

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

I D E A

Program-Funded Activities

Fiscal Year 2001



**Office of Special Education Programs (OSEP)
Office of Special Education and Rehabilitative Services
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INTRODUCTION

The purpose of this document is to provide a description of program activities funded during fiscal year 2001 under the Individuals with Disabilities Education Act (IDEA), and administered by the Office of Special Education Programs (OSEP). These include three formula grant programs, totaling over \$7.1 billion, that provide funds to States to improve services for children and youth with disabilities. The remaining activities, totaling \$326 million, support grants awarded through competition to universities, State and local educational agencies, and other private and public profit and non-profit organizations, to conduct research, training, technical assistance, and evaluation aimed at supporting the implementation of IDEA. These discretionary programs are the main focus of this document.

Because of the large number of discretionary grants supported each year under these programs (more than 1,000 in fiscal year 2001), it is not possible to describe each project in this document. However, because grant awards are typically made under a few priority areas, on a competitive basis, it is possible to present information on each of these priorities that is representative of the broad range of projects. For each competition that resulted in multiple awards, only a few projects are described for illustrative purposes.

To obtain more information about these or additional projects under any of these programs, you may write to the Office of Special Education Programs, 330 C Street, S.W., Washington D.C., 20202. An electronic copy of this document can be obtained by accessing the OSEP web site at:

<http://www.ed.gov/offices/OSERS/OSEP/>

Select “Programs and Projects”, then “FY 2001 Program-Funded Activities”

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State Grant Program for Children with Disabilities

IDEA, Part B; CFDA 84.027

FY 2001 Appropriation: \$6,339,685,000

The Grants to States program provides formula grants to assist the 50 States, the District of Columbia, Puerto Rico, the Secretary of the Interior, and Outlying Areas in meeting the excess costs of providing special education and related services to children with disabilities. In order to be eligible for full funding, States must serve all children with disabilities ages three through 21 years, unless they are not required to serve children ages 18 through 21 years because services are inconsistent with State law, or practice, or the order of any court.

Funds are distributed based on the number of children with disabilities to whom the States provide a free appropriate public education (FAPE) until the appropriation for Grants to States exceeds a trigger amount of \$4.925 billion. At that time, the allocation for each State is based on a variety of factors. First, each State is allocated an amount equal to the amount that it received in the prior year. Eight-five percent of the remaining funds are allocated based on the number of children in the general population age range for which the State guarantees FAPE to children with disabilities. Fifteen percent of the remaining funds are based on the number of children living in poverty in the age range for which the State guarantees FAPE to children with disabilities. The law also provides several maximum and minimum allocation requirements once the trigger level is exceeded.

Funds are provided on a forward-funded basis. The 2001 appropriation became available on July 1, 2001 and will remain available for obligation until September 30, 2002. School districts will use the funds primarily for the 2001-02 school year.

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

Funds that are not used for State level activities must be passed through to local educational agencies either by formula or as special subgrants for capacity building and improvement. Until the trigger level is reached, sub-State formula allocations must be based on the number of children with disabilities that local educational agencies serve. After the trigger is reached, sub-State formula allocations must be made in a fashion similar to that used to allocate funds among the States. A state must provide its local educational agencies with special subgrants for capacity building in any year in which the percentage increase in a State's allocation exceeds the rate of inflation and the amount of required funding for these grants in the State equals or exceeds \$100,000. Competitive grants not to exceed \$7.243 million must also be made to the Outlying Areas of the Pacific Basin and Freely Associated States through fiscal year 2001.

Preschool Grants Program

IDEA, Part B; CFDA 84.173

FY 2001 Appropriation: \$390,000,000

The Preschool Grants program provides formula grants to States, the District of Columbia, and Puerto Rico to make available special education and related services for children with disabilities aged three through five. In order to be eligible for these grants, States must serve all children with disabilities aged three through five, have an approved State plan under Part B of the Individuals with Disabilities Education Act (IDEA), and an approved application. A State that does not make a free appropriate public education (FAPE) available to all children with disabilities aged three through five cannot receive funds under this program, nor can the State receive funds attributable to this age range under the Grants to States program. In addition, the State would not be eligible for grants under IDEA National Activities for activities pertaining solely to children aged three through five. Currently, all states are making FAPE available to all children aged three through five with disabilities.

At their discretion, States may include preschool-aged children who are experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, who need special education and related services. States, at their discretion, and local educational agencies, if consistent with State policy, may also use funds received under this program to provide FAPE to 2-year-olds with disabilities who will turn three during the school year.

The Individuals with Disabilities Education Act Amendments of 1997 substantially revised the formula for allocating funds under this program, changing it from a child count driven formula to one based on general population and poverty. Under the new formula, each State is first allocated an amount equal to the amount it received in fiscal year 1997. For any year in which the appropriation is greater than the prior year level, 85 percent of the remaining funds are distributed based on the State's relative percentage of the total number of children aged three through five in the general population. The other 15 percent is distributed based on the relative percentage of children aged three through five in each state who are living in poverty. The Amendments also provide several floors and ceilings regarding the amount a State can receive in any year. As a base, no State can receive less than it received in the prior year. In addition, every State must receive an increase equal to the higher of: (1) the percent the appropriation grew above the prior year, minus 1.5 percent; or, (2) 90 percent of the percentage increase from the prior year. A new minimum allocation of 1/3 of 1 percent of the increase in the total appropriation over the preceding year was also established. The new provisions place a ceiling on how much the allocation to a State may increase, in that no State may be allocated an increase above the prior year greater than the percent of growth in the appropriation from the prior year plus 1.5 percent. These provisions were added to ensure that every State receives a part of any increase and that there is no radical shift in resources among the States. The formula changes went into effect with the fiscal year 1998 appropriation, which became available on July 1, 1998.

