thus making the program an integral component of State and local educational reform efforts. The reauthorized program will: use State standards and assessments to challenge and assess the progress of Title I students and hold Title I schools and districts accountable for that progress; and promote instruction through an enhanced and accelerated curriculum integrated into regular classroom programs or delivered through such mechanisms as extended-day and extended-year programs.

Schools enrolling high concentrations of poor children (at least 65 percent in 1995, and 50 percent thereafter) are eligible to implement schoolwide programs to combine Title I and other funds to improve the achievement of all children in the school; other schools must implement programs that target Title I services to individual children deemed the most disadvantaged.

The previous statute (prior to reauthorization in 1994) permitted provision of services to children with disabilities only if they had needs stemming from educational deprivation (and not related to the student's disability). This requirement was difficult to implement, because schools seldom had a clear basis for determining which of the needs of a child (for instance, a learning disabled child) stemmed from educational deprivation and which stemmed from the child's disability. Therefore, the new Act eliminated this provision. However, the law continues to prohibit provision of services otherwise required by law, although funds can be used to coordinate or supplement such services; this language can be read to prohibit services required by IDEA (through a child's individualized education plan).

Individuals eligible to receive services: Children identified by schools as failing, or most at risk of failing, to meet State performance standards, as well as homeless children and children who, in the past two years, participated in Head Start or in the Title I Even Start (Part B) or the Title I Neglected, Delinquent, and Dropout (Part D) programs.

Individuals with disabilities served: Annual reports from SEAs continue to indicate that about 5 percent of the total Title I participants served are children with disabilities. In the 1992-

93 school year, the most recent year for which data are available, SEAs reported that 319,438 children, out of the 6.4 million children served by the program, had "handicapping conditions." No information is available on the types of participants' disabilities.

Budget Authority and Outlays (in thousands):

FY 1994 BA: \$6,336,000 Outlays: \$6,264,567

FY 1995 BA: \$6,698,356 Outlays: \$6,447,780

Performance measures: Each State is required to define adequate progress towards State performance standards, and also establish State assessment systems that will hold LEAs, along with individual schools, accountable for helping Title I children meet and exceed challenging State standards. State assessment systems must assess all children at least once during three time spans: grades 3 through 5, grades 6 through 9, and grades 9 through 12. Assessment systems must: use multiple up-to-date measures of students' performance, and enable results to be disaggregated, at the State, LEA, and school level, by gender, each major racial and ethnic group, English proficiency status, migrant status, students with disabilities, and economically disadvantaged students.

Data collected on services/benefits and population served: The reauthorized Title I mandates that the Department conduct, over a several-year period, two national assessments of the effectiveness of Title I. Each assessment will involve a series of sub-studies to track and evaluate the progress of schools, LEAs, and States towards helping Title I children, including migrant children, attain challenging standards for all students. The statute also gives the Department broad authority to collect State, local, and school-level data.

Definitions: The Title I statute does not include specific definitions with regard to individuals with disabilities.

Program contacts: Mary Jean LeTendre, Director, Compensatory Education Programs, U.S. Department of Education, (202) 260-0826; Wendy Jo New, Program Specialist, (202) 260-0982; Kay Rigling, Program Attorney, Office of General Counsel, (202) 401-8262; Lonna Jones, Program Analyst, Budget Service, (202) 401-0318.

**DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION**

Education for the Disadvantaged

Title I State Agency Migrant Education Program

Authorizing statute: Elementary and Secondary Education Act, Title I, Part C

Citations for regulations: None

Types of services provided: Academic instruction and support services for migratory children under age 21.

Program description: This program provides formula funds to State educational agencies (SEAs) for education services to children of migrant agricultural workers and fishermen. Like other Title I programs, this program focuses on helping migrant children meet the same challenging academic standards expected of all children. The program promotes greater access for migratory children to services available under the Title I LEA Grants and other ESEA programs while, at the same time, encouraging the use of Migrant Program resources for services not usually available from those programs.

Individuals eligible to receive services: The program generally restricts services to migratory children who moved on their own or with a parent, spouse, or guardian within the last 36 months to obtain temporary or seasonal employment in agriculture or fishing, but also permits continued services beyond 36 months under certain circumstances. (For example, secondary school students may continue to be served until graduation through "credit accrual" programs.) In addition, the statute requires that SEAs give priority for services to migratory children who are failing, or most at risk of failing, to meet the State's challenging State standards and whose education has been interrupted during the regular school year.

Individuals with disabilities served: In the 1992-93 school year, the most recent year for which data are available, SEAs reported that 22,301 migrant children had disabilities, out of a total of 541,122 children served by the program. No information is available on the types of participants' disabilities.

Budget authority and outlays (in thousands):

FY 1994 BA: \$305,193 Outlays: \$302,079

FY 1995 BA: \$305,475 Outlays: \$308,811

Performance measures: The statute requires that the effectiveness of migrant programs and projects be determined, where feasible, using the same State standards and systems used to assess the performance of all students, schools, and LEAs (described under Title I Grants to LEAs). In addition, each SEA must specify, as part of a comprehensive State program plan, measurable program goals and outcomes to help migrant children meet the same challenging State performance standards as other children.

Data collected on services/benefits and population served: The reauthorized Title I statute mandates that the Department conduct, over a several-year period, two national assessments of the effectiveness of Title I. Each assessment will involve a series of sub-studies to track and evaluate the progress of schools, LEAs, and States towards helping Title I children, including migrant children, attain challenging standards for all students. In addition, the statute requires a Department study on how schoolwide programs are meeting the needs of children from migratory families, and gives the Department broad authority to collect State, local, and school-level data.

Definitions: The Title I statute does not include specific definitions with regard to individuals with disabilities.

Program contacts: Bayla White, Director, Migrant Education Programs, (202) 260-1124; James English, Program Specialist, (202) 260-1124; Richard Mellman, Program Attorney, Office of General Counsel, (202) 401-8262; Lonna Jones, Program Analyst, Budget Service, (202) 401-0318.

**DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION**

School Improvement Programs

Safe and Drug-Free Schools and Communities Program--State Grants

Authorizing statute: Elementary and Secondary Education Act, Title IV, Part A

Citations for regulations: No regulations have been published for this program

Types of services provided: Drug and violence prevention and education

Program description: The Safe and Drug-Free Schools and Communities (SDFSC) program is designed to help make our Nation's schools safe and drug free by supporting comprehensive, integrated approaches to drug and violence prevention. The program awards formula grants to State educational agencies (SEAs) and Governors. SEAs subgrant most of their funds to local educational agencies (LEAs) for school-based programs. Governors' funds are targeted on public and private nonprofit organizations for community-based programs and activities.

Individuals eligible to receive services: All students (grades kindergarten through 12) enrolled in public and private schools are eligible for services. Governors must give priority to programs and activities for children and youth who are not normally served by SEAs or LEAs, or for populations that need special services or additional resources (such as preschoolers, youth in detention facilities, runaway or homeless children or youth, school dropouts, and children with disabilities).

Individuals with disabilities served: Not known.

Budget authority and outlays (in thousands):

FY 1994 BA: \$369,500 Outlays: \$415,500

FY 1995 BA: \$456,962 Outlays: \$444,688

Performance measures: To be eligible for funds, SEAs and Governors must develop measurable goals and objectives for drug and violence prevention and a description of the procedures they will use for assessing and publicly reporting progress toward meeting those goals and objectives. The Department is currently developing a model performance indicators system for the SDFSC program.

Nature and periodicity of data collected on services/benefits and population served: States are required to report to the Secretary every three years on the implementation and effectiveness of their programs and on the State's progress toward attaining its goals for drug and violence prevention.

Program contacts: William Modzeleski, Director, Safe and Drug-Free Schools and Communities Program, (202) 260-3954; Deborah Rudy, Staff Director, Safe and Drug-Free Schools and Communities State and Local Programs, (202) 260-3954.

**DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION**

School Improvement Programs

Arts in Education

Authorizing statute: Elementary and Secondary Education Act of 1965, Title X, Part D, Subpart 1

Citations for regulations: No regulations have been published for this program.

Types of services provided: Support for model education projects and programs in the arts for children, youth, and individuals with disabilities as well as support for federal activities to encourage the inclusion of the arts in the school curriculum.

Program description: Currently, Very Special Arts, an organization whose programs encourage the involvement of disabled people in the arts, and the Kennedy Center Education program receive all funding under the program. For FY 1996, the Department is seeking funds for broader discretionary purposes.

Individuals eligible to receive services: All students (grades kindergarten through 12), individuals with disabilities, and arts educators and instructors.

Individuals with disabilities served: In 1994, the Very Special Arts program served 1,409,480 individuals with disabilities with programs throughout the United States.

Budget authority and outlays (in thousands):

FY 1994 BA: \$8,944 Outlays: \$8,472

FY 1995 BA: \$12,000¹ Outlays: \$10,149

Performance measures: Performance indicators are under development.

Nature and periodicity of data collected on services/benefits and population served: Data are collected from both grant recipients, Very Special Arts and the Kennedy Center, on an annual basis.

Program contacts: J. Paul Rickett, Vice President of Operations, Very Special Arts, (202) 628-2800; Carolyn Andrews, Program Officer, Elementary and Secondary Education, (202) 260-2670; Jennifer Lee, Program Analyst, Budget Service, (202) 401-0318.

¹This amount reflects a one-time appropriation of \$3 million to Very Special Arts to support the Louisiana International Learning and Technology Center.

**DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION**

Impact Aid

Basic Support Payments

Authorizing statute: Elementary and Secondary Education Act, Title VIII, Section 8003(b)

Citations for regulations: 34 CFR Part 222

Types of services provided: Elementary and secondary education.

Program description: Funds are provided by formula to LEAs to help finance the education of federally connected children, including children with disabilities.

Individuals eligible to receive services: Federally connected children, including any who have disabilities, as defined by the following categories:

(A) children who live on Federal property with a parent employed on Federal property situated in whole or in part within the boundaries of the LEA, or with a parent who is a foreign military officer accredited by a foreign government;

(B) children who live on Federal property and who have a parent on active duty in the uniformed services;

(C) children who live on Indian lands;

(D) children who do not live on Federal property but who have a parent on active duty in the uniformed services, or a parent who is a foreign military officer accredited by a foreign government;

(E) children who reside in low-rent housing;

(F) children who live on Federal property but otherwise do not fit into any of the categories described above; and

(G) children who do not reside on Federal property but who have a parent employed on Federal property situated in whole or in part in the same state as the LEA.

In order to receive payments on behalf of children in categories F and/or G, an LEA must have at least 2,000 such children in average daily attendance and that number must equal or exceed 15 percent of the total average daily attendance in that LEA.

Individuals with disabilities served: In 1992, the most recent year for which data are available, LEAs reported 54,850 children in categories (B), (C), and (D), the only categories for which LEAs counted federally connected children with disabilities. A total of 1.8 million federally connected children were counted for the purposes of payments in that year. LEAs are not

required to report demographic data or information on the severity of the disabilities of children enrolled.

Budget authority and outlays (in thousands):

<u>FY 1994</u>	BA: \$736,574	Outlays: \$621,626
<u>FY 1995</u>	BA: \$631,707	Outlays: \$518,000

These amounts reflect payments for all federally connected children counted, not just for federally connected children with disabilities. Prior to FY 1995, the increased costs of educating federally connected children with disabilities in categories (B), (C), and (D) were provided for through an additional factor within the basic payment formula; therefore, BA and outlay amounts associated with the increased payments for these children were not specified and are included in the 1994 BA and Outlay amounts above. Beginning in FY 1995, separate payments to provide for the additional costs of children with disabilities are provided; therefore, the 1995 BA and Outlay amounts above exclude those amounts (which are included in the description for Payments for Children with Disabilities.)

Performance measures: Not applicable. Funds are provided for the general operating expenses of LEAs and are commingled with other revenue available to the LEA; therefore, no information is available on the use of these funds.

Nature and periodicity of data collected on services/benefits and population served: Numbers of eligible federally connected children with disabilities are counted and reported annually.

Definitions: Children who are eligible to be served under the Individuals with Disabilities Education Act may be counted as disabled.

Program Contacts: Catherine Schagh, Director, Impact Aid Program, Office of Elementary and Secondary Education, (202) 260-3907; Marilyn Hall, Program Analyst, Budget Service, (202) 401-0318.

**DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION**

Impact Aid

Payments for Children with Disabilities

Authorizing statute: Elementary and Secondary Education Act, Title VIII, Section 8003(d)

Citations for regulations: 34 CFR Part 222

Types of services provided: Elementary and secondary education.

Program description: Funds are provided by formula to LEAs to help finance the additional costs of educating certain federally connected children with disabilities.

Individuals eligible to receive services: Children with disabilities who are eligible for services under the Individuals with Disabilities Education Act and who are included under one of the following four categories of federally connected children:

(A) children who live on Federal property with a parent who is a foreign military officer accredited by a foreign government;

(B) children who live on Federal property and who have a parent on active duty in the uniformed services;

(C) children who live on Indian lands;

(D) children who do not live on Federal property but who have a parent on active duty in the uniformed services, or a parent who is a foreign military officer accredited by a foreign government;

Individuals with disabilities served: In 1992, the most recent year for which data are available, LEAs reported 54,850 children in categories (B), (C), and (D). Children in category (A) were not specifically eligible to be counted under the program statute at that time.

Budget authority and outlays (in thousands):

<u>FY 1994</u>	BA: N/A	Outlays: N/A
<u>FY 1995</u>	BA: \$40,000	Outlays: \$32,800

Prior to 1995, the increased costs of educating children with disabilities were provided for through an additional factor within the basic payment formula. Therefore, BA and outlay amounts associated with the increased payments for these children were not specified.

