

# Archived Information

## DEMONSTRATION PROJECTS TO ENSURE STUDENTS WITH DISABILITIES RECEIVE A QUALITY HIGHER EDUCATION

**Goal: To improve the quality of higher education for students with disabilities.**

**Relationship of Program to Volume 1, Department-wide Objectives:** Supports Objective 3.2 (postsecondary students receive support for high-quality education) by providing grants to postsecondary institutions to aid in the development of model programs for ensuring that students with disabilities can receive a high-quality postsecondary education.

FY 2000—\$5,000,000

FY 2001—\$5,000,000 (Requested budget)

OBJECTIVE 1: ENSURE THAT RESEARCH AND OTHER INFORMATION SYNTHESIZED THROUGH GRANT ACTIVITIES IS STATE OF THE ART.

**Indicator 1.1 State-of-the-art research and dissemination of program materials and outcomes: Evaluation activities will show that 100 percent of the synthesized research and all information disseminated through grant activities are state of the art and have national dissemination.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<b>Status:</b> New program; performance data not yet available.  <b>Explanation:</b> This is a new grant program. Grants were funded September 9, 1999, and performance data will be available June 2000. The determination of whether program materials are state of the art will be made by a panel of outside reviewers with expertise in the relevant subject area.	<b>Sources:</b> Program data. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000.  <b>Validation Procedure:</b> Data supplied by grantees. No formal verification procedure applied.  <b>Limitations of Data and Planned Improvements:</b> Data are self-reported and will be reviewed by external panel.
1999:	First performance report due June 2000	No target set		
2000:		100%		
2001:		100%		

OBJECTIVE 2: ENSURE THAT FACULTY AND ADMINISTRATORS IN INSTITUTIONS OF HIGHER EDUCATION INCREASE THEIR CAPACITY TO PROVIDE A HIGH-QUALITY EDUCATION TO STUDENTS WITH DISABILITIES.

**Indicator 2.1 Increased attendance: The number of students with disabilities attending an institution benefiting from grants will increase each year beginning in 2001.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<b>Status:</b> New program; performance data not yet available.  <b>Explanation:</b> This is a new grant program. Grants were funded September 9, 1999, and performance data will be available June 2000.	<b>Sources:</b> Performance reports. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000.  <b>Validation Procedure:</b> Data supplied by grantees. No formal verification procedure applied.  <b>Limitations of Data and Planned Improvements:</b> Data are self-reported.
1999:	First performance report due June 2000	No target set		
2000:		Baseline to be established		
2001:		Continuing increase in attendance		

**Indicator 2.2 Increased degree attainment: The number of students with disabilities completing coursework leading to a degree or attainment of a degree at an institution benefiting from grants will increase each year beginning in 2001.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<b>Status:</b> New program; performance data not yet available.  <b>Explanation:</b> This is a new grant program. Grants were funded September 9, 1999, and performance data will be available June 2000.	<b>Sources:</b> Performance reports. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000.  <b>Validation Procedure:</b> Data supplied by grantees. No formal verification procedure applied.  <b>Limitations of Data and Planned Improvements:</b> Data are self-reported.
1999:	First performance report due June 2000	No target set		
2000:		Baseline to be established		
2001:		Continuing increase in degree attainment		

**Indicator 2.3 Professional Development: The numbers of faculty and administrators that are competent to provide a high-quality education to students with disabilities as a result of grant activities will increase each year beginning in 2001.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<b>Status:</b> New program; performance data not yet available.  <b>Explanation:</b> This is a new grant program. Grants were funded September 9, 1999, and performance data will be available June 2000.	<b>Sources:</b> Performance reports. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000.  <b>Validation Procedure:</b> Data will be provided by grantees.  <b>Limitations of Data and Planned Improvements:</b> Data are self-reported.
1999:	First performance report due June 2000	No target set		
2000:		Baseline to be established		
2001:		Continuing increase in the number of competent faculty		

**KEY STRATEGIES**

Strategies Continued from 1999

- ❖ Encourage high-quality education for students with disabilities and share methods and curriculum development and successful professional development approaches among grantees and other institutes of higher education professionals.
- ❖ Disseminate nationally training materials through grantees and Office of Postsecondary Education.

New or Strengthened Strategies

- ❖ Strictly evaluate grantees to ensure that only state-of-the-art-research and information are disseminated.
- ❖ Disseminate information on project outcomes to other institutions of higher education.

**HOW THIS PROGRAM COORDINATES WITH OTHER FEDERAL ACTIVITIES**

- ❖ Funded projects must coordinate activities with other federally funded projects, such as the Rehabilitation and Research Training Center on Educational Supports and the National Clearinghouse on Postsecondary Education for Individuals With Disabilities.
- ❖ This program coordinates activities with other programs within the Office of Postsecondary Education and within the Department of Education such as the Office of Special Education and Rehabilitative Services and the Office for Civil Rights, and externally with the National Science Foundation, the Department of Health and Human Services and the Department of Labor. In particular, Program staff will discuss the development of this program and receive technical assistance from Office of Special Education and Rehabilitative Services every 2 weeks.

**CHALLENGES TO ACHIEVING PROGRAM GOAL**

- ❖ The major challenge is resistance from institutes of higher education to participate in this program and make systemic policy and program changes for educating students with disabilities. Internally, this program faces the challenge of being the first disability program in the Office of Postsecondary Education.
- ❖ This program has not been evaluated as yet and no recommendations have been made.

**INDICATOR CHANGES****From FY 1999 Annual Plan (two years old)**

Adjusted—Not applicable.

Dropped—Not applicable.

**From FY 2000 Annual Plan (last year's)**

Adjusted

- ❖ Indicators 1.1, 1.2, and 2.1 were adjusted to add clarity.

Dropped—None.

New

- ❖ Indicator 2.3 was added to address professional development measures.