States must distribute the bulk of their grant awards to local educational agencies. They may retain funds for State-level activities up to an amount equal to 25 percent of the amount they received for fiscal year 1997 under the Preschool Grants program, adjusted upward each year by the lesser of the rate of increase in the State's allocation or the rate of inflation. State-level activities include: (1) support services, including establishing and implementing a mediation process, which may benefit children with disabilities aged three through five; (2) direct services for children eligible under this program; (3) development of a State improvement plan; (4) activities to meet the performance goals established by the State and to support implementation of the State improvement plan; or (5) supplements to other funds used to develop and implement a statewide coordinated services system, including children with disabilities and their families, but not to exceed 1 percent of the amount received by the State under this program.

Infants and Toddlers with Disabilities Program

IDEA, Part C; CFDA 84.181

FY 2001 Appropriation: \$383,567,000

This formula grant program assists States in implementing statewide systems of coordinated, comprehensive, multidisciplinary, interagency programs to make available early intervention services to all children with disabilities, aged birth through two, and their families. Under the program, States are responsible for ensuring that services are made available to all birth-through-2-year-olds with disabilities, including Indian children and their families residing on reservations geographically located in the State. Infants and toddlers with disabilities are defined as children who: 1) are experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: cognitive development, physical development, communication development, social or emotional development, or adaptive development; or 2) have a diagnosed physical or mental condition which has a high probability of resulting in developmental delay. Within statutory limits, "developmental delay" has the meaning given the term by each State. In addition, States have the discretion to provide services to infants and toddlers who are at risk of having substantial developmental delays if appropriate early intervention services are not provided.

Funds allocated under the program can be used: 1) to maintain and implement the statewide system described above; 2) to fund direct early intervention services for infants and toddlers with disabilities that are not otherwise provided by other public or private sources; 3) to expand and improve services that are otherwise available; 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, and 5) to initiate, expand, or improve collaborative efforts related to identifying, evaluating, referring, and following-up on at-risk infants and toddlers in States that do not provide direct services for these children. To be eligible for a grant, a State must have in effect a policy making appropriate early intervention services available to all infants and toddlers with disabilities in the State and their families, including Indian infants and toddlers with disabilities and their families residing on a reservation geographically located in the State. The statewide system must also comply with 16 statutory requirements, including having a lead agency designated with the responsibility for the coordination and administration of funds and a State Interagency Coordinating Council to advise and assist the lead agency.

Allocations are based on the number of children in the general population aged birth through two 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 early intervention services for reservations with Interior schools. Tribes and tribal organizations can use the funds they receive to provide (1) help to States in identifying Indian infants and toddlers with disabilities, (2) parent training, and (3) early intervention services.

The Individuals with Disabilities Education Act Amendments of 1997 redesignated the Grants for Infants and Families program as Part C of the Act and amended the authority to: increase the program's emphasis on providing services in natural environments; clarify that paraprofessionals who are appropriately trained and supervised may assist in the provision of early intervention services; require States to offer mediation, consistent with the mediation provision that applies to the Grants to States program; and expand the transition provision to include preschool or other appropriate services. The uses of funds were expanded, for States that do not elect to provide services for at-risk infants and toddlers, to allow these States to initiate, expand or improve collaborative efforts related to at-risk children for the purposes of

identification, evaluation, referral, and follow-up. The Amendments also expanded the role of the Federal Interagency Coordinating Council to advise and assist the Secretaries of Health and Human Services, Defense, Interior, and Agriculture and the Commissioner of Social Security, in addition to the Secretary of Education, in their responsibilities related to serving children from birth through age five who are eligible for services under Parts B and C of IDEA. These amendments became effective on July 1, 1998.

Studies and Evaluations

IDEA Part D; 84.329

FY 2001 Appropriation: \$16,000,000*

*Evaluation funds are appropriated by Congress a year in advance of use. Several of the studies described in this section were supported with FY 2000 appropriations.

Purpose: The Studies and Evaluations program is designed to assess the effectiveness of state and local efforts to provide a free appropriate public education to children with disabilities, and to provide early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them.

Program Activities:

National Early Intervention Longitudinal Study (NEILS)

(\$1,200,000; 1 continuing cooperative agreement).

The purpose of this project is to design and conduct a five-year longitudinal study of infants and toddlers and their families served under Part C services. The priority responds to the critical need for information on the immediate and long-term results for children, families, and service providers. The project, being carried out by *SRI International, Menlo Park, CA*, is conducting analyses that: compare and evaluate different patterns of child development related to long term outcomes for children and their families; assess the effects of socioeconomic, demographic and health-related variables on long-term developmental and behavioral characteristics of children; isolate and explain the long-term results of intervention for young children with disabilities and their families; identify medical variables, personal functioning variables, and the interaction of the environment with these variables that could restrict or facilitate the development of children with disabilities; incorporate family variables; and provide information on services, service providers, and the appropriateness of particular service settings.

Early Childhood Longitudinal Studies: Kindergarten and Birth Cohorts

(\$250,000 for birth cohort and \$150,000 for kindergarten cohort; 1 continuing cooperative agreement).

The OSEP intra-agency contributions to the *National Center for Education Statistics (NCES)* are used to support the development and adaptation of instruments to address issues related to preschool children with disabilities who are included in the study sample of the *Early Childhood Longitudinal Study: Kindergarten Cohort (ECLS-K)* begun in 1996. The study provides a number of performance measures related to services provided to young children. The study describes the extent to which children with disabilities are served in inclusive settings and whether an appropriate array of services and supports is available and implemented. The *Early Childhood Longitudinal Study: Birth Cohort 2000 (ECLS-B)* is designed to provide decision-makers, researchers, child care providers, teachers, and parents with detailed information about the early life experiences of children. The OSEP interagency contributions to this study support the development and refinement of assessment and survey instruments for the inclusion of infants and toddlers with disabilities and their families. The study will provide information about early identification of disabilities, patterns of service and supports, and descriptive information on the early experiences of infants and toddlers with disabilities and their families.