Performance measures: Not applicable. Funds provided must be used to provide a free appropriate education for the children on whose behalf the payments are made, in accordance with the Individuals with Disabilities Education Act.

Nature and periodicity of data collected on services/benefits and population served: Numbers of eligible federally connected children with disabilities are counted and reported annually.

Definitions: Children who are eligible to be served under the Individuals with Disabilities Education Act may be counted as disabled.

Program contacts: Catherine Schagh, Director, Impact Aid Program, Office of Elementary and Secondary Education, (202) 260-3907; Marilyn Hall, Program Analyst, Budget Service, (202) 401-0318.

Office of Bilingual Education and Minority Languages Affairs

**DEPARTMENT OF EDUCATION
OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS**

Bilingual and Immigrant Education

Bilingual Education--Instructional Services

Authorizing statute: Elementary and Secondary Education Act, Title VII, Part A, Subpart 1

Citation for regulations: None

Types of services provided: Classroom instructional services designed to teach English to limited English proficient (LEP) students and to assist them in achieving to the same high standards as all other students.

Program description: Under Instructional Services, the Department provides two- to five-year competitive grants, primarily to school districts, to improve the quality of instructional programs for LEP students. While the previous statute required grant competitions differentiated on the basis of instructional method and the group to be served, the new reauthorization reduced the number of categories of competitive grants, and restructured them to promote systemic educational reform. The reauthorization permits schools to select the instructional approach best suited to their students and authorizes services to preschool students and to parents to assist in the education of their children in all categories. All programs must be designed to teach English and assist students in meeting the same challenging State standards required of all students.

Individuals eligible to receive services: Individuals with limited proficiency in English may receive these services.

Individuals with disabilities served: There are no data on the number of LEP students served who have disabilities or of the amount spent to serve them under this program.

Budget authority and outlays (in thousands):

<u>FY 1994</u>	BA: \$152,728	Outlays: \$167,508
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<u>FY 1995</u>	BA: \$155,690	Outlays: \$163,800
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Performance measures: Not yet determined.

Nature and periodicity of data collected on services/benefits and populations served: No attempt has ever been made to determine the extent to which this programs serves students with disabilities.

Program Contacts: Mary Mahoney, Acting Director, State and Local programs, Office of Bilingual Education and Minority Languages Affairs, (202) 205-8728; John Chapman, Program Analyst, Budget Service, (202) 401-0318.

Office of Special Education and Rehabilitative Services

**DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES**

Special Education

State Grants - Grants to States

Authorizing statute: Individuals with Disabilities Education Act, Part B, Section 611

Citations for regulations: 34 CFR Part 300

Types of services provided: Financial assistance to States to assist them in providing special education and related services to children with disabilities.

Program description: This program provides formula grants to States, the District of Columbia, Puerto Rico, the Secretary of the Interior, and Outlying Areas to assist them in meeting the costs of providing special education and related services to children with disabilities. In order to obtain full funding, the Individuals with Disabilities Education Act (IDEA, formerly the Education of the Handicapped Act) requires that all children with disabilities aged 3 through 21 years be served, except that States are not required to serve children aged 18 through 21 years if such service is inconsistent with State law or practice or the order of any court.

Funds are allocated by formula. Up to 1 percent of the amount available to States may be distributed to the Outlying Areas. Funds are distributed to the Outlying Areas based on the number of 3-through-21-year-olds in the general population. Funding allotments for the Outlying Areas are based on the 1990 census.

Upon submission of an application that has been approved by the Secretary of Education, the Secretary of the Interior receives 1 percent of the amount available to States. These funds are for the education of children, aged 5 through 21 years, with disabilities residing on reservations, who are enrolled in elementary and secondary schools for Indian children operated or funded by Interior. Funds can also be used for children with disabilities aged 3 through 5 years who are enrolled in programs affiliated with Bureau of Indian Affairs schools that have State accreditation, if such schools were accredited prior to the enactment of the 1991 Amendments. Interior receives an additional 0.25 percent for distribution to tribes or tribal organizations or consortiums for the coordination of assistance for special education and related services for children with disabilities aged 3 through 5 years on reservations served by schools operated or funded by Interior.

The balance of the funds appropriated is distributed to States, including the District of Columbia and Puerto Rico, based on the number of children aged 3 through 21 with disabilities whom States report they are serving on December 1 of the fiscal year for which funds have been appropriated.

Under law, States must distribute at least 75 percent of the funds appropriated to local educational agencies and other agencies serving children directly. States may retain up to 20 percent of their awards to provide support and direct services to children with disabilities and for the administrative costs of monitoring and complaint investigation to the extent that such costs exceed the costs incurred in 1985; and up to 5 percent, or \$450,000, whichever is greater, for other administrative costs.

As part of the Improving America's Schools Act of 1994, which reauthorized the Elementary and Secondary Education Act of 1965, the Chapter 1 Handicapped program was eliminated. All children with disabilities may now be served under the programs authorized by the Individuals with Disabilities Education Act.

To ensure that States and State agencies that received funds under the Chapter 1 Handicapped program in 1994 are not adversely affected by the merger of this program with the IDEA, several amendments were made to Part B of the IDEA. These Amendments include the addition of a guarantee that for 1995 through 1999 no State will receive less under the Grants to States program than it received in total under that program and the Chapter 1 Handicapped program for the 3-through-21-year-olds it served in 1994.

Funds for this program are provided on a forward-funded basis. The 1995 appropriation will become available on July 1, 1995, and will remain available for obligation until September 30, 1996. School districts will use the funds primarily for the 1995-96 school year.

Individuals eligible to receive services: Children with disabilities.

Individuals with disabilities served: The most recent data available on the number of children served comes from the December 1, 1993 child count which included 5,101,000 children under the Grants to State program. An additional 185,000 children were served under the Chapter 1 Handicapped program.

Budget authority and outlays (in thousands):

FY 1994 BA: \$2,149,686 Outlays: \$2,112,172

FY 1995 BA: \$2,322,915 Outlays: \$2,713,063

Performance measures: The administration will propose new legislation for 1996 authorizing programs under the Individuals with Disabilities Education Act. Program measures under the current Grants to States program include:

	<u>1992 actual</u>	<u>1993 actual</u>	<u>1994 est.</u>
Number of children served on December 1			
Ages 3 through 21	5,093,793	5,285,890	5,455,000

	<u>1989-90</u> <u>actual</u>	<u>1990-91</u> <u>actual</u>	<u>1991-92</u> <u>actual</u>
Educational Environment			
Children provided special education in:			
Regular classrooms with or without resource rooms	3,134,738	3,235,128	3,397,326
Separate classes	1,159,007	1,894,012	1,160,943
Separate schools	240,684	233,012	219,055
Residential facilities	40,768	38,095	40,893

Status of Exiting Students

Graduated with a diploma	103,703	101,959	100,742
Graduated through certification	28,773	29,733	30,839
Reached maximum age	5,698	4,368	4,337
Dropped out of school	62,562	51,949	51,489
Status unknown	30,682	35,220	41,961

Nature and periodicity of data collected on services/benefits and population served:

Data is collected from States annually as of December 1 on the numbers of children served, types of disabilities, educational placements, service needs, and personnel needs.

Definitions: From the Individuals with Disabilities Education Act, Part A, section 602(a)(1):

- (A) The term "children with disabilities" means children --
 - (i) with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and
 - (ii) who, by reason thereof, need special education and related services.
- (B) The term "children with disabilities" for children aged 3 to 5, inclusive, may, at a State's discretion, include children --
 - (i) experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and

(ii) who, by reason thereof, need special education and related services.

Program contacts: Joleta Reynolds, Director, Division of Assistance to States, Office of Special Education Programs (202) 205-5507; Greg Frane, Program Analyst, Budget Service (202) 401-3948.

**DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES**

Special Education

State grants - Preschool grants

Authorizing statute: (Individuals with Disabilities Education Act, Part B, Section 619)

Citations for regulations: 34 CFR Part 301

Types of services provided: Financial assistance to States to assist them in providing special education and related services to children with disabilities ages 3 through 5.

Program description: The Preschool Grants program awards grants to States, the District of Columbia, Puerto Rico, and five Outlying Areas (American Samoa, Guam, Northern Marianas, Palau, and the Virgin Islands) on the basis of their proportionate share of the total number of children in the 3-through-5-year-old age range who are counted for Grants to States allocations on December 1 of the fiscal year for which funds have been appropriated. The statute limits the Preschool Grants share for each child served to a maximum of \$1,500. Each 3-through-5-year-old served can be counted for allocations under both the Grants to States and Preschool Grants programs.

In order to be eligible for an award under this program, a State must serve all 3-through-5-year-olds with disabilities and must have an approved State plan under Part B of the Individuals with Disabilities Education Act (IDEA) and an approved application. In addition, at their discretion, States may also serve children who are experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development and who, therefore, need special education and related services. States, at their discretion, and local educational agencies, if consistent with State policy, may also use funds received under this program to provide a free appropriate public education (FAPE) to 2-year olds with disabilities who will turn 3 during the school year. However, 2-year-olds who are served under the program cannot be counted for allocations.

A State that does not serve all 3-through-5-year-olds with disabilities cannot receive funds under the program, cannot receive funds for 3 through 5 year-olds served under the Chapter 1 handicapped and Grants to States programs, and is not eligible for grants under various IDEA discretionary programs for activities pertaining solely to 3-through-5-year-olds. All States are currently serving all 3-through-5-year-olds with disabilities.

States must distribute at least 75 percent of their grant awards to local education agencies and intermediate educational units. They may retain up to 20 percent of their awards for the planning and development of a comprehensive delivery system for children from birth through 5

years, for direct and support services for 3-through-5-year-olds with disabilities, and, at their discretion, to provide a free appropriate public education to 2-year-olds with disabilities who will turn 3 during the school year. Up to 5 percent may be retained for administrative expenses related to the grant.

Funds for this program are provided on a forward-funded basis. The 1995 appropriation will become available on July 1, 1995, and remain available for obligation until September 30, 1996. School districts will use the funds primarily for the 1995-96 school year.

Individuals eligible to receive services: Children aged birth through 5 years with disabilities. At the State's discretion, it may serve children 2 years of age who will reach age 3 during the school year.

Individuals with disabilities served: The number of children served comes from the annual child count taken on December 1 of the year. The most recent data is for December 1, 1993, which was that 478,700 children aged 3 through 5 were served.

Budget authority and outlays (in thousands): Grants for Infants and Families

<u>FY 1994</u>	BA: \$339,257	Outlays: \$330,480
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<u>FY 1995</u>	BA: \$360,265	Outlays: \$418,670
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Performance measures: The Department is in the process of developing performance indicators which will provide information on the impact of preschool services on improving results for children with disabilities.

Nature and periodicity of data collected on services/benefits and population served: Data is collected from States annually as of December 1, regarding numbers of children served by age, educational placements, and personnel needs.

Definitions: N/A

Program contacts: Nancy Treusch, Division of Educational Services, Office of Special Education Programs, (202) 205-9097; Mark Snyderman, Budget Service (202) 401-3939.

**DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES**

Special Education

State grants - Grants for infants and families

Authorizing statute: Individuals with Disabilities Education Act, Part H, section 686

Citations for regulations: 34 CFR Part 303

Types of services provided: Financial assistance to assist States in developing and implementing statewide systems of coordinated, comprehensive, multi-disciplinary interagency programs to provide early intervention services to all children with disabilities, aged birth through 2 years, and their families.

Program description: Under the program, States are responsible for ensuring that services are provided to all birth-through-two-year olds with disabilities, including Indian children and their families residing on reservations with Department of the Interior schools. Funds allocated under the program can be used: (1) to develop and implement the statewide system described above; (2) to provide direct services that are not otherwise provided from other public or private sources; (3) to expand and improve on services that are otherwise available; and (4) to provide a free appropriate public education, in accordance with Part B of the Individuals with Disabilities Education Act (IDEA), to children with disabilities from their third birthday to the beginning of the following school year.

Allocations are based on the number of children in the general population aged birth through 2 years. No State can receive less than 0.5 percent of the funds available to all States or \$500,000, whichever is greater. The Outlying Areas may receive up to 1 percent of the funds appropriated. The Secretary of the Interior (Interior) receives 1.25 percent of the amount available to States.

Interior must pass through all the funds it receives to Indian tribes, tribal organizations, or consortia for the coordination of assistance in the provision of early intervention services by the States on reservations with Interior schools. Tribes and tribal organizations can use the funds they receive (1) to help States identify Indian infants and toddlers with disabilities, (2) to provide parent training, and (3) to provide early intervention services.

To be eligible for a grant, a State must develop a statewide system that includes 14 statutory components, designate a lead agency that will be responsible for the coordination and administration of funds, and establish a State Interagency coordinating Council to advise and assist the lead agency. All states were required to have a statewide system in effect and be fully implemented, with early intervention services provided to all eligible infants and toddlers and their families, by September 30, 1994.

Funds for this program are provided on a forward-funded basis. States would use fiscal year 1995 funds primarily during the 1995-96 school year.

Individuals eligible to receive services: Infants and toddlers aged birth through 3 years with disabilities (as defined below).

Individuals with disabilities served: The States served 143,392 infants and toddlers in 1993 and 150,783 in 1994, an increase of 5.2 percent.

Budget authority and outlays (in thousands):

FY 1994 BA: \$253,152 Outlays: \$184,333

FY 1995 BA: \$315,632 Outlays: \$ 88,604

Performance measures: The Department is in the process of developing performance indicators which will provide information on the impact of early intervention on improving results for children with disabilities.

Nature and periodicity of data collected on services/benefits and population served: States submit an annual performance report containing information on activities undertaken, types of services, sources of financial support for early intervention services, and the extent of interagency coordination.

Definitions: Infants and toddlers with disabilities are defined as children who: (1) are experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: cognitive development, physical development, communication development, social or emotional development, or adaptive development; or (2) have a diagnosed physical or mental condition which has a high probability of resulting in developmental delay. Within statutory limits, "developmental delay" has the meaning given the term by each State. In addition, States have the discretion to provide services to infants and toddlers who are at risk of having substantial developmental delays if appropriate early intervention services are not provided.

Program contacts: Bobbi Stettner-Eaton, Division of Educational Services, Office of Special Education Programs, (202) 205-8828; Mark Snyderman, Program Analyst, Budget Service (202) 401-3939.

**DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES**

Special Education

Special Purpose Funds

Authorizing statute: Individuals with Disabilities Education Act, section 618 and Parts C through G

Citations for regulations: 34 CFR Parts 305, 307, 309, 315, 316, 318, 319, 320, 324, 325, 326, 327, 328, 330, 331, 332, 333, and 338.

Types of services provided: Research, demonstrations, professional development, technical assistance, dissemination, and other activities primarily directed toward improving special education, related services, and early intervention services for children with disabilities.

Program description: Most of the 14 Special Purpose Funds programs support State efforts to provide special education, related services, and early intervention services to children with disabilities. These programs evolved over the last 30 years to address a variety of needs as they have arisen. Most programs overlap substantially in the types of activities (e.g. research, demonstration, training, and dissemination) authorized. Three programs (Deaf-Blindness, Serious Emotional Disturbance, and Severe Disabilities) address the needs of children with particular disabilities. Three programs address the needs of children in certain age groups (Early Childhood Education, Secondary and Transitional Services, and Postsecondary Education). Six programs are directed toward particular types of activities such as research, evaluation, or training (Special Studies, Innovation and Development, Personnel Development, Parent Training, Clearinghouses, and Regional Resource Centers). Two programs are directed toward topical areas (Technology Applications and Media and Captioning Services).

The authorizations for all of these programs will expire at the end of fiscal year 1995. The administration is currently developing new authorizing legislation.

Individuals eligible to receive services: Awards are typically authorized to be made to institutions of higher education, public agencies, and nonprofit organizations. Under some programs, awards are also authorized to profit-making entities. Most activities are intended to benefit children with disabilities.

Individuals with disabilities served: Special Purpose Funds programs do not typically serve individuals with disabilities directly.

Budget authority and outlays (in thousands):

FY 1994 BA: \$242,511 Outlays: \$232,170

FY 1995 BA: \$246,816 Outlays: \$247,451

Performance measures: Under development.

Nature and periodicity of data collected on services/benefits and population served:

Data is collected from States annually as of December 1 on the numbers of children served, types of disabilities, educational placements, service needs, and personnel needs.

Definitions: From the Individuals with Disabilities Education Act, Part A, section 602(a)(1):

(A) The term "children with disabilities" means children --

(i) with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and

(ii) who, by reason thereof, need special education and related services.

(B) The term "children with disabilities" for children aged 3 to 5, inclusive, may, at a State's discretion, include children --

(i) experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and

(ii) who, by reason thereof, need special education and related services.

From the Individuals with Disabilities Education Act, Part H, section 672(1):

(1) The term "infants and toddlers with disabilities" means individuals from birth to age 2, inclusive, who need early intervention services because they --

(A) are experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures in one or more of the following areas: cognitive development, physical development, language and speech development (hereafter in this part referred to as "communication development"), psychosocial development (hereafter in this part referred to as "social or emotional development"), or self-help skills (hereafter in this part referred to as "adaptive development"), or

(B) have a diagnosed physical or mental condition which has a high probability of resulting in developmental delay.

Program contacts: Bill Wolf, Office of Special Education Programs (202) 205-5387; Greg Frane, Program Analyst, Budget Service (202) 401-3948.

**DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES**

Rehabilitation Services and Disability Research

State Vocational Rehabilitation Services Program

Authorizing statute: Rehabilitation Act of 1973, Title I, Parts A, B (Sections 110 and 111)

Citations for regulations: 34 CFR Part 361

Types of services provided: Vocational rehabilitation services, such as vocational evaluation; counseling and guidance; physical and mental restoration services; vocational and other training services; assistive technology; job placement services; post-employment services; personal assistance services; and interpreter, mobility, and reader services.

Program description: This program supports vocational rehabilitation services through assistance to the States. The State Vocational Rehabilitation (VR) Services program provides a wide range of services designed to assist individuals with disabilities prepare for and engage in gainful employment consistent with their strengths, resources, priorities, concerns, abilities, and capabilities. Services are tailored to the specific needs of the individual and an individualized written rehabilitation program is developed jointly by a rehabilitation counselor and the individual. Priority is given to serving individuals with the most severe disabilities.

An allotment formula that takes into account population and per capita income is used to distribute funds among the States. Grant funds are administered by vocational rehabilitation agencies designated by each State. The State matching requirement is 21.3 percent, except the State share is 50 percent for the cost of construction of a facility for community rehabilitation program purposes. States are required to maintain the level of State expenditures made under the State plan from non-Federal sources at least at the level spent during the fiscal year two years earlier. Each State is also required to use 1.5 percent of the Federal funds received under the VR State Grants program for innovation and expansion activities, authorized in Part C of Title I.

Individuals eligible to receive services: An individual with a disability, as defined in section 7(8)(A) of the Rehabilitation Act of 1973 (RA) who requires vocational rehabilitation services to prepare for, enter, engage in, or retain gainful employment. The Rehabilitation Act requires a State VR agency to implement an approved order of selection if it cannot serve all eligible individuals and serve first those individuals with the most severe disabilities.

Individuals with disabilities served: There were an estimated 1,195,300 eligible individuals in the VR system in FY 1994. This number includes individuals who have been determined eligible but are on a waiting list for services because the State VR agency cannot serve all eligible individuals. In FY 1994, approximately 74 percent of the eligible individuals in the VR system had severe disabilities. In FY 1994 State VR agencies closed the cases of approximately 417,000 individuals, including eligible individuals who never received services. Of those individuals whose cases were closed in 1994 after receiving VR services,

approximately 61 percent (about 203,000 individuals) were successfully rehabilitated. Each year approximately 85 percent of the individuals rehabilitated enter the competitive labor market or become self-employed.

Characteristics

Information is collected on the characteristics of the individuals whose cases are closed as "rehabilitated" by State VR agencies each year. The most current available data is for persons rehabilitated in fiscal year 1992.

Primary disabling condition:

Orthopedic impairments -	21 percent
Mental illness -	16 percent
Mental retardation -	13 percent
Substance abuse -	11 percent
Visual impairments -	10 percent
Hearing impairments -	8 percent
Learning disabilities -	7 percent
All other conditions -	14 percent

Sex: Male -	55 percent
Female -	45 percent

Age: Under 18 years -	8 percent
18 to 54 years -	83 percent
55 years and over -	9 percent

Mean age - 34.2 years

Race: White -	80 percent
Black -	18 percent
Other -	2 percent

Ethnicity: Hispanic origin - 8 percent

Primary source of support at time of application to the program:

Client income -	18 percent
Family and friends -	45 percent
Public assistance -	15 percent
Social Security	
Disability Insurance -	5 percent
Worker's compensation -	3 percent
Other public sources -	8 percent
All other sources -	6 percent

Trends: In the past 2 years since the enactment of the Rehabilitation Act Amendments of 1992, the total number of eligible individuals in the VR system has increased by 26 percent. Many State VR agencies are unable to meet the current demand for services and the number of State agencies that cannot serve all eligible individuals is increasing. Forty-two percent (34 of the 82 State VR agencies) have reported that they will not be able to serve all eligible individuals in fiscal year 1995.

The percentage of the persons served who were classified as "severely disabled" in the Case Service Report System increased from 70 percent in 1992 to 74 percent in 1994. Prior to 1993, this indicator had been increasing by approximately one percentage point each year.

Budget authority and outlays (in thousands):

FY 1994 BA: \$1,967,630 Outlays: \$1,921,347

FY 1995 BA: \$2,043,874 Outlays: \$2,179,295

Performance measures: The 1992 Amendments to the Rehabilitation Act mandate the development of evaluation standards and performance indicators for this program. Section 106 of the Amendments requires that these standards and indicators include outcome and related measures of performance that facilitate and in no way impede the accomplishment of the purpose and policy of Title I of the Act -- that is, the employment of individuals with disabilities. Section 106 also requires that the evaluation standards and performance indicators be developed with input from State vocational rehabilitation agencies, related professional and consumer organizations, recipients of vocational rehabilitation services, and other interested parties. The Department received numerous comments on the preliminary evaluation standards and performance indicators distributed for public comment last November for program accessibility, high-quality employment outcomes, consumer satisfaction, and retention of program benefits. The Department expects to publish a Notice of Proposed Rulemaking including expected performance levels by June of this year.

Nature and periodicity of data collected on services/benefits and population served: Section 13 of the Rehabilitation Act requires the Rehabilitation Services Administration (RSA) to collect annually information on each client whose case is closed out in the preceding fiscal year and to include this information in an annual report to Congress. Section 13 specifies 15 data elements including data on client characteristics, cost and types of services provided, and client outcomes. RSA currently uses seven data collection instruments to collect individual and aggregate data on clients served under this program. In total, these instruments collect data on 293 variables. The primary data collection reports for this program are the Case Service Report System and the Quarterly Cumulative Caseload Report.

Definitions: Individual with a disability (RA section 7(8)(A)) - means an individual who has a physical or mental impairment that constitutes or results in a substantial impediment to employment, and who can expect to benefit from the provision of VR services.

Individual with a severe disability (RA section 7(8)(A)) - means an individual with a disability--

(i) Who has a severe physical or mental impairment that seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome;

(ii) Whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time; and

(iii) Who has one or more physical or mental impairments resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, musculo-skeletal disorders, neurological disorders (including stroke and epilepsy), spinal cord conditions (including paraplegia and quadriplegia), sickle cell anemia, specific learning disability, end-stage renal disease, or another impairment or combination of impairments determined on the basis of an assessment for determining eligibility and vocational rehabilitation needs to cause comparable substantial functional limitation.

Program contacts: David Ziskind, Chief, Basic State Grants Branch, Rehabilitation Services Administration, (202) 205-5474; Laurie Collins, Program Analyst, Budget Service, (202) 401-3939.

**DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES**

Rehabilitation Services and Disability Research

Vocational Rehabilitation Service Projects for American Indians with Disabilities

Authorizing statute: Rehabilitation Act of 1973, Title I, Parts B (section 110 (d)) and D

Citations for regulations: 34 CFR Part 371

Types of services provided: Vocational rehabilitation (VR) services comparable to those services provided under the State VR Services program (e.g., vocational evaluation, counseling and guidance, physical and mental restoration services, vocational and other training services, assistive technology, job placement services, and post employment services).

Program description: The program provides VR services to American Indians with disabilities who reside on Federal or State reservations in order to prepare them for suitable employment. Priority is given to serving individuals with the most severe disabilities. Funding for the program is provided through a set-aside of the VR State Grants program. Grants are awarded on a competitive basis for a three year period to governing bodies of Indian tribes and consortia of those governing bodies located on Federal and State reservations in accordance with 34 CFR 371. The Federal share may not exceed 90 percent of the total cost of the project.

Individuals eligible to receive services: Native American Indians with disabilities who reside on Federal or State reservations (includes Native Alaskans). American Indian with a disability means a person who is a member of an Indian tribe and who is an individual with a disability as defined in section 7(8)(A) of the Rehabilitation Act of 1973.

Individuals with disabilities served: An estimated 4,700 individuals were served in FY 1994.

Budget authority and outlays (in thousands):

<u>FY 1994</u>	BA: \$6,515	Outlays: \$6,281
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<u>FY 1995</u>	BA: \$10,271	Outlays: \$9,888
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Performance measures: There are no specific performance measures for this program.

Nature and periodicity of data collected on services/benefits and population served: The only uniform information reported by grantees is the number of American Indians with disabilities who project grantees propose to serve as stated in their project application.

Definitions: Individual with a disability (RA section 7(8)(A)) - means an individual who has a physical or mental impairment that constitutes or results in a substantial impediment to employment, and who can expect to benefit from the provision of VR services.

Program contacts: David Ziskind, Chief, Basic State Grants Branch, Rehabilitation Services Administration, (202) 205-5474; Laurie Collins, Program Analyst, Budget Service, (202) 401-3939.

**DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES**

Rehabilitation Services and Disability Research

Client Assistance Program

Authorizing statute: Rehabilitation Act of 1973, Title I, Section 112

Citations for regulations: 34 CFR Part 370

Types of services provided: Information and referral, advocacy services, mediation, and legal services.

Program description: This program supports services to assist clients and client applicants of the Vocational Rehabilitation (VR) State Grant program and other programs, projects, and facilities funded under the Rehabilitation Act of 1973. Services are provided to help clients or client applicants understand the rehabilitation services available under the Act and to advise them of benefits available under the Act and of their rights and responsibilities in connection with those benefits. Assistance may also be provided to help clients or client applicants in their relationships with those providing services under the Act, including assistance and advocacy in pursuing legal and administrative remedies to ensure the protection of their rights. States must operate a Client Assistance program (CAP) in order to receive VR State Grant funds.

Individuals eligible to receive services: Any individual seeking or receiving services under the Rehabilitation Act is eligible for CAP services. In addition, any individual with a disability is eligible to receive information on the services and benefits available to individuals with disabilities under the Rehabilitation Act and Title I of the ADA.