Special Education Elementary Longitudinal Study (SEELS)

(\$3,136,000; 1 continuing contract).

The purpose of this study is to acquire information regarding elementary and middle school students served in special education. Key research questions for the study will address the characteristics and functional abilities and disabilities of students in special education; the characteristics of their households;

characteristics of their schools, school programs, and classroom experiences; aspects of their lives out of school, including extra curricular activities and learning experiences provided by families; and student achievement and outcomes in the academic, social and independence domains. The longitudinal nature of the study will provide an understanding of how these kinds of experiences and outcomes change over time as children grow. Findings will generalize to special education students in this age range as a whole, to students in each federal special education disability category, and to students in each single-year cohort. OSEP awarded the contract to **SRI International, Menlo Park, CA**. Additional information is available on the web at www.seels.net

Pre-Elementary Education Longitudinal Study (PEELS)

(\$2,071,000; 1 continuing contract).

Undertaken by **SRI International, Menlo Park, CA**, PEELS will be a longitudinal study following a nationally representative sample of children with disabilities ages 3 through 5. Following these children through their experiences in pre-school and into early elementary school, this study will attempt to answer the following questions: Who are the children receiving preschool special education? What services do they receive? In what settings? Who provides those services? What short and long-term outcomes do these children experience? What child, family, community, and system factors are related to the services received and to the outcomes realized?

The Special Education Expenditure Project (SEEP)

(\$982,000; 1 continuing contract).

This study, being conducted by the **Center for Special Education Finance within the American Institutes of Research, Palo Alto, CA**, is the most recent in a series of national studies of the costs of special education and related services. It addresses questions about how federal, state, and local funds are used to support programs and services for students with disabilities, with special attention to the fiscal provisions enacted under IDEA '97. In addition to determining the total and per pupil amount spent on special education and related services throughout the U.S., the study will collect data in such a way as to increase understanding of the overall patterns of allocation of educational dollars to students with disabilities. It will also explore the fiscal impact of specific provisions of IDEA '97, including new fiscal requirements regarding placements in the least restrictive environment, coordination of services with other health and social service agencies, increased requirements for mediation in dispute resolution, and increased flexibility to blend funds for schoolwide programs. The project will also explore the fiscal relationship between special and regular education programs, the effectiveness of the distribution of Part B preschool funds to local education agencies, and other directed research questions. Additional information is available on the web at: www.seep.org/.

The Study of Personnel Needs in Special Education (SPeNSE)

(\$470,000; 1 continuing contract).

In 1998, OSEP contracted with a team of researchers at **Westat, Rockville, MD**, to design a national study of the qualifications, professional development experiences, and working conditions of personnel who serve students with disabilities ages 3 through 21. SPeNSE provides information on the adequacy of the workforce nationally, within each region, and within and across personnel categories. The study included personnel from a nationally representative sample of districts, intermediate education agencies, and state schools. In spring 2000, approximately 8000 local administrators, preschool teachers, general and special education teachers, speech-language pathologists, and paraprofessionals were asked to participate in a telephone interview. Data from the interviews are being analyzed, along with information on state policies and practices, to describe workforce quality and factors affecting it. Additional information is available on the web at: www.spense.org/.

State and Local Implementation of IDEA (SLI-IDEA)

(\$2,850,000; 1 continuing contract).

This longitudinal study conducted by *Abt Associates, Bethesda, MD*, will evaluate the state and local implementation of the 1997 amendments to IDEA and the impact of this legislation on schools, districts, and states. The evaluation will provide an accurate description of the short and long-term impact of IDEA in improving educational services for children and youth with disabilities. This evaluation will address the requirements in Section 674(b) of the Individuals with Disabilities Education Act (IDEA), which authorizes a national assessment of the Act. The study will focus on the implementation process of the 1997 amendments to IDEA, factors that contribute to effective implementation, contextual factors that influence results, outcomes of IDEA, and emerging issues related to IDEA. Qualitative case study approaches will be combined with quantitative survey approaches to gather data from state education agencies, local school districts and schools. Additional information is available on the web at www.abt.sliidea.org/.

National Longitudinal Transition Study-2 (NLTS-2)

(\$ 2,800,000; 1 continuing contract).

Following NLTS, NLTS-2 is a ten-year study of the experiences of young people who are 13 to 16 years old and receiving special education in the 2000-2001 school year. The sample of approximately 12,000 youth is nationally representative of youth with disabilities. This study, being conducted by *SRI International, Menlo Park, CA*, will describe the characteristics of secondary school students receiving special education and their households; describe their secondary school experiences, including their schools, school programs, related services, and extracurricular activities; identify the adult services they use after high school; measure their achievements in and after high school in the education, employment, social, and residential domains; and identify factors in their secondary school and postschool experiences that contribute to more positive results. Updated information is available on the web at www.nlts2.org/.

State Improvement Grants Evaluation

(84.329A; \$500,000; 1 continuing contract).

Westat, Durham, NC, working with *The Study Group* and the *Urban Institute*, is conducting an evaluation of the State Improvement Grant (SIG) program as implemented by State grantees. Four evaluation questions will guide this investigation: 1) What are the SIG program expectations?; 2) How is the SIG Program performing?; 3) How does SIG Program performance compare to expectations?; and 4) What actions should be taken to increase the likelihood of program success? The project will also conduct in-depth examinations of three key issues affecting the SIG Program's attainment of its goals: 1) the adequacy of the individual State project evaluation models; 2) the extent to which the SIG Program is leading to increased use of educational research and best practice; and 3) the extent to which the SIG Program is leading to systemic improvement in the provision of services to students with disabilities.

Research and Innovation

FY 2001 Appropriation: \$77, 353,000

Purpose: This program supports research and demonstration activities to promote (a) the production of new knowledge; (b) the integration of research to practice including activities that support State systemic-change and local capacity-building efforts; and (c) the use of knowledge to improve services provided under the Act which achieve desirable early intervention, educational, and transitional results for children with disabilities. In carrying out these activities, OSEP seeks an appropriate balance among priorities that focus on knowledge production, integration of research and practice, and use of professional knowledge, in addition to addressing all age ranges (i.e., infants, toddlers, children and youth with disabilities).

Program Activities:

Early Education/Intervention

Research and Training Center on the Development of Infants, Toddlers, and Preschool Children with or at Risk of Disabilities

(84.324K; \$500,000; 1 new grant).

The purpose of this priority is to establish a research and training center (RTC) to translate the knowledge base on young children's early relationships, emotional, self-regulation, social development, and environmental factors into effective strategies that establish a foundation for school success. The RTC will demonstrate and evaluate these strategies and implement effective training and dissemination efforts targeted at improving early childhood services and strengthening the capacity of families to support the healthy development of their children. The Research and Training Center on Early Childhood Development at the *Orelena Hawks Puckett Institute, Asheville and Morganton, NC*, will conduct focused research syntheses of effective early childhood practices that practitioners and families can use to enhance healthy child development. The RTC will also translate this research into practice protocols; conduct research on the effectiveness of these protocols; disseminate information on effective intervention practices, strategies and methods; and provide training at the preservice and inservice levels.

Center for Evidence-Based Practice: Young Children with Challenging Behavior

(84.324Z; \$750,000; 1 new cooperative agreement).

Awarded to the *University of South Florida*, the purpose of the Center is to: identify effective practices to meet the needs of young children with, or at risk for, behavioral problems and their families; foster the exchange of information between parents, family members, and practitioners; and conduct a program of research to improve services and interventions. In carrying out its activities, the Center will collaborate with education, early care and intervention, medical, and mental health providers, as well as others that identify and serve children with, or at risk for, behavioral problems and their families.

Research and Training Center in Service Coordination for Part C of IDEA

(84.324L; \$300,000; 1 continuing cooperative agreement).

The Research and Training Center in Service Coordination is a partnership of the *University of Connecticut Health Center, the University of North Carolina, Chapel Hill*, and the *Federation of Children with Special Needs, Boston, MA*. To enhance the implementation of Part C of the Individuals with Disabilities Education Act (IDEA), the Center will use both quantitative and qualitative methods to conduct a series of descriptive and experimental studies that lead to the development of promising practices for training service coordinators in the provision of effective service coordination. There will be three strands of activities for the center focusing on: families, service providers, and system administration.

Secondary/Transition/Postsecondary Education

Postsecondary Education Regional Centers for the Deaf

(84.324A; \$4,000,000; 4 new five-year grants).

This priority supports awards for four regional centers on postsecondary education for individuals who are deaf, including individuals with a wide range of hearing loss. The Centers will form a network to promote technical assistance coordination and collaboration (*Postsecondary Educations Program Network-PEPNet*) to avoid duplication of effort. Each center will provide technical assistance to a wide range of postsecondary institutions to expand the array of educational opportunities within the region that are available to students who are deaf. The centers must provide technical assistance to institutions currently not serving students who are deaf to assist them to develop services, and to institutions currently serving students who are deaf to assist them in improving existing programs. The southern region will be served by the Postsecondary Education Consortium (PEC) at the *University of Tennessee*; the northeast region will be served by the Northeast Technical Assistance Center (NETAC) at the *Rochester Institute of Technology*; the midwest region will be served by the Midwest Center for Postsecondary Outreach (MCPO) at *Saint Paul Technical College*; and the western region will be served by the Western Region Outreach Center and Consortia (WROCC) at *California State University, Northridge*.

Research Institute on Secondary Education Services for Children and Youth with Disabilities

(84.158J; \$700,000; 1 continuing cooperative agreement).

The purpose of this research institute, located at the *University of Wisconsin, Madison*, is to conduct a program of research to study a variety of strategies that improve educational results for students with disabilities in secondary education settings (including urban, rural, and suburban community settings), and that promote the successful transition of these students to postsecondary settings. The Institute conducts five programs of research: (1) student access and learning support strategies; (2) integrated and contextualized learning and assessment; (3) transition services; (4) employment and postsecondary outcomes; and (5) standards for instructional and transition plans.

Research Institute to Improve Results for Adolescents with Disabilities in General Education Academic Curricula: Institute for Academic Access (IAA)

(84.324S; \$700,000; 1 continuing cooperative agreement).

The purpose of this institute is to conduct research to improve results for secondary school-aged students with disabilities (grades 9 through 12) participating in the general education academic curricula. The *University of Kansas, Center for Research on Learning*, in collaboration with the University of Oregon Institute for the Development of Education Achievement, is creating instructional methods and materials that will provide authentic access to the high school general education curriculum. The IAA intervention studies include: studying teacher planning routines for aligning classroom instruction with state standards; practice and review routines for enhancing learning within content classrooms; strategies for combining several validated interventions within a single content classroom to maximize student outcomes; and processes for determining the effects of ongoing classroom instruction with regard to preparing students to meet state standards.

Improving Postschool Outcomes: Identifying and Promoting What Works

(84.324W; \$600,000; 1 new grant).

This priority supports one project that assists educational and other agencies in improving results for secondary-aged youth with disabilities by synthesizing, analyzing, and disseminating information regarding 1) improving academic results, 2) secondary transition practice, and 3) dropout prevention and intervention. Under this priority, the grantees at *Colorado State University* plan to create four interpretive

syntheses based on over 1,000 research articles and OSEP-funded demonstration project reports between 1985 and 2000. These syntheses will focus on: 1) what works in secondary academic outcomes, 2) what works in secondary transition outcomes, 3) what works in secondary resiliency outcomes, and 4) practitioner voices from the field. A website and CD-ROM will then be created in order to access both the syntheses and a database of abstracts.

Youth Leadership Development Project

(84.324F - \$210,000; 1 new grant).