Individuals with disabilities served: In 1993, the most recent year for which data is available, the CAP handled 63,656 information requests, referrals, and cases. The number of information requests and referrals provided was 52,382 and the number of cases filed totaled 11,272.

Budget authority and outlays (in thousands):

<u>FY 1994</u>	BA: \$9,547	Outlays: \$9,422
<u>FY 1995</u>	BA: \$9,824	Outlays: \$10,533

Performance measures: RSA is planning to use data collected on CAP to evaluate the performance of this program.

Nature and periodicity of data collected on services/benefits and population served: CAPs are required to annually report to the Secretary on the operation of the program during the previous year, including a summary of all cases handled and work undertaken by the CAP. The Act requires that each report contain information on the number of requests the CAP

receives annually, the number of requests that CAP is unable to serve, and the reasons that the program is unable to serve all the requests. FY 1993 CAP data show that most cases (94.4%) involved individuals who were clients or client applicants of the VR program. Most cases (92.3%) involved the State VR agency, with the largest problem area (56.3%) reported as service-related.

Definitions: Client or client applicant--an individual receiving or seeking services under the Rehabilitation Act (34 CFR 370).

Program contacts: David Ziskind, Chief, Basic State Grants Branch, Rehabilitation Services Administration (RSA), (202) 205-5474; Parma Yarkin, Program Specialist, RSA, (313)930-6809; Jackie Stuckey, Financial Management Specialist, RSA (202) 205-9565; Wava Gregory, Program Analyst, Budget Service (202) 401-3939.

**DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES**

Rehabilitation Services and Disability Research

Special Demonstration programs

Authorizing statute: Rehabilitation Act of 1973, Title III, Section 311 (a)-(d) and Title VIII, Section 802(g)

Citations for regulations: 34 CFR 373, 376, 377, 380

Types of services provided: Vocational rehabilitation, transitional planning, supported employment, and transportation services.

Program description: Special Demonstration programs develop innovative methods and comprehensive service programs to help individuals with disabilities achieve satisfactory vocational outcomes. Special Demonstration programs use a variety of approaches to improve vocational outcomes, including supported employment, transitional planning, and increased opportunities for consumer choice; and develop innovative methods of serving unserved and underserved populations. These current-funded programs make discretionary awards on a competitive basis to public and nonprofit community rehabilitation programs, designated State units, and public or private organizations.

Section 311(a) of the Rehabilitation Act authorizes demonstrations to expand or improve the provision of vocational rehabilitation and other rehabilitation services to individuals with disabilities, including individuals who are unserved or underserved by programs under the Rehabilitation Act. Section 311(b) authorizes demonstration projects that prepare youths with disabilities for entry into the workforce through the provision of services such as job training, job search assistance, and job site development. Section 311(d) authorizes grants for the purpose of developing, expanding, and disseminating model transitional planning services for youths with severe disabilities.

Section 311(c) authorizes supported employment projects, which include statewide systems change, community-based, and technical assistance projects. Of these projects, community-based are the only projects providing direct services. Supported employment is paid work in a variety of settings, at regular work sites, designed for individuals with the most severe disabilities for whom competitive employment would have been unlikely.

The Rehabilitation Act also authorizes demonstration projects under Title VIII. Presently the only Title VIII activity being funded are demonstration projects to increase client choice in the rehabilitation process.

Individuals eligible to receive services: In general, individuals with disabilities and individuals with severe disabilities, as defined in §7(8)(A) and §7(15)(A) of the Rehabilitation Act. Specific eligibility varies, however, according to the section under which a project is funded. Those eligible under Section 311(b) are youths with severe disabilities. Section 311(c), which

authorizes supported employment projects, serves only individuals with the most severe disabilities. Title VIII, Section 802(g) serves individuals with disabilities who are not currently receiving services under an individualized written rehabilitation program established through a designated state unit.

Individuals with disabilities served: None of the special demonstrations programs are required to report data on the individuals with disabilities served.

Budget authority and outlays (in thousands):

FY 1994

Supported employment:	BA: \$10,616	Outlays: \$10,319
Special demonstrations:	BA: \$19,942	Outlays: \$20,265

FY 1995

Supported employment:	BA: \$10,616	Outlays: \$11,426
Special demonstrations:	BA: \$19,942	Outlays: \$25,711

Performance measures: There are no performance measures for the Special Demonstration programs.

Nature and periodicity of data collected on services/benefits and population served: In their applications for funding, grantees usually report the number of individuals to be served by their project. In addition, grantees are required to submit annual progress reports during the project period and a final report when the project period ends. RSA encourages grantees to include participant data in these reports, but does not require it. Participant data are therefore not complete or uniform. RSA does not compile this data.

Definitions: Program uses the definitions of "individual with a disability" and "individual with a severe disability" under §7(8)(A) and §7(15)(A) of the Rehabilitation Act.

Program contacts: Tom Finch, Service Projects Branch Chief, Rehabilitation Services Administration, (202) 205-9796; Melissa Benton, Program Analyst, Budget Service, (202) 401-3939.

**DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES**

Rehabilitation Services and Disability Research

Migratory Workers

Authorizing statute: Rehabilitation Act of 1973, Title III, Section 312

Citations for regulations: 34 CFR Part 375

Types of services provided: Comprehensive vocational rehabilitation services (e.g. vocational evaluation, counseling and guidance, physical and mental restoration services, vocational and other training services, assistive technology, job placement services, and post employment services), including the development and implementation of special arrangements for providing vocational rehabilitation services to individuals with disabilities who are migratory agricultural workers or seasonal farm workers and to members of their families if these services are necessary to the vocational rehabilitation of the migratory agricultural worker or seasonal farm worker with disabilities.

Program description: The Migratory Workers program makes comprehensive vocational rehabilitation (VR) services available to migrant or seasonal farm workers with disabilities. Projects also develop innovative methods for reaching and serving this population. Emphasis is given in these projects to outreach, specialized bilingual rehabilitation counseling, and coordination of VR services with services from other sources. Projects provide VR services to migratory workers and to members of their families when such services will contribute to the rehabilitation of the worker with a disability. Discretionary grants are limited to 90 percent of the costs of the projects providing these services. The Migratory Workers program is administered in coordination with other programs serving migrant agricultural workers and seasonal farm workers, including programs under Title I of the Elementary and Secondary Act of 1965, Section 311 of the Economic Opportunity Act of 1964, the Migrant Health Act, and the Farm Labor Contractor Registration Act of 1963.

Individuals eligible to receive services: Individuals with disabilities who are migratory agricultural workers or seasonal farm workers and to member of their families.

Individuals with disabilities served: Fiscal year 1990 data indicate that the Migratory Worker and VR State Grants programs provided rehabilitation services to 740 people during the fiscal year.

Budget authority and outlays (in thousands):

<u>FY 1994</u>	BA: \$1,171	Outlays: \$1,122
<u>FY 1995</u>	BA: \$1,421	Outlays: \$1,447

Performance measures: Preliminary findings from a study on the provision of vocational rehabilitation services to migratory workers and seasonal farm workers (MSFWs) under the VR State Grants program and this program found that States with a Migratory Workers program grant were clearly more aggressive in serving MSFW clients than State agencies that had never received a project grant.

Every State with a Migratory Worker grant conducted extensive outreach with the project funds; only one State without a grant devoted any resources to outreach to this population and this State had previously been funded. The report found that State agency personnel believe that many more migratory worker and seasonal farm workers with disabilities could be served if they could be located and encouraged to apply for VR services. Several respondents indicated that the VR program served only 2 or 3 percent of the MSFWs that were potentially eligible for services.

Nature and periodicity of data collected on services/benefits and population served: In their applications for funding, grantees usually report the number of individuals to be served by their project. Grantees are required to submit annual progress reports during the project period and a final report when the project period ends. RSA encourages grantees to include participant data in these reports, but does not require it. Participant data are therefore not complete or uniform. RSA does not regularly compile this data.

Definitions: 34 CFR 375 require definitions contained in 34 CFR 369 to apply to this program.

34 CFR 369 defines Individual who is blind as a person who is blind within the meaning of the law relating to vocational rehabilitation in each State.

34 CFR 369 defines Individual with a disability as an individual who has a physical or mental impairment that for that individual constitutes or results in a substantial impediment to employment; and can benefit in terms of an employment outcome from vocational rehabilitation services provided pursuant to titles I, II, III, VI, or VIII of the Act.

34 CFR 369 defines Individual with a severe disability as an individual with a disability--

(i) Who has a severe physical or mental impairment that seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome;

(ii) Whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time; and

(iii) Who has one or more physical or mental impairments resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, musculo-skeletal disorders, neurological disorders (including stroke and epilepsy), paraplegia, quadriplegia other spinal cord conditions, sickle cell anemia, specific learning disabilities, end-stage renal disease, or another disability or combination of disabilities determined to cause comparable substantial functional limitation.

Program contacts: Tom Finch, Service Projects Branch Chief, Rehabilitation Services Administration (RSA) (202) 205-9796; Tony Cavatio, Program Specialist, RSA, (202) 205-8206; Wava Gregory, Program Analyst, Budget Service, (202) 401-3939.

**DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES**

Rehabilitation Services and Disability Research

Recreational Programs

Authorizing statute: Rehabilitation Act of 1973, Title III, Section 316

Citations for regulations: 34 CFR Part 378

Type of services provided: Recreational programs provide individuals with disabilities with recreation and related activities to aid in their employment, mobility, independence, socialization, and community integration. Programs are designed to promote the development of social skills that are necessary in achieving integrated vocational and community placements.

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

Individuals eligible to receive services: Individuals with disabilities

Individuals with disabilities served: In FY 1992, the twenty-eight projects funded served over 10,000 persons.

Budget authority and outlays (in thousands):

<u>FY 1994</u>	BA: \$2,596	Outlays: \$2,468
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<u>FY 1995</u>	BA: \$2,596	Outlays: \$2,777
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Performance measures: The Act requires the Department to develop a means to objectively evaluate and encourage the replication of project activities. The Commissioner may not award continuation funding to any grantee until an annual report on the results of its project activities has been submitted and evaluated. The Commissioner annually must issue and disseminate a report describing the findings and results of projects funded under this program.

Nature and periodicity of data collected on services/benefits and population served: Section 316 of the Act states that the Commissioner shall require each recipient to annually prepare and submit a report on the results of the activities carried out under their grants.

Definitions: 34 CFR 378 require definitions contained in 34 CFR 369 to apply to this program.

34 CFR 369 defines Individual who is blind as a person who is blind within the meaning of the law relating to vocational rehabilitation in each State.

34 CFR 369 defines Individual with a disability as an individual who has a physical or mental impairment that for that individual constitutes or results in a substantial impediment to employment; and can benefit in terms of an employment outcome from vocational rehabilitation services provided pursuant to titles I,II,III, VI, or VIII of the Act.

34 CFR 369 defines Individual with a severe disability as an individual with a disability--

(i) Who has a severe physical or mental impairment that seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome;

(ii) Whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time; and

(iii) Who has one or more physical or mental impairments resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, musculo-skeletal disorders, neurological disorders (including stroke and epilepsy), paraplegia, quadriplegia other spinal cord conditions, sickle cell anemia, specific learning disabilities, end-stage renal disease, or another disability or combination of disabilities determined to cause comparable substantial functional limitation.

Program contacts: Tom Finch, Service Projects Branch Chief, Rehabilitation Services Administration (RSA) (202) 205-9796; Tony Cavatio, Program Specialist, RSA, (202) 205-8206; Wava Gregory, Program Analyst, Budget Service, (202) 401-3939.

**DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES**

Rehabilitation Services and Disability Research

Protection and Advocacy of Individual Rights

Authorizing statute: Rehabilitation Act of 1973, Title V, Section 509

Citations for regulations: 34 CFR Part 381

Type of services provided: Funds made available under this program are used to: establish a system to protect, and advocate for, the rights of individuals with disabilities; and to pursue legal, administrative, and other appropriate remedies or approaches to ensure the rights of eligible individuals with disabilities.

Program description: The Protection and Advocacy of Individuals Rights program (PAIR) supports a system in each State to protect the legal and human rights of individuals with disabilities. States may use these funds to plan for, develop outreach strategies for, and carry out protection and advocacy program for eligible individuals with disabilities.

Individuals eligible to receive services: Individuals with a disability who are ineligible for protection and advocacy programs under Part C of the Developmental Disabilities Assistance and Bill of Rights Act (DDA) or the Protection and Advocacy for the Mentally Ill Individuals Act of 1986, or who need protection and advocacy services that are beyond the scope of Section 112 of the Rehabilitation Act of 1973.

Individuals with disabilities served: Data on the numbers of individuals served by the PAIR program are not yet available.

Budget authority and outlays (in thousands):

<u>FY 1994</u>	BA: \$5,500	Outlays: \$5,384
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<u>FY 1995</u>	BA: \$7,456	Outlays: \$7,438
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Performance measures: No performance measures have been developed.

Nature and periodicity of data collected on services/benefits and population served: Fiscal year 1994 was the first year that PAIR funds were distributed on a formula basis. Data on FY 1994 activities are being submitted to RSA at this time and are not uniform. RSA is currently developing a data collection instrument for use by the PAIR grantees on an annual basis beginning in FY 1995.

The Act requires RSA to annually report on the types of services and activities being undertaken the PAIR programs, the total number of individuals served by the PAIRs, the types

of disabilities represented by such individuals, and the types of issues being addressed on behalf of such individuals.

Definitions: Eligible individual with a disability means an individual who needs protection and advocacy services that are beyond the scope of services authorized to be provided by the CAP under section 112 of the Act; and is ineligible for protection and advocacy programs under Part C of the DDA or protection and advocacy programs under PAIMI.