This priority supports an award for a project to advance and improve the knowledge base and practice of the professionals, parents, educators, employers, and other partners providing education, transition, and related services to youth with disabilities. This project will provide information on the perspectives of youth with disabilities regarding barriers to effective policy and practice to improve results for youth with disabilities and develop strategic actions for reducing these barriers. Under this priority, the National Center on Self-Determination at *Oregon Health Sciences University* and the *Academy for Educational Development* will establish a National Youth Leadership Development Network (NYLDN). The NYLDN will bring together a diverse group of young leaders (ages 16-24) with a variety of disabilities from every state and territory to identify key barriers facing youth, promising practices, and recommendations for action. Focusing on topics such as equality of opportunity and self-sufficiency, disability history and civil rights, leadership skills, self-determination, independent living, and understanding agencies and systems, young people with disabilities will be leaders in all aspects of Network planning, implementation, evaluation, and dissemination.

Combined Research Program and Research on Other Issues

Congressionally-Directed Projects

(84.324E - \$7,353,000; 9 new grants).

In Fiscal Year 2001 appropriations action Congress included directives and funds to support the following projects under the Research and Innovation Program: Research in pediatric sleep disorders and learning disabilities at the *University of Louisville Research Foundation*; Expanded outreach efforts at the National Institute of Technology for Inclusive Education at the *University of Northern Iowa*; Support for the 2002 Paralympic Games in *Salt Lake City, UT*; Providing training, technical support, services and equipment in the Mississippi Delta Region through the *National Easter Seals Society's* Early Childhood Development Project; The demonstration of innovative and effective approaches to teaching special education students at the *University of Northern Colorado's* National Center for Low Incidence Disabilities; A national demonstration project to educate students with serious emotional and behavioral problems at *The Baird Center in Burlington, Vermont*; An increase in research dissemination, teacher and parent training, and development of replicable models for reading assessment and intervention at the Center for Literacy and Assessment at the *University of Southern Mississippi*; Demonstration programs to enhance the academic and social outcomes of developmentally disabled children at *Hebrew Academy for Special Children in Parksville, New York*; Training of teachers and specialists in the use of technology to support service delivery to children with disabilities in rural Alaska from *Parents, Inc.*

Student-Initiated Research Projects

(84.324B; \$453,000. 24 new grants).

This competition provides support to student researchers in special education for studies that can be completed within a 12-month period. The students initiate and manage the research under the supervision of a principal investigator who serves as a mentor. The aim of this priority is to provide an environment for graduate students in which research skills can develop and support the doctoral dissertation. Topics

appropriate for application are limited only by the broad mission of the research program -- support of applied research relating to the education of infants, toddlers, children, and youth who are disabled. One project at *Florida State University* will examine factors that affect the generalization of the use of intervention strategies by caregivers of children with autism. Another project at the *University of Pittsburgh* will compare co-taught classes to those that are not co-taught to determine if the learning environment is enhanced by the addition of the special education teacher. At the *University of Wisconsin*, a project will examine the effects of a professional development program designed to provide teachers with evidence-based strategies and collaborative skills to address the needs of children with challenging behaviors. At the *University of San Francisco*, qualitative research will be done to determine whether there are measurable differences in classroom behaviors, school attitudes, and gender identity of Latina students with mild to moderate learning disabilities.

Field-Initiated Research Projects

(84.324C; \$8,640,000; 15 new grants and 34 continuation grants).

This priority is the oldest continuing research program in the U.S. Department of Education. It provides support for a wide range of field-initiated research projects that support innovation, development, exchange, and use of advancements in knowledge and practice, including the improvement of early intervention, instruction, and learning of infants, toddlers, children and youth with disabilities. One example at *Indiana University* will examine the relationships between program costs, program quality, and outcomes for preschool-age children with disabilities and their families enrolled in inclusive programs. At the *University of Hawaii*, a study will examine the specific factors that support the academic success of culturally and linguistically diverse youth with disabilities in high school resulting in access to and participation in postsecondary education programs. The project at *Utah State University* will identify service coordination strategies that best support service system efficiency and child and family quality of life. Research at *Western Oregon University* will track educational outcomes for students with Traumatic Brain Injury and will develop a theory of how special education referral, identification, and placement decisions affect success in school for these students.

Directed Research Topics

(84.324D; \$13,098,000; 21 new grants and 51 continuation grants).

In general, this priority supports projects that advance and improve the knowledge base and practice of professionals, parents, and others who provide early intervention, special and general education and related services to infants, toddlers, children and youth with disabilities. Projects must support innovation, development, exchange of information, and result in advancements in knowledge and practice. Directed Research projects for 2001 were requested in seven focus areas:

- 1) *Inclusion of Students with Disabilities In Large-Scale Assessment and Accountability Programs* - An example of a project under this focus comes from the *University of Dayton*, where researchers will conduct a national study to examine the effects of state policy on inclusion of students with low-incidence disabilities in large-scale assessment and accountability programs.
- 2) *Instructional Interventions and Results for Students with Disabilities* - An example of a project under this focus comes from the *University of Massachusetts - Boston* where "Tools for Teachers" will provide elementary-level general and special education teachers with the tools they need to deliver effective social skills instruction to children with mental retardation.
- 3) *Gender and Special Education* - An example of a project under this focus at *Oregon Health Sciences University* will utilize a multimethod, multiperspective approach in investigating the quality of transition planning for minority young women in special education.

- 4) *Research to Improve Literacy Results for Children who are Unresponsive to Effective Classroom or Schoolwide Programs in Grades K-3* - No projects were funded in this focus area during Fiscal Year 2001.
- 5) *Research to Improve Reading Comprehension Results for Children with Disabilities* - An example of a project under this focus at **Vanderbilt University** will examine the effects of linking systematic decoding training, reading experiences in high quality decodable text, and metacognitive instruction on the growth of reading comprehension skill in elementary school children with disabilities.
- 6) *Alternative Schools and Programs* - An example of a project under this focus is at the **University of Minnesota** where researchers will investigate the policies and practices of alternative schools across the country and how students with disabilities are served in these programs.
- 7) *Research on Early Childhood Mental Health* - An example of a project under this focus at the **University of Wisconsin** will disseminate an evidence-based approach designed to support the social-emotional development of young children with disabilities in order to minimize the need for more intense services in elementary school and to prevent the need for special education for children without disabilities who are at risk of developing serious behavior problems.

Initial Career Awards

(84.324N; \$1,042,000; 5 new grants and 9 continuation grants).

This priority provides support for individuals in the initial phase of their careers, which is considered to be the first three years after completing and graduating from a doctoral program. Projects under this competition initiate and develop promising lines of research that would improve early intervention services for infants and toddlers, and special education and related services for children with disabilities. One award at the **University of Michigan** will identify parent and teacher activities that assist the social inclusion of children with congenital or acquired brain dysfunction, and examine the relationship between social integration and quality of life. At the **Oregon Health Sciences University**, a project will determine whether youth with disabilities in foster care are at greater risk for poor transition planning and educational achievement. The roles that children with problem behavior play in the peer culture of inclusive early childhood programs, and research-validated models of intervention for them, will be examined at the **University of South Florida**.

Centers for Implementing K-3 Behavior and Reading Intervention Models

(84.324X; \$6,061,000; 6 new grants).

The purpose of this priority is to support six centers (two centers for reading, two centers for behavior, and two centers for reading and behavior) that will demonstrate school-based models of effective programs and practices to serve children in grades K-3 who have marked difficulty learning to read or who exhibit serious behaviors that lead to discipline problems as they get older. Each of these six centers will implement model demonstrations and provide comprehensive technical assistance in at least seven elementary schools that are representative of schools across the nation. The centers for reading will be located at the **University of Oregon** and the **University of Texas at Austin**, the centers for behavior will be located at the **University of Nebraska** and the **University of Oregon**, and the centers for reading and behavior will be at the **University of North Carolina at Charlotte** and the **University of Kansas**. These six centers will be linked by a coordination center, which is discussed below.

Coordination Center for Implementing K-3 Behavior and Reading Intervention Models

(84.324Y; \$1,200,00; 1 new cooperative agreement).

This cooperative agreement supports one center to coordinate with, and conduct evaluations of, the six reading and behavior centers listed above. The coordination center will evaluate: professional development, the implementation of varied reading and behavior interventions, scaffolding and , continuous assessment to determine and predict progress, sustainability of the models, and simultaneous interventions that target the interdependence of reading and behavior. This Coordination Center will be developed at the *University of Wisconsin*.

National Center on Accessing the General Curriculum (NCAC)

(84.324H; \$499,792; 1 continuing cooperative agreement).

The purpose of this research center is to create practical approaches for improved access to and participation in the general curriculum for students with disabilities. By bridging theory to practice, the *National Center on Accessing the General Curriculum, CAST, Inc. Peabody, MA*, is creating a powerful implementation model, which integrates curricula, research-based teaching practices, and policies. Through collaboration, experts in universal design, teaching practices, and educational policy are working to define effective interventions and educational policies that support access to and participation of students with disabilities in the general curriculum. The Universal Learning Center (ULC), a specific activity of NCAC is being piloted as a web-based resource intended to provide educators, parents, and students with accessible and universally-designed core curriculum materials. NCAC partners include Boston College, Harvard Children's Law Project, the Council for Exceptional Children, and the parent and family partner, PACER Center, Inc.

Research Institute to Accelerate Content Learning through High Support for Students with Disabilities in Grades 4-8

(84.023V; \$700,000; 1 continuing grant).

The Research Institute to Accelerate Content Learning through High Support for Students with Disabilities in Grades 4-8 (REACH), located at the *Education Development Center, Newton, MA*, is a collaborative project researching interventions that reflect high expectations, high content, and high support for students with disabilities. REACH is designing, piloting, and testing complex interventions that support students with disabilities in achieving content understanding in mathematics, science, social studies, and language arts. Research through the REACH Institute centers around strategies to support students with disabilities in grades four through eight, how those strategies affect the learning of key concepts, and what professional supports for teachers are critical for successful curriculum implementation.

Non-Directed Model Demonstration Projects

(84.324M; \$11,137,000; 14 new and 61 continuation grants).

This priority supports model demonstration projects that develop, implement, evaluate, and disseminate new or improved approaches for providing early intervention, special education and related services to infants, toddlers, and children with disabilities, and students with disabilities who are pursuing post-school employment, postsecondary education or independent living goals. Projects supported under this priority are expected to be major contributors of models or components of models for service providers and outreach projects. Under this priority, *Eugene Research Institute* will develop and implement a model for a technology-based life skills curriculum for secondary students with significant cognitive disabilities, to evaluate the effectiveness of the model, and to produce materials that will enable effective dissemination and replication of the model in a range of settings. A model aimed at improving the quality of early intervention and preschool special education services offered to children and their families who are from diverse cultural and linguistic backgrounds will be developed at the *University of North Carolina -*

Chapel Hill. The *Grant Woods Area Education Agency, Cedar Rapids, IA*, will transition 60 students with disabilities from school into full-time, competitive employment that matches their career goals.

Directed Model Demonstration Projects

(84.324T; \$6,746,000; 21 new and 29 continuation grants).