Program contacts: David Ziskind, Chief, Basic State Grants Branch, Rehabilitation Services Administration (RSA), (202) 205-5474; Parma Yarkin, Program Specialist, RSA, (313) 930-6809; Jackie Stuckey, Financial Management Specialist, RSA (202) 205-9565; Wava Gregory, Program Analyst, Budget Service (202) 401-3939.

**DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES**

Rehabilitation Services and Disability Research

Projects with Industry

Authorizing statute: Rehabilitation Act of 1973, Title VI, Part B

Citations for regulations: 34 CFR Part 379

Types of services provided: Job training and placement, career advancement services, and rehabilitation services.

Program description: The purpose of Projects with Industry (PWI) is to create and expand job opportunities for persons with disabilities by involving private industry in the provision of rehabilitation services, job readiness training, and employment and advancement opportunities. The program awards discretionary grants to projects that provide training and experience in realistic work settings to prepare individuals with disabilities for employment in the competitive labor market. PWI projects promote the involvement of private industry through Business Advisory Councils which participate in project policymaking and give advice on available jobs and training requirements. Grants are made to a variety of agencies and organizations, including business and industrial corporations, rehabilitation facilities, labor organizations, trade associations, and foundations.

Individuals eligible to receive services: Individuals with disabilities and individuals with severe disabilities, as defined in Sections 7(8)(A) and 7(15)(A) of the Rehabilitation Act. Projects are responsible for determining eligibility based on these definitions.

Individuals with disabilities served: In 1993, the most recent year for which data is available, the program served 18,267 individuals with disabilities. Seventy-seven percent of these individuals, or 14,153, were reported as having severe disabilities. Demographic data and information on the types of participants' disabilities are not available.

Budget authority and outlays (in thousands):

<u>FY 1994</u>	BA: \$22,071	Outlays: \$21,311
<u>FY 1995</u>	BA: \$22,071	Outlays: \$23,711

Performance measures: In order to receive continuation funds for the third year, the grantee must achieve a satisfactory composite performance rating, based on the compliance indicators outlined in 34 CFR 379.53. Specific compliance indicators are: the number of individuals with severe disabilities served, percent of persons unemployed more than 6 months at the time of project entry, cost per placement, rate of placement into competitive employment, projected placement rate (relative to the actual rate), change in earnings, placement rate of unemployed individuals, and placement rate of individuals with severe disabilities. The performance of

grantees is graded according to performance in each area, relative to minimum prescribed standards.

Nature and periodicity of data collected on services/benefits and population served: As mentioned above, grantees are required to report data to certify their compliance with the performance standards in order to receive continuation funds for the third and subsequent years of their five-year grants.

In addition, projects must submit an annual evaluation report to RSA. This report must contain information on: the number of individuals with disabilities, the types of disabilities (i.e., severe or non-severe), assistance provided and percentage of resources devoted to each type of assistance, changes in employment status and wages attributable to program participation, the extent of capacity building, and a comparison with previous years' activities.

Definitions: Program uses the definitions of "individual with a disability" and "individual with a severe disability" in Sections 7(8)(A) and 7(15)(A) of the Rehabilitation Act (for the full definitions, refer to the Title I Vocational Rehabilitation State Grants program summary).

Program contacts: Fred Isbister, Rehabilitation Services Administration, (202) 205-9297; Connie Pledger, RSA, (202) 205-8325; Melissa Benton, Program Analyst, Budget Service, (202) 401-3939.

**DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES**

Rehabilitation Services and Disability Research

State Supported Employment Services Program for Individuals with the Most Severe Disabilities

Authorizing statute: Rehabilitation Act of 1973, Title VI, Part C

Citations for regulations: 34 CFR Part 363

Types of services provided: A variety of services, such as supplemental assessments, job development and placement services, and supported employment services, including intensive on-the-job skills training and other training services, and follow-up and post employment services. Individuals who have supported employment as an employment goal also receive other services authorized under section 103 of Title I (e.g., assessment, counseling and guidance, and physical and mental restoration services) based on their individual needs.

Program description: The purpose of this program is to assist States to develop collaborative programs with appropriate public and private nonprofit organizations to provide supported employment services for individuals with the most severe disabilities who require supported employment services to enter or retain competitive employment. The Supported Employment (SE) program assists individuals with the most severe disabilities who may have been thought to be too disabled to benefit from vocational rehabilitation (VR) services to achieve employment outcomes. Funds are distributed to States on the basis of population. Grant funds are administered by vocational rehabilitation agencies designated by each State.

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

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

Individuals eligible to receive services: Individuals who have been determined to be eligible for the VR Services program; have been determined to be individuals with the most severe

disabilities; and for whom supported employment has been identified as the appropriate employment outcome.

Individuals with disabilities served: Preliminary data for fiscal year 1994 show that there were an estimated 32,000 individuals during 1994 who received funding for supported employment services through the SE program. In addition to the individuals served through funding under the SE program, an estimated 22,700 individuals who had supported employment as their employment goal were funded solely under the Title I VR program in 1994. This represents a 24 percent increase over the previous year in the total number of individuals served by State VR agencies (Title I and Title VI, Part C) who had supported employment as their employment goal.

Budget authority and outlays (in thousands):

<u>FY 1994</u>	BA: \$34,536	Outlays: \$33,424
<u>FY 1995</u>	BA: \$36,536	Outlays: \$38,667

Performance measures: Performance measures which are currently under consideration for this program would focus on the following objectives: increasing earnings, increasing the number of individuals earning above minimum wage, increasing the number of individuals in individualized placements (as opposed to work crews/enclaves), and increasing the number of individuals who move from sheltered work settings.

Nature and periodicity of data collected on services/benefits and population served: A State must collect and report information as required under the VR Services program, including whether the individual had a goal of supported employment and whether funds appropriated for the SE program were spent on behalf of the individual. In addition, information is collected through the SE Caseload Report. This annual report describes the number of new supported employment cases received, closed (rehabilitated or not rehabilitated) and remaining in State agencies' caseloads and the amount of State and Federal funds expended to provide case services.

Definitions: Individual with a disability (RA section 7(8)(A)) - means an individual who has a physical or mental impairment that constitutes or results in a substantial impediment to employment, and who can expect to benefit from the provision of VR services.

Individual with a severe disability (RA section 7(8)(A)) - means an individual with a disability--

(i) Who has a severe physical or mental impairment that seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome;

(ii) Whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time; and

(iii) Who has one or more physical or mental impairments resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, musculo-skeletal disorders,

neurological disorders (including stroke and epilepsy), spinal cord conditions (including paraplegia and quadriplegia), sickle cell anemia, specific learning disability, end-stage renal disease, or another impairment or combination of impairments determined on the basis of an assessment for determining eligibility and vocational rehabilitation needs to cause comparable substantial functional limitation.

Individual with the most severe disability means an individual with a severe disability who meets the designated State unit's criteria for an individual with a most severe disability.

Program contacts: David Ziskind, Chief, Basic State Grants Branch, Rehabilitation Services Administration, (202) 205-5474; Laurie Collins, Program Analyst, Budget Service, (202) 401-3939.

**DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES**

Rehabilitation Services and Disability Research

Independent Living

Authorizing Statute: Rehabilitation Act of 1973, Title VII, Chapter 1, Parts B and C; and Chapter 2

Citations for Regulations: 34 CFR Parts 364, 365, 366, 367

Types of Services Provided: Independent living (IL) core services include information and referral services; independent living skills training; peer counseling, including cross-disability peer counseling; and individual and systems advocacy. Other IL services include, but are not limited to, 20 services identified in the Act plus any other service identified in a State's approved plan for independent living as may be necessary to assist an individual with a significant disability improve the ability to function, continue functioning, or move towards functioning independently in the family or community or to continue in employment. Examples are: rehabilitation technology, securing housing (including community group living and adaptive housing services), mobility training, personal assistance services, recreational services, transportation, children's and youth services, preventative services, and provision of prosthesis and other devices. IL services to older individuals who are blind include services to correct blindness; the provision of eyeglasses and other visual aids; the provision of services and equipment to assist older individuals who are blind adjust to blindness; mobility training and Braille instruction; and guide services, reader services, and transportation.

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

The Independent Living State Grants program supports formula grants to States. States may use funds received under this part for one or more of the following purposes:

- (1) to demonstrate ways to expand and improve independent living services;
- (2) to provide independent living services;
- (3) to support the operation of centers for independent living;
- (4) to increase the capacity of public or nonprofit agencies and organizations and other entities to develop comprehensive approaches or systems for providing independent living services;

- (5) to conduct studies and analyses, gather information, develop model policies and procedures, and present information, approaches, strategies, findings, conclusions, and recommendations to Federal, State, and local policy makers;
- (6) to provide training on the independent living philosophy; and
- (7) to provide outreach to populations that are unserved or underserved by programs under this title, including minority groups and urban and rural populations.

The State may also use these funds to provide funding or other resources to support the operation of the Statewide Independent Living Council.

The Centers for Independent Living program provides grants for consumer-controlled, community-based, cross-disability, nonresidential, private nonprofit agencies that are designed and operated within a local community by individuals with disabilities and provide an array of independent living services. At minimum, centers are required to provide the core services of information and referral, independent living skills training, peer counseling, and individual and systems advocacy. Between 1.8 and 2 percent of the funds appropriated for this program must be used for grants or contracts to provide training and technical assistance to Statewide Independent Living Councils and centers for independent living with respect to planning, developing, conducting, administering, and evaluating centers for independent living.

The Independent Living Services for Older Individuals Who Are Blind program provides discretionary grants to designated state units to support services to individuals aged fifty-five or older whose severe visual impairment makes competitive employment extremely difficult to obtain, but for whom independent living goals are feasible. Funds under this program are used to provide independent living services, conduct activities that will improve or expand services for older individuals who are blind, and conduct activities to improve public understanding of the problems of these individuals. Services are designed to help individuals adjust to their blindness by increasing their ability to care for their individual needs.

Individuals eligible to receive services: For the IL State Grants and Centers programs, individuals with significant disabilities, as defined in §364.4(b). For the IL Services for Older Individuals who are Blind, individuals over age fifty-five whose severe visual impairment makes competitive employment extremely difficult to obtain but for whom independent living goals are feasible (§367.5).

Individuals with disabilities served: IL State Grants: In fiscal year 1993, the 79 agencies funded under the IL State Grants program served approximately 19,681 individuals with significant disabilities. Of these individuals, approximately 32% were individuals with visual impairments, 23% were individuals with orthopedic impairments, 15% were individuals with neurological disorders, and 9% were individuals with hearing impairments.

Centers for IL: In fiscal year 1993, it is estimated that 60,000 individuals received direct services through the Centers for Independent Living program. Of the consumers served, 71.4% were Caucasian, 16.4% were African-American, 10.2% were Hispanic, 1.3% were Native American, and 0.7% were Asian or Pacific Islanders.

IL Services for Older Individuals who are Blind: In fiscal year 1993, projects funded under this program provided one or more core services to approximately 12,000 individuals. Approximately 60 percent of the clients served were age 76 or older. It is estimated that over half of the individuals served by this program have a secondary disability in addition to visual impairment.

Budget authority and outlays (in thousands):

FY 1994

IL State Grants:	BA: \$18,003	Outlays: \$17,497
Centers for IL:	BA: \$36,818	Outlays: \$35,668
Services for older Individuals who are Blind:	BA: \$8,131	Outlays: \$7,851

FY 1995

IL State Grants:	BA: \$21,859	Outlays: \$22,345
Centers for IL:	BA: \$40,533	Outlays: \$42,451
Services for older Individuals who are Blind:	BA: \$8,952	Outlays: \$9,367

Performance Measures: The 1992 Rehabilitation Act Amendments established a set of standards and assurances that centers for independent living must meet; and required the Department to develop and publish indicators of minimum compliance with the standards. The Department expects to publish these indicators soon. The standards and indicators will evaluate performance in the following areas:

- (1) philosophy, including consumer control and equal access;
- (2) provision of services on a cross-disability basis;
- (3) support of the development and achievement of the independent living goals chosen by consumers;
- (4) advocacy to increase the quality of community options for independent living;
- (5) provision of independent living core services;
- (6) resource development; and community capacity-building activities, such as community advocacy, technical assistance, and outreach.

When these indicators become effective (expected to be in time for the 1995 annual report), Centers for Independent Living will be required to report annually on their compliance with these indicators.

Nature and periodicity of data collected on services/benefits and population served:

Independent Living State Grants: The Designated State Agency must submit an annual report to the Secretary which demonstrates the IL program's compliance with that State's approved State Plan for Independent Living (SPIL). This report includes demographic data on the individuals with significant disabilities receiving services from a service provider other than a center for independent living and the types and amounts of services provided.

Centers for Independent Living: Centers for Independent Living must conduct annual self-evaluations, maintain records adequate to measure performance with respect to the standards and the SPIL, and submit an annual performance report on the self-evaluation and include demographic data on the individuals with significant disabilities receiving services from the center.

IL Services for Older Individuals who are Blind: The designated state agency receiving funds under this part is required to submit an annual report at the end of each fiscal year, which includes information on the number and types of individuals with disabilities served, the types of services provided, and the amount and percentage of resources committed to each type of service.

Definitions: Individual with a significant disability--Except for the substitution of the word "significant" for "severe," this term is identical to the term "individual with severe disability" which is defined in Section 7(15)(B) of the Rehabilitation Act (for the full definition, refer to the Title I Vocational Rehabilitation State Grants program summary).