This priority supports model demonstration projects that develop, implement, evaluate and disseminate new or improved approaches for providing early intervention, special education and related services. This priority supports awards in each of three focus areas:

- 1) *Model Demonstration Projects to Support Whole-School Reforms of Services for Children with Disabilities* - An example includes a collaboration between *Ohio State University* and *Columbus Public Schools* to develop a culturally responsive instructional model focused on improving school success for African American males.
- 2) *Strengthening Childcare Infrastructures for Infants, Toddlers, and Preschoolers with Disabilities from Underserved Families and Communities* - An example includes the *University of Montana's* project using existing childcare infrastructures and building on services currently in the community to develop, implement, and evaluate a model for providing high-quality care and education to children with behavior disorders.
- 3) *Agency Participation in Transition* - An example includes a program at *Tucson Unified District, Tucson, AZ*, to develop, implement, evaluate and disseminate a seamless transition model resulting in success in post-secondary employment, educational settings, and independent living environments for high school students with significant disabilities.

Outreach Projects for Children with Disabilities

(84.324R; \$8,863,000; 14 new grants and 43 continuing grants).

The outreach priority supports projects that assist educational and other agencies in implementing proven models, components of models, and other exemplary practices to improve services for infants, toddlers, children with disabilities, and students with disabilities who are pursuing post-school employment, postsecondary education, and independent living goals. The models, components of models, or exemplary practices selected for outreach may include models developed for pre-service and in-service personnel preparation. *Children's Hospital Medical Center of Akron, Tallmadge, OH*, will enrich children's natural environments by helping parents use responsive teaching strategies to enhance children's acquisition and use of pivotal learning behaviors that are the foundations for early development and later school success. The primary goal of a project at the *University of Colorado - Denver* is to assist children with autism and their families in reaching their optimum level of development as they and their children are integrated fully into their respective communities. By using resources provided by *Washington Research Institute's* website, students with disabilities will be able to access information to help them successfully transition from high school to postsecondary education.

Center for Students with Disabilities Involved with and at Risk of Involvement with the Juvenile Justice System

(84.324J; \$550,000 and joint funding from the Office of Vocational and Adult Education (OVAE) and the Office of Juvenile Justice and Delinquency Prevention (OJJDP) of for 1 continuing grant).

The National Center on Education, Disability, and Juvenile Justice (NCEDJJ) of the *University of Maryland*, is a collaborative research, training, technical assistance, and dissemination program designed to understand and develop more effective responses to the needs of youth with disabilities in the juvenile justice system or those who are at-risk for involvement with the system. A collaborative effort involving faculty and staff from various educational institutions and agencies, the NCEDJJ has a team of advocates, practitioners and scholars who work as resource fellows and consultants.

Research Institute to Enhance the Role of Special Education and Children with Disabilities in Education Policy Reform

(84.324P; \$700,000; 1 continuing cooperative agreement).

Located at the *University of Maryland*, the "Educational Policy Reform Research Institute" (EPRRI) aims to enhance the role of special education and children with disabilities in education policy reform. By conducting a program of policy analyses, research, and dissemination, EPRRI's activities will be conducted across three overlapping phases. Phase 1 will analyze the current state of knowledge regarding accountability policies and practices. In Phase 2, EPRRI will engage in a program of research conducted within four core study states (California, Maryland, New York, and Texas) and on selected emerging issues. Phase 3 consists of a varied and strategic dissemination program. The major outcomes of EPRRI's work will include "Topical Reviews" that provide comprehensive analyses and policy options on selected topics; "Policy Forum" proceedings to identify, analyze, and validate policy issues on critical topics related to accountability-based reforms; and a program of field-based research on selected emerging issues to produce case studies, and targeted state and LEA studies. These will be disseminated through multiple formats and designed to reach the broadest of audiences.

Collaborative Efforts between the Office of Special Education Programs (OSEP) and Other Agencies

Under interagency agreements, the Office of Special Education Programs provides funds to, and receives funds from, various government agencies and bureaus with a stake in the progress of children and youth with disabilities. Interagency agreements are currently in place with the following agencies:

- *The Department of Health and Human Services, Center for Mental Health Services*, to support the Training and Technical Assistance Center for Comprehensive Community Mental Health Services for Children and their Families.
- *The National Institute of Mental Health*, to support Research on Child Neglect and the Federal Child Neglect Consortium.
- *The Centers for Disease Control and Prevention, National Center for Environmental Health*, to support research related to Early Hearing Detection and Prevention programs.
- *The Department of Health and Human Services, Maternal and Child Health Bureau* to support the convening of the National Coordinating Committee on School Health.
- *The Organization for Economic Cooperation and Development*, to support the following study: "Development of Statistics and Indicators for Students with Special Educational Needs in the Americas with Special Reference to Latin America."
- *The Presidential Task Force on Employment of Adults with Disabilities* to utilize resource mapping to identify all programs for youth with disabilities among Federal agencies.
- *The Department of Health and Human Services, Maternal and Child Health Bureau* to support research on pediatrician's early identification and referral of infants and toddlers with disabilities to the early intervention system.
- *The National Institute of Child Health and Human Development* to support research on predictors of child neglect and the role of neglect in predicting child outcomes.
- To Support the annual Youth and Disabilities Leadership Summit, which offers youth with special health needs and disabilities the opportunity to build skills concerning national disability and health policy, OSEP receives funds from: *The Presidential Task Force on Employment of Adults with Disabilities, The President's Commission on Employment of People with Disabilities, the National Council on Disability, Department of Health and Human Services Child Health Bureau, the Centers for Disease Control and Prevention, and the Department of Health and Human Services Administration on Developmental Disabilities.*

State Program Improvement

FY 2001 Appropriation \$49,200,000

Purpose: The purpose of these programs is to improve special education programs by assisting State education agencies and their partners in engaging in comprehensive reform and improvement of their efforts to provide services to children with disabilities.