Older individual who is blind--As defined in §367.5, "an individual age fifty-five or older whose severe visual impairment makes competitive employment extremely difficult to obtain but for whom independent living goals are feasible."

Program contacts: John Nelson, Independent Living Branch Chief, Rehabilitation Services Administration, (202) 205-9392; Melissa Benton, Program Analyst, Budget Service, (202) 401-3939.

**DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES**

Rehabilitation Services and Disability Services

Helen Keller National Center

Authorizing statute: Helen Keller National Center Act, Sections 202-207

Citations for regulations: None

Types of services provided: Evaluation services, independent living skills training, job skills training, work adjustment, recreational services, assistive technology, and orientation and mobility training.

Program description: The Center provides services on a national basis to individuals who are deaf-blind, their families, and service providers through three program components. There is a national headquarters center with a residential training and rehabilitation facility where deaf-blind individuals receive intensive specialized services; a network of 10 regional field offices which provide referral and counseling assistance to deaf-blind individuals; and an incentive grant program for public and private agencies that serve individuals with deaf-blindness. The purpose of this program is to enhance opportunities for persons with deaf-blindness to live as independently as possible in their home communities. The objectives of the program are to provide clients with meaningful contact with the environment, effective means of communication, constructive participation in the home and community, initial or enhanced employability, and other development pertinent to their rehabilitation. The Helen Keller National Center is funded on a noncompetitive basis.

Individuals eligible to receive services: Individuals who are deaf-blind, as defined in Section 205(b)(2) of the Helen Keller National Center Act; their families, and service providers.

Individuals with disabilities served: Number: During the most recent program year (July 1, 1993 to June 30, 1994), the HKNC network reports to have served 82 clients at its rehabilitation training center and 1615 through the ten regional offices. In addition, agencies affiliated with HKNC served 3,513 individuals.¹ These agencies receive seed money, training, and technical assistance from the Center.

Demographics: Of the 797 clients served at the HKNC's rehabilitation training center from June 1969 to June 1994, approximately 14% were age 17-20; 39% age 21-30; 18% age 31-40; 14% age 41-50; and the remainder (15%) over age 50. In the 1994 program year, approximately 33% of the 82 individuals served at the center were diagnosed as having Usher Syndrome, and 20% were diagnosed as having Rubella.

¹These are not unduplicated counts--many clients receive services from multiple sources within the network.

Budget authority and outlays (in thousands):

<u>FY 1994</u>	BA: \$6,741	Outlays: \$6,505
<u>FY 1995</u>	BA: \$6,936	Outlays: \$7,391

Performance measures: There are no performance measures for HKNC. However, HKNC submits to the Department, Congress, and the President an annual report that describes the Center's operations and activities in the reporting period, the individuals served by the HKNC network, the Center's accomplishments with regard to its objectives, and the Center's future objectives.

Nature and periodicity of data collected on services/benefits and population served:

The Center's annual report contains information on the number and demographics of individuals served by the HKNC network, the services provided to individuals, and the amount of resources dedicated to each type of service.

Definitions: Individual who is deaf-blind--as defined in Section 208 of the Helen Keller National Center Act, is "any individual--

(A)(i) who has a central visual acuity of 20/200 or less in the better eye with corrective lenses, or a field defect such that the peripheral diameter of visual field subtends an angular distance no greater than 20 degrees, or a progressive visual loss having a prognosis leading to one or both these conditions;

(ii) who has a chronic hearing impairment so severe that most speech cannot be understood with optimum amplification, or a progressive hearing loss having a prognosis leading to this condition;

(iii) for whom the combination of described in clauses (i) and (ii) cause extreme difficulty in attaining independence in daily life activities, achieving psychosocial adjustment, or obtaining a vocation;

(B) who despite the inability to be measured accurately for hearing and vision loss due to cognitive or behavioral constraints, or both, can be determined through functional and performance assessment to have severe hearing and visual disabilities that cause extreme difficulty in attaining independence in daily life activities, achieving psychosocial adjustment, or obtaining vocational objectives; or

(C) meets such other requirements as the Secretary may prescribe by regulation."

Program contacts: Chester Avery, Blind and Visually Impaired Division Director, Rehabilitation Services Administration, (202) 205-9316; Greg Frane, Program Analyst, Budget Service, (202) 401-3939.

**DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES**

Rehabilitation Services and Disability Research

Assistive Technology

Authorizing statute: Technology-Related Assistance for Individuals with Disabilities Act of 1988, Title I

Citations for regulations: 34 CFR Part 345

Types of services provided: States are required to undertake the following activities in developing their assistive technology programs:

- the development, implementation, and monitoring of laws, regulations, policies, practices, and procedures that will improve access to, provision of, funding for, and timely acquisition of assistive technology devices and services;
- the development and implementation of strategies to overcome barriers regarding access to, provision of, and funding for, such devices and services-- with priority for identification of barriers to funding through State education services, special education services, vocational rehabilitation services, and medical assistance services and barriers for underrepresented populations and rural populations;
- coordination of activities among State agencies, in order to facilitate access to, provision of, and funding for, assistive technology devices and services;
- the development and implementation of strategies to empower individuals with disabilities to successfully advocate for increased access to, funding for, and provision of, assistive technology devices and services;
- the provision of outreach to underrepresented populations and rural populations, including identifying and assessing the needs to increase the accessibility of services to such populations; and
- the development and implementation of strategies to ensure timely acquisition and delivery of assistive technology devices and services, particularly for children.

Program description: The overall purpose of the Act is to improve the access of individuals with disabilities to assistive technology services and devices--products and equipment and related services that are used by individuals with disabilities to increase, maintain, or improve their functional capabilities. Devices include such items as communication devices, adapted appliances for accessible living, environmental control devices, modified housing, adapted computers, and specialized software. This program is premised on the assumption that States can significantly enhance the access of individuals with disabilities to assistive technology by

changing their service delivery systems for individuals with disabilities. Funds provided under the Act support grants to States to assist them to develop and implement a consumer-responsive comprehensive Statewide program of technology-related assistance for individuals with disabilities of all ages.

States are funded for a maximum period of ten years. States are eligible for (1) a three-year development grant; (2) a two-year initial extension grant, based upon the demonstration of systems change and advocacy activities that resulted in significant progress in the development and implementation of their assistive technology program; and (3) a five-year second extension grant, based upon the demonstration of significant progress, a description of how the State will permanently continue its assistive technology program, and the State's identification of future funding options. Federal funding is reduced in the State's ninth and tenth years.

Individuals eligible to receive services: The purpose of the Technology-Related Assistance for Individuals with Disabilities Act is to improve the access of individuals with disabilities to assistive technology services and devices. States do not carry out a service delivery program.

Individuals with disabilities served: Data on the number of individuals affected by the activities carried out under this program is not yet known.

Budget authority and outlays (in thousands):

<u>FY 1994</u>	BA: \$37,744	Outlays: \$35,443
<u>FY 1995</u>	BA: \$39,249	Outlays: \$41,392

Performance measures: The Act requires States to achieve annually significant progress in their assistive technology programs and requires the Department to develop guidelines for use in determining whether a State is making significant progress. The Department must conduct site visits, report the findings of the visits, and determine whether States should continue to receive funding with or without changes in their activities to develop and implement a statewide program of assistive technology. The Department is currently developing these guidelines and the implementing program regulations.

Nature and periodicity of data collected on services/benefits and population served: States are required to annually demonstrate significant process in the development of their assistive technology program. Data collection has not yet begun, but the Department is currently developing guidelines for use by the States in their annual reporting.

Definitions: The Act defines disability to mean a condition of an individual that is considered to be disability or handicap for the purpose of any Federal law other than this Act or for the purposes of the law of the State in which the individual resides.

The Act defines individual with a disability to mean any individual who has a disability; and who is or would be enabled by an assistive technology device or an assistive technology service to minimize deterioration in functioning, to maintain a level of functioning, or to achieve a greater level of functioning in any major life activity.

Program contacts: Malcolm Davis, Director, Program Development Division, National Institute on Disability and Rehabilitation Research (NIDRR), (202) 205-9184; Carol Cohen, Program Manager, Assistive Technology for Individuals with Disabilities, NIDRR, (202) 205-5666; Wava Gregory, Program Analyst, Budget Service, (202) 401-3939.

**DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES**

American Printing House for the Blind

Authorizing statute: Act to Promote the Education of the Blind, 20 U.S.C. 101 et seq.

Citations for regulations: None

Types of services provided: Educational materials adapted for students who are legally blind.

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 in formal educational programs below the college level. 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 blind in each State and are provided in the form of credits. A State may order materials free-of-charge up to the level of its allotment. The bulk 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. 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. 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.

Funds are awarded to APH on a noncompetitive basis.

Individuals eligible to receive services: Students who are legally blind in formal educational programs below the college level.

Individuals with disabilities served: In 1994, APH provided materials to 52,791 students who are blind.

Budget authority and outlays (in thousands):

<u>FY 1994</u>	BA: \$6,463	Outlays: \$5,636
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<u>FY 1995</u>	BA: \$6,680	Outlays: \$7,445
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Performance measures:

	<u>1994</u>	<u>1995</u>	<u>1996</u>
Number of persons served	52,791	54,375	56,006
Average per student allotment	\$107.69	\$107.59	\$104.45
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
In-service training programs	12	12	12
Conference presentations	10	10	10
Videotapes distributed	1	2	2
Catalogs distributed	22,000	22,000	22,000

Nature and periodicity of data collected on services/benefits and population served: The Printing House prepares an annual report to the Secretary and Congress and submits annual performance data with its budget submission.

Definitions: N/A

Program contacts: Ramon Rodriguez or Fran Parrotta, Office of Special Education and Rehabilitative Services, (202) 205-8196; Mark Snyderman, Budget Service, (202) 401-3939.

**DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES**

Gallaudet University

Authorizing statute: Education of the Deaf Act, Title I, Part A

Citations for regulations: N/A

Types of services provided: Elementary, secondary, college preparatory, undergraduate, and continuing education for persons who are deaf and graduate programs for persons who are deaf or hearing.

Program description: Gallaudet University is a federally chartered, private, nonprofit educational institution offering programs for persons who are deaf. The University offers a traditional liberal arts curriculum and graduate programs on its main campus and a preparatory program on its satellite campus in Northwest Washington. The University 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. Gallaudet University is a member of a consortium of universities in the Washington, D.C., area. Under the consortium agreement, students registered at Gallaudet may take classes at a variety of area institutions of higher education.

Gallaudet operates two federally funded elementary and secondary education programs on the main campus of the University. The Kendall Demonstration Elementary School (KDES) operates as a model elementary school for children who are deaf. The Model Secondary School for the Deaf (MSSD) provides secondary education programs for students who are deaf. The schools conduct education programs, projects, and activities for the primary purpose of developing, evaluating, and disseminating model curricula, instructional techniques and strategies, and materials that can be used in various educational environments serving individuals who are deaf and individuals who are hard of hearing throughout the Nation.

Individuals eligible to receive services: Any individuals who demonstrates a need for special services due to hearing loss.

Individuals with disabilities served:

	<u>1994</u>	<u>1995</u>	<u>1996</u>
Program enrollment:			
Preparatory program	212	179	195
Undergraduates	1,459	1,423	1,455
Non-degree credit students	102	112	100
Graduate students	<u>439</u>	<u>461</u>	<u>450</u>
Total	2,212	2,175	2,200
	<u>1994</u>	<u>1995</u>	<u>1996</u>

Program enrollment (continued):			
Foreign students	(265)	(227)	(220)
Foreign student percentage	12.0%	10.4%	10.0%
Model Secondary School for the Deaf (MSSD):			
High school	271	245	260
Postsecondary			
Enrichment Program	<u>31</u>	<u>41</u>	<u>40</u>
Total	302	286	300
Kendall Demonstration Elementary School (KDES)			
	182	185	200

Budget authority and outlays (in thousands):

FY 1994 BA: \$78,435 Outlays: \$76,931

FY 1995 BA: \$80,030 Outlays: \$78,398

Performance measures:

	<u>1994</u>	<u>1995</u>	<u>1996</u>
Estimated average cost per pupil	\$25,881	\$25,709	\$25,535

In 1995, Gallaudet awarded 229 undergraduate degrees, 103 master's degrees, 8 post-master's certificates, and 6 doctoral degrees.

Nature and periodicity of data collected on services/benefits and population served:

Gallaudet submits an annual report to the Secretary and the Congress and annual performance data with its budget submission.

Definitions: None.

Program contacts: Ramon Rodriguez or Fran Parrotta, Office of Special Education and Rehabilitative Services, (202) 205-8196; Mark Snyderman, Budget Service, (202) 401-3939.

**DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES**

National Technical Institute for the Deaf

Authorizing statute: Education of the Deaf Act, Title I, Part B

Citations for regulations: None

Types of services provided: This residential facility provides postsecondary training and education to persons who are deaf.

Program description: The purpose of this program is to promote the employment of persons who are deaf by providing technical and professional education for the Nation's deaf young people. The Department maintains a contract with the Rochester Institute of Technology (RIT) in Rochester, NY to operate the National Technical Institute for the Deaf (NTID) and provide NTID with facilities and core services which would not otherwise be available to an institution of NTID's size. Indirect cost rates are established by RIT governing reimbursement for each of the services it provides.

NTID offers certificates, diplomas, and associate degrees in 35 technical programs related to business, science and engineering technology, and visual communications. These include majors such as accounting, applied art and computer graphics, applied computer technology, and photo/media technologies. NTID students may also participate in approximately 200 educational programs available through the other seven colleges of the Rochester Institute of Technology. RIT offers technological studies at the bachelor's and master's degree levels. NTID provides students who are deaf in NTID or RIT programs with support services and special programs. These services include tutoring, counseling, notetaking, interpreting, provision of special educational media, and programs such as cooperative work experience and specialized job placement.

NTID also provides training and 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. NTID helps train individuals wishing to work in the field of deafness through an Associate in Applied Science program in interpreting, a tutor/notetaking program, and an internship program for graduate students and other professionals.

Individuals eligible to receive services: Any individual who demonstrates a need for special services due to hearing loss.

Individuals with disabilities served:

	<u>1994</u>	<u>1995</u>	<u>1996</u>
Student enrollment (total)	1,092	1,045	1,090
Technical programs	(760)	(715)	(745)
Professional programs:			
Baccalaureate	(322)	(316)	(330)
Graduate	(10)	(14)	(15)
Foreign students	(65)	(78)	(90)
Foreign students as a percent of total enrollment	6.0%	7.5%	8.3%
Minority enrollment	(162)	(173)	(176)
Minorities as a percent of total enrollment	14.8%	16.6%	16.1%
Summer program	235	196	230
Educational interpreting program	59	59	85

Budget authority and outlays (in thousands):

<u>FY 1994</u>	BA: \$41,836	Outlays: \$42,100
<u>FY 1995</u>	BA: \$43,191	Outlays: \$40,821

Performance measures:

	<u>1994</u>	<u>1995</u>	<u>1996</u>
Graduates	200	200	200
Graduation rate	52%	52%	52%
Estimated average cost per pupil	\$37,451	\$39,756	\$39,111
Estimated average educational cost per pupil	\$26,187	\$27,810	\$27,365
Percent of support for operations provided by the appropriation	83%	83%	83%

Nature and periodicity of data collected on services/benefits and population served: An annual report is submitted to the Secretary and Congress not later than 100 days after the end of each fiscal year containing demographic information on students served and financial information on use of funds.

Definitions: None.

Program contacts: Ramon Rodriguez or Fran Parrotta, Office of Special Education and Rehabilitative Services, (202) 205-8196; Mark Snyderman, Program Analyst, Budget Service, (202) 401-3939.

Office of Vocational and Adult Education

**DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION**

Adult Education

Adult Education State Programs

Authorizing statute: Adult Education Act, Part B

Citations for regulations: 34 CFR Parts 460 and 461

Types of services provided: Adult basic education, adult secondary education, and English as a second language programs for adults.

Program description: Grants to the States and Outlying Areas support programs that assist educationally disadvantaged adults in developing basic skills, including literacy, achieving certification of high school equivalency, and learning English. States must give direct and equitable access to all types of agencies and institutions that have the ability to provide adult education programs. In addition, States are required to provide two-year "Gateway Grants" to public housing authorities for literacy programs, and to develop a system of indicators to determine program quality and improve the accuracy of evaluations. No more than 20 percent of a State's allotment may be used for high school equivalency programs. In addition, a State must use at least 10 percent of its funds to educate the incarcerated and other institutionalized individuals and set aside at least 15 percent for experimental demonstrations and teacher training projects.

Individuals eligible to receive services: Adults 16 years of age and older or individuals beyond the age of compulsory school attendance under State law.

Individuals with disabilities served: According to State performance reports, in 1993, the most recent year for which data are available, 152,211 or 3.9 percent of the approximately 3.9 million individuals served were identified as adults with disabilities. Because this figure is based only on self-reported student data and teacher observation, it may not be an accurate reflection of the number of adults with disabilities served by the adult education State grant program.

Budget authority and outlays (in thousands):

FY 1994 BA: \$254,624 Outlays: \$227,776

FY 1995 BA: \$252,345 Outlays: \$264,452

Performance measures: Amendments to the Adult Education Act, contained in the National Literacy Act of 1991, required States to develop and implement indicators of program quality to be used to evaluate local adult education programs. The Adult Education Act requires States to evaluate 20 percent of the grant recipients each year of the 4-year State plan period so that at the end of four years, 80 percent of grant recipients will have been evaluated once. The evaluations must cover, at a minimum, the projected goals of the grant recipient; the planning

and content of the program; the curriculum, instructional materials, equipment, and qualifications of all personnel; and the success of the grant recipient in meeting the State's indicators of program quality. This information forms the base of each State's annual performance report submitted to the Department. States must also gather and analyze data to determine the extent to which grant recipients are achieving the State plan goals, including the goal of serving educationally disadvantaged adults, and the extent to which grant recipients have improved their capacity to achieve the goals of the Adult Education Act.

Nature and periodicity of data collected on services/benefits and population served: As stated above, States submit to the Department a State plan every four years and annual performance reports.

Definitions: The Adult Education Act does not define the term "individuals with disabilities."

Program contacts: Ronald Pugsley, Acting Director, Division of Adult Education and Literacy, (202) 205-9242; Mike Dean, Program Specialist, Division of Adult Education and Literacy, (202) 205-9294; Melissa Oppenheimer, Program Analyst, Budget Service, (202) 401-0318.

**DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION**

Vocational Education

Basic State Grants and Territorial Set-Aside

Authorizing statute: Carl D. Perkins Vocational and Applied Technology Education Act, Title I, Section 101A and Title II

Citations for regulations: 34 CFR Part 403

Types of services provided: Vocational education programs developed in accordance with a State Plan.

Program description: Basic State Grants assist States and Outlying Areas to expand and improve their programs of vocational education and provide equal access in vocational education to special needs populations. States use these funds to support a variety of vocational education programs developed in accordance with a State plan. Funds are allocated by formula.

Under the statute, the Pacific Territories receive 0.2 percent of the total appropriated for vocational education Basic Grants and National Programs to operate the same kinds of vocational education programs as the States.

Individuals eligible to receive services: The populations assisted by Basic Grants range from secondary students in pre-vocational courses through adults who need retraining to adapt to changing technological and labor market conditions. In addition, funds may be used for professional development activities for vocational education teachers and academic teachers working with vocational education students.

The statute requires that all members of special populations, including individuals with handicaps (the statute still uses the term "handicap"), be given equal access to and allowed full participation in vocational education.

The State is required to review the implementation of the Perkins Act to ensure that individuals with handicaps are receiving vocational education services. State Plans must provide assurance of compliance with the provisions of section 504 of the Rehabilitation Act of 1973 and the Education of the Handicapped Act (note: obsolete reference) regarding equal access to programs. In addition, programs serving individuals with disabilities must be carried out under the general supervision of the State's agency or board responsible for those students.

Individuals with disabilities served: States submit data on disabled students served by Perkins State Grants in their annual performance reports. However, because States have different definitions of the term "vocational education student," the Department cannot aggregate the data.

Budget authority and outlays (in thousands):

FY 1994 BA: \$972,750 Outlays: \$869,342

FY 1995 BA: \$972,750 Outlays: \$1,011,156

- ***Performance measures:*** The Perkins Act requires States to develop and implement a system of performance standards and measures for secondary and postsecondary vocational education programs and to assess program quality based on these standards. States are also required to take action to improve local programs that continue to be ineffective after 2 years.

Nature and periodicity of data collected on services/benefits and population served:

As mentioned above, States are required to submit annual performance reports to the Department in which they provide information on the numbers of students with disabilities served with Perkins Basic State Grants funds.

Definitions: Statute defines the term "individual with handicaps" as an individual with a disability as defined under Section 3(2) of the Americans with Disabilities Act of 1990. Also, the term "special populations," as defined under Section 521(31) of the Perkins Act, includes individuals with handicaps.

Program Contacts: Ron Castaldi, State Administration Branch Chief, Division of Vocational-Technical Education, (202) 205-9444; Len Lintner, Education Program Specialist, Division of Vocational-Technical Education, (202) 205-9366; Christine Miller, Program Analyst, Budget Service, (202) 401-0318.

Office of Postsecondary Education

**DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION**

Federal Student Aid Programs: Pell Grants, Supplemental Education Opportunity Grants (SEOG), State Student Incentive Grants (SSIG), Work-Study, Direct Student Loans, Federal Family Education Loans, and Perkins Loans

Authorizing statute: Higher Education Act of 1965, Title IV

Citations for regulations: 34 CFR Parts 667, 668, 674, 675, 676, 682, 685, 690, 692

Types of services provided: Individual student grant, loan, and subsidized work-study opportunities designed to reduce financial barriers to the pursuit of postsecondary education.

Program descriptions: These programs provide financial assistance to students enrolled at eligible postsecondary institutions. All grant programs are need-based. Pell Grants is the Department's most need-focused student aid program and the amount an individual student receives is based upon a statutorily-defined need-analysis system. The Work-Study program provides grants to participating institutions to pay up to 75 percent of the salaries of needy undergraduate or graduate students working part-time, typically in on-campus jobs. The SSIG program provides dollar-for-dollar Federal matching funds as an incentive for State support of need-based postsecondary student grant assistance.

The Direct Student Loan and FFEL programs provide the same four loan types: Stafford Loans, unsubsidized Stafford Loans, Parent Loans for Undergraduate Students (PLUS), and Consolidation Loans. The Department pays borrowers' interest on subsidized Stafford Loans during in-school, grace, and deferment periods. The Perkins Loan program provides low-interest loans to financially needy students, from campus-based revolving funds supported by Federal capital contributions.

Individuals eligible to receive services: Students who are enrolled in eligible postsecondary institutions and meet financial need criteria (in most cases). Although students with disabilities are not specifically targeted by these programs, many students with disabilities have financial need and are therefore eligible.

Individuals with disabilities served: Percentage, by program, of recipients who were disabled: Pell--8.14%, SEOG--7.76%, Work-Study--6.58%, SSIG--9.08%, Perkins--7.28%, and FFEL--7.33%. (1989-90 academic year; latest data available.) Individuals were considered as having a disability if they reported having a hearing impairment, speech disability, orthopedic or mobility limitation, learning disability, vision impairment that cannot be corrected by glasses, or other disability.

Budget authority (in thousands): See attached sheet that shows budget authority, aid available, and number of awards by program.

Program contacts: Pell Grants, SSIG, SEOG, Work Study--Fred Sellers, Grants Branch Chief, Division of Policy, Training, and Analysis Service, OPE, (202) 708-4612; Perkins Loans--Susan Morgan, Campus-Based Loan Program Section Chief, OPE, (202) 401-0667; FFEL--Pamela Moran, Loans Branch Chief, OPE, (202) 708-8242; Direct Loans--Alan Baldinger, Institutional Aid Analysis Branch Chief, Budget Service, (202) 401-0675; Jeff Andrade, Program Analyst, Budget Service, (202) 401-2894

Student Aid Comparison Table

Budget Service Report

	<u>1994</u> Actual Appropriation \$2,300 PELL MAX	<u>1995</u> Actual Appropriation \$2,340 PELL MAX
BUDGET AUTHORITY (\$ in millions)		
Pell Grants*	\$6,637	\$6,247
Supplemental Grants	\$583	\$583
Work-Study	\$617	\$617
Perkins Loans:		
Federal Capital Contributions	\$158	\$158
Loan Cancellations	\$15	\$18
SSIG	<u>\$72</u>	<u>\$63</u>
Subtotal -- Discretionary	\$8,082	\$7,686
FFEL	\$163	\$5,180
Direct Student Loans	<u>\$316</u>	<u>\$1,138</u>
Subtotal -- Mandatory	\$479	\$6,319
Total Funding	\$8,561	\$14,005
AID AVAILABLE TO STUDENTS (\$ in millions)		
Pell Grants	\$5,818	\$5,971
Supplemental Grants	\$738	\$738
Work-Study	\$760	\$760
Perkins Loans	\$972	\$999
SSIG	<u>\$144,858</u>	<u>\$126,750</u>
Subtotal -- Discretionary	\$8,433	\$8,595
FFEL	\$23,214	\$18,663
Direct Student Loans	<u>\$813</u>	<u>\$7,094</u>
Subtotal -- Mandatory	\$24,027	\$25,757
Total Aid Available	\$32,460	\$34,352
NUMBER OF AWARDS (# in thousands)		
Pell Grants	3,819	3,858
Supplemental Grants	991	991
Work-Study	713	713
Perkins Loans	724	744
SSIG	<u>241,430</u>	<u>211,250</u>
Subtotal -- Discretionary	6,488	6,517
FFEL	6,352	4,884
Direct Student Loans	<u>225</u>	<u>1,694</u>
Subtotal -- Mandatory	6,577	6,578
Total Awards	13,065	13,095
Unduplicated Awards	7,021	6,951

* 1994 and 1995 include DOD transfer of \$3,165 thousand.

**DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION**

Higher Education

Student Financial Aid Database and Information Line

Authorizing statute: Higher Education Act of 1965, Title IV, Part A, Chapter 5

Citations for regulations: None

Types of services provided: Computerized student financial assistance information for students and parents.

Program description: The Student Financial Aid Database and Information Line will support the following activities: a computerized database of all public and private financial assistance programs, accessible to schools and libraries through either modems or toll-free telephone lines; a toll-free information line, including access by telecommunications devices for the deaf (TDDs), to provide individualized financial assistance information to parents, students, and other individuals, including individuals with disabilities, and to refer students with disabilities and their families to the postsecondary clearinghouse that is authorized under Section 633(c) of the Individuals with Disabilities Education Act.

In fiscal years 1994 and 1995, a feasibility and design study on the establishment of a financial aid database and toll-free information line is being conducted. The study will review design options for including comparative "consumer information" about postsecondary programs. The study will provide analyses of administrative costs, information transfer, data collection, data maintenance, and data storage. It will also include projections of demand/usage of such a service.

Individuals eligible to receive services: All individuals, including students, parents and individuals with disabilities.

Individuals with disabilities served: No such data is available.