State Program Improvement Grants

(84.323A; \$35,156,000; 9 new and 27 continuing grants)

This priority supports projects to assist State educational agencies, and their partners, in reforming and improving their systems for providing educational, early intervention, and transitional services, including their systems for professional development, technical assistance, and dissemination of knowledge about best practices to improve results for children with disabilities. State Program Improvement Grants were awarded to: *New York, Florida, Louisiana, New Jersey, Washington, Maine, New Mexico, Oregon,* and *Wyoming*. The State Program Improvement Grant provided to *Louisiana* will: 1) align and coordinate all current Professional Development offerings; 2) support local schools in targeted districts to design, implement, and evaluate local agendas of school improvement; 3) improve the technology infrastructure available to districts/schools; 4) create initial teacher education programs that integrate the preparation of general and special educators; 5) improve literacy and numeracy offerings and outcomes for students with disabilities; 6) decrease the overrepresentation of minority students in special education; and 7) improve family/school linkages in general and special education. In *Maine*, the State Improvement Grant will be used to: 1) improve the participation and performance of students with disabilities in Maine's Learning Results; 2) increase parent education, support, satisfaction, and involvement in Maine's initiatives at the local, district, regional, and state levels; 3) improve Maine's system of recruitment, retention, and certification of special education personnel; 4) improve the ongoing professional development of parents and educators; and 5) build the capacity of Maine's educational accountability system to address state performance goals and indicators. Project goals for *New Jersey* include: 1) creating positive and effective school environments that promote participation of students with disabilities in the general education curriculum and that promote successful transition of students with disabilities to adult life and community inclusion; 2) creating positive and effective school environments that foster collaboration with families of students with disabilities; 3) fostering the successful transition of children with disabilities from early intervention to preschool programs; and 4) recruiting general and special education personnel prepared to educate students with disabilities in inclusive programs.

General Supervision Enhancement Grant Program

(84.326X; \$7, 864,000; 24 new grants)

This priority supports projects to provide technical assistance and information in building capacity and addressing systemic-change goals to improve early intervention, educational, and transition services for children with disabilities and their families. Additional funds were provided to those States that jointly applied with their Part C Lead Agency. This priority focuses on four areas, all of which are consistent with, complimentary to and supportive of OSEP's Continuous Improvement Monitoring Process. These areas include: 1) conducting self-assessment; 2) developing or enhancing data systems; 3) developing or enhancing a process to conduct improvement planning activities; and 4) developing or enhancing state technical assistance and dissemination systems. For example, the objectives of the *Oregon Department of Education* are designed to enhance existing databases, develop new data collections, and integrate multiple databases so that more informative data analyses and reports can be provided at the early intervention (EI), local education agency (LEA), and State levels. The *Massachusetts Department of Education* will develop the capacity of a statewide technical assistance infrastructure designed to support and strengthen families of young children in their communities. Their project will enhance the

collaboration among partners in the Massachusetts early education/care system so that infants, toddlers, and young children with disabilities are increasingly able to receive services in natural environments and so that there is a seamless system of service and care from early intervention, through transition to preschool, and into school-age programs at Kindergarten entry. The focus of the *Pennsylvania Department of Education* will be to build dispute resolution skills in local service providers and parents so that disputes can be resolved in a timely fashion at the local level before more formal approaches must be used. The training will target parents, advocates, school district personnel, early intervention providers, intermediate unit staff, local interagency coordinating councils, and local task force members. The project will focus on building local capacity through the individualization of training materials to meet local concerns and the use of a system of regional teams of trainers.

Personnel Preparation for the Education of Individuals with Disabilities

FY 2001 Appropriation: \$81,952,000

Purpose: The purpose of this program is to help address State-identified needs for qualified personnel in special education, related services, early intervention, and regular education to work with children with disabilities; and to ensure that those personnel have the skills and knowledge, derived from practices that have been determined through research and experience to be successful, that are needed to serve those children.

Program Activities:

Personnel to Serve Children with Low-Incidence Disabilities

(84.325A; \$27,033,000; 33 new and 65 continuing grants).

This priority supports projects that provide preservice preparation of special educators, early intervention personnel, and related services personnel at the associate, baccalaureate, master's or specialist level to serve children with low-incidence disabilities. Projects are encouraged to meet the needs of more than one State, provide multi-disciplinary training and work collaboratively. At *Kent State University*, a project will provide support for 55 preservice educators at the bachelor's and master's level to be licensed at the middle and secondary levels as deaf educators with a specialty in transition services. *California State University - Chico* will recruit, prepare, and support 125 special education teachers for pupils with low-incidence disabilities in high-poverty rural schools. Over five years, *Lehigh University* will train 50 individuals in a preservice school psychology program as specialists to serve as integration consultants to facilitate the integration of students with low-incidence disabilities into general education settings.

Personnel to Serve High Incidence Disabilities

(84.325H; \$17,899,000; 27 new and 65 continuing grants).

The purpose of this competition is to develop, or improve, and implement programs that provide preservice preparation for special and regular education teachers and related services personnel in order to meet the diverse needs of children with high incidence disabilities and to enhance the supply of well-trained personnel to serve these children in areas of chronic shortage. Under two grants, the *University of North Texas* will prepare transition specialists as well as personnel to serve elementary-aged children with emotional/behavioral disorders. Adaptive Physical Education teachers will be prepared at the Master's level at *SUNY College at Brockport*. A project to develop, implement, and evaluate a new undergraduate certificate program for paraeducators will take place at *Catholic University of America*. The *University of Utah* will train master's-level students in school psychology to become proficient in providing functional behavior assessments, positive behavior supports, and educational interventions for students with emotional/behavioral disturbance.

Early Intervention Training Center for Infants and Toddlers Who Have Visual Impairments/ Blindness

(84.325B; \$500,000; 1 continuing cooperative agreement).

The aim of this five-year project at the *University of North Carolina - Chapel Hill* is to develop resources that build the capacity of institutions of higher education (IHE) to train personnel at the preservice level to serve infants and toddlers who have visual impairments/blindness (VI) and their families. In partnership with faculty, families, and consumers, the project will develop nine interactive multimedia training content modules. These modules will be useful for faculty who train early interventionists, child development specialists, speech/language pathologists, occupational therapists, physical therapists, physicians, parents, and advocates.

Early Intervention Training Center for Infants and