Budget authority and outlays (in thousands):

<u>FY 1994</u>	BA: \$500	Outlays: \$0
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<u>FY 1995</u>	BA: \$496	Outlays: \$560
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Performance measures: Still in development.

Nature and periodicity of data collected on services/benefits and population served: Still in development.

Definitions: The term "disability" has the same meaning given that term under section 3(2) of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102(2)). (Higher Education Act of 1965, Title XII, Section 1201).

Program contacts: Jeanne Saunders, Director, Applicant Systems Division, Office of Postsecondary Education, (202) 260-9988; Debra Henderson, Program Analyst, Budget Service, (202) 401-3689.

**DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION**

Higher Education

**Federal TRIO programs
Student Support Services**

Authorizing statute: Higher Education Act of 1965, Title IV, Part A, Subpart 2, Chapter 1

Citations for regulations: 34 CFR Part 646

Types of services provided: Postsecondary education support services for disadvantaged students.

Program description: Student Support Services funds projects designed to increase the college retention and graduation rates of eligible students and to increase the transfer rates of eligible students from 2-year to 4-year institutions. The program awards discretionary grants to projects that provide remediation, academic counseling and guidance, tutorial services, personal and career counseling, admission and financial aid counseling for graduate and professional studies, and activities for students of limited English proficiency.

Individuals eligible to receive services: At least two-thirds of the eligible participants must be physically handicapped or low-income individuals who are first-generation college students, as defined in 34 CFR Part 646.4. The remaining one-third must be either physically handicapped; low-income individuals; or first-generation college students.

Individuals with disabilities served: In 1992-1993, the most recent year for which data is available, the program served 22,000 physically handicapped individuals out of a total of 169,000 participants - 13 percent of the total participants served. Demographic information on the population of individuals with disabilities served is not available.

Budget authority and outlays (in thousands):

FY 1994 BA: \$140,135 Outlays: \$121,502

FY 1995 BA: \$144,100 Outlays: \$128,820

Performance measures: The Department of Education is currently conducting a comprehensive study of the TRIO programs, including Student Support Services. The preliminary results of this evaluation show that Student Support Services has a small but statistically significant positive effect on retention rates. Following the completion of the study, the Department will develop specific performance measurement criteria.

Nature and periodicity of data collected on services/benefits and population served:
Grantees are required each year to report the number of physically handicapped students served in order to receive continuation grants.

Definitions: Physically handicapped (34 CFR Part 646.4(e))--"with reference to an individual, means a person who, because of a physical disability, needs specifically designed instructional materials or programs, modified physical facilities, or related services in order to participate fully in the experience and opportunities offered by postsecondary educational institutions."

Program contacts: Richard Sonnergren, Director, Student Services Division, Office of Postsecondary Education, (202) 708-4804; Debra Henderson, Program Analyst, Budget Service, (202) 401-3689.

**DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION**

Higher Education

Urban Community Service

Authorizing statute: Higher Education Act of 1965, Title XI, Part A

Citations for regulations: 34 CFR Part 636

Types of services provided: Grants to urban academic institutions.

Program description: The purpose of the program is to provide grants to urban academic institutions to work with private and civic organizations to devise and implement solutions to pressing and severe problems in their urban communities. Program funds may be used to address a variety of problems, including problems faced by the elderly and individuals with disabilities in urban settings, and problems faced by individuals with disabilities regarding accessibility to institutions of higher education and other public and private community facilities.

Individuals eligible to receive services: Two categories of institutions are eligible to participate in this program: (1) Nonprofit municipal universities; and (2) institutions of higher education that are located in urban areas, draw substantial portions of their undergraduate students from their urban areas, make educational opportunities more accessible to residents of the urban areas or contiguous areas, have the capabilities to respond to the needs and priorities of the surrounding areas, offer the resources to support these capabilities, and demonstrate a sense of responsibility to the surrounding areas.

Individuals with disabilities served: In 1994 26 institutions received Urban Community Service grants. Information on the number of individuals with disabilities that were served is not available.

Budget authority and outlays (in thousands):

FY 1994 BA: \$10,606 Outlays: \$9,234

FY 1995 BA: \$13,000 Outlays: \$10,692

Performance measures: Under development.

Nature and periodicity of data collected on services/benefits and population served: Grantees are required to submit annual performance reports. However, information on services to individuals with disabilities is not collected.

Definitions: As defined in the program's regulations (Section 636.7(b)), Individuals with disabilities means individuals who--

- (i) Have physical or mental impairments that substantially limits (sic) one or more of the major life activities;
- (ii) Have a record of physical or mental impairments; or
- (iii) Are regarded as having physical or mental impairments.

Program contacts: Steven Pappas, Director, Higher Education Incentive Programs, Office of Postsecondary Education, (202) 206-3235; Cindy Gruhzt, Budget Analyst, Budget Service, (202) 401-0667.

**DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION**

Higher Education

**Aid to Students
Douglas Teacher Scholarships**

Authorizing statute: Higher Education Act of 1965, Title V, Part C, Subpart 1

Citations for regulations: 34 CFR Part 653

Types of services provided: Postsecondary education scholarships.

Program description: The purpose of the program is to make available, through grants to the States, scholarships to individuals who are outstanding secondary school graduates and who demonstrate an interest in teaching, in order to enable and encourage those individuals to pursue teaching careers in education at the preschool, elementary or secondary level. Scholars must fulfill a teaching obligation or repay the amount of scholarship received.

Individuals eligible to receive services: Students who intend to pursue a teaching career at the preschool, elementary or secondary level and who rank in the top 10 percent of their graduating class (or have received GED test scores that the State recognizes as equivalent to ranking in the top 10 percent of the secondary school graduates in the State, or nationally) are eligible to receive scholarships. In their selection of scholars, States must give special consideration to various categories of students, including individuals who intend to teach or provide related services to students with disabilities, and individuals who are from disadvantaged backgrounds (including individuals with disabilities) who are underrepresented in the teaching profession or in the curricular areas in which they are preparing to teach.

Individuals with disabilities served: In 1994 approximately 2,900 students received scholarships. The program does not collect information on the number of scholars who plan to teach students with disabilities or who are themselves disabled.

Budget authority and outlays (in thousands):

FY 1994 BA: \$14,731 Outlays: \$12,779

FY1995 BA: \$14,599 Outlays: \$14,440

Performance measures: The Department of Education is currently conducting a comprehensive study of the Douglas program that is due to be completed by the summer of 1996. Following completion of the study, the Department will formulate performance measures.

Nature and periodicity of data collected on services/benefits and population served:

Grantees are required to submit annual performance reports that provide general data on scholars, disbursements, scholars' fulfillment of teaching obligations, and repayments.

Definitions: "Students with disabilities" has the meaning given the term "children with disabilities" in section 602(a)(1) of the Individuals with Disabilities Education Act.

Program contacts: Steven Pappas, Director, Higher Education Incentive Programs, Office of Postsecondary Education, (202) 206-3235; Cindy Gruhzt, Budget Analyst, Budget Service, (202) 401-0667.

**DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION**

Higher Education

Teacher Corps

Authorizing statute: Higher Education Act of 1965, Title V, Part C, Subpart 3

Citations for regulations: None

Types of services provided: Postsecondary education scholarships.

Program description: The purpose of the program is to make available, through grants to the States, scholarships to individuals (Corps Members) who are pursuing teacher preparation courses of study. Funds may also be used to disseminate information about the program; to foster communication among Corps Members, including meetings and training sessions; to sponsor summer pre-service orientation programs; and to facilitate the hiring and placement of Corps Members at identified Teacher Corps schools which have the highest level of poverty and lowest level of student achievement within a State. Corps Members must fulfill a teaching obligation or repay the amount of scholarship received.

Individuals eligible to receive services: State educational agencies must establish criteria to select Corps Members. In their selection of scholars, States must give special consideration to various categories of students, including individuals who intend to teach or provide related services to students with disabilities, and individuals who are from disadvantaged backgrounds, including individuals with disabilities.

Individuals with disabilities served: In 1994 approximately 420 students received scholarships. Information on the number of individuals planning to teach disabled students or the number of scholars with disabilities is not collected.

Budget authority and outlays (in thousands):

<u>FY 1994</u>	BA: \$1,875	Outlays: \$169
<u>FY 1995</u>	BA: \$1,875	Outlays: \$1,575 (based on funds appropriated)
<u>FY 1995</u>	BA: 0	Outlays: \$1,350 (based on proposed rescission of the FY 1995 appropriation)

Performance measures: Under development.

Nature and periodicity of data collected on services/benefits and population served: Grantees are required to submit annual performance reports. However, information on services to individuals with disabilities is not collected.

Definitions: The terms "students with disabilities" and "individuals with disabilities" are not defined.

Program contacts: Steven Pappas, Director, Higher Education Incentive Programs, Office of Postsecondary Education, (202) 206-3235; Cindy Gruhzt, Budget Analyst, Budget Service, (202) 401-0667.

Office of Educational Research and Improvement

**DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH STATISTICS AND IMPROVEMENT**

Libraries

Public Library Services

Authorizing statute: Library Services and Construction Act (LSCA), Title I

Citations for regulations: 34 CFR Part 770

Types of services provided: Grants to extend and improve public library services and to make library services accessible to individuals who, because of distance, residence, handicap, age, literacy level, or other disadvantage, have reduced access to library services.

Program description: Public Library Services is a State formula grant program that provides funds to State libraries to assist in providing public library services. State library administrative agencies submit annual program plans describing the projects they will support to extend and improve public library services and make them more accessible; help local libraries serve as community information referral centers, provide literacy programs, develop intergenerational programs for latch-key children, provide mobile services to day care centers, support drug prevention programs, and make effective use of technology; establish and support model library literacy centers; and strengthen their own agencies and major urban resource libraries.

Individuals eligible to receive services: Public library patrons, including individuals with disabilities.

Individuals with disabilities served: In 1993, the most recent year for which data are available, the program helped serve 804,707 individuals with disabilities. Public Library Services funds helped support Regional Libraries for the Blind and Physically Handicapped or provided other assistance to individuals with disabilities in all but five States; Public Library Services funds accounted for \$5.8 million of the total \$31.4 million reported spent in Federal, State and local funds for this purpose.

Budget authority and outlays (in thousands):¹

<u>FY 1994</u>	BA: \$81,562	Outlays: \$79,809
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<u>FY 1995</u>	BA: \$81,562	Outlays: \$88,284
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¹ Amounts are the total appropriated (less set-asides for Indian Tribes and Native Hawaiians). The amounts for individuals with disabilities are expended at States' discretion; expenditure reports are not yet available.

Performance measures: See below.

Nature and periodicity of data collected on services/benefits and population served:

States provide performance and expenditure data annually. The number of individuals served and the levels of Federal, State, and local expenditures are reported in two categories: library services for the blind and physically handicapped (see first definition below), for which States must maintain the same level of funding as in the second preceding year (LSCA section 103 (3)), and other services for handicapped individuals (see second definition below).

Definitions: LSCA (section 3(4)) defines "library services for the physically handicapped" as the providing of library services, through public or other nonprofit libraries, agencies, or organizations, to physically handicapped persons (including the blind and other visually handicapped) certified by competent authority as unable to read or to use conventional printed materials as a result of physical limitations.

The LSCA (section 3 (17)) defines "handicapped individual" as an individual who is physically or mentally impaired, visually impaired, or hearing impaired.

Program contacts: Robert Klassen, Director, State Programs Division, Library Programs, Office of Educational Research and Improvement, (202) 219-1903; Charles Lovett, Program Analyst, Budget Service, (202) 401-3939.

**DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH STATISTICS AND IMPROVEMENT**

Libraries

Public Library Construction and Technology Enhancement

Authorizing statute: Library Services and Construction Act (LSCA), Title II

Citations for regulations: 34 CFR Part 770

Types of services provided: Grants for the construction and technology enhancement of public libraries.

Program description: Public Library Construction and Technology Enhancement is a State formula grant program that provides funds to State libraries for the construction and technology enhancement of public libraries in accordance with required State long-range plans. States may approve projects for: the construction of new buildings; the acquisition, expansion, remodeling, and alteration of existing buildings; and the purchase, lease, and installation of equipment in new or remodeled buildings. Funds may also be used for technology enhancement of public libraries, providing for the acquisition, installation, maintenance, or replacement of substantial technological equipment. Funds appropriated for this program remain available until expended. The Federal share of the cost of each individual project may not exceed half of the total cost of the project.

Individuals eligible to receive services: None.

Individuals with disabilities served: In 1993, the most recent year for which data are available, this program supported 84 public library remodeling projects in 22 States at a cost of \$4.7 million that appear to have been undertaken primarily to comply with the requirements of the Americans with Disabilities Act (ADA).

Budget authority and outlays (in thousands):¹

<u>FY 1994</u>	BA: \$17,436	Outlays: \$15,487
<u>FY 1995</u>	BA: \$17,436	Outlays: \$16,740

¹ Amounts are the total appropriated (less set-asides for Indian Tribes and Native Hawaiians). Construction projects are approved at States' discretion; expenditure reports are not yet available.

Performance measures: See below.

Nature and periodicity of data collected on services/benefits and population served: States provide performance and expenditure data annually. In addition, individual projects approved by States are reviewed and approved at the Federal level. While States provide

information that describes specific projects, States are not required to identify ADA-related expenditures.

Definitions: While LSCA provides definitions for both "library services for the physically handicapped" and "handicapped individual" neither definition is used for reporting under this program.

Program contacts: Robert Klassen, Director, State Programs Division, Library Programs, Office of Educational Research and Improvement, (202) 219-1903; Charles Lovett, Program Analyst, Budget Service, (202) 401-3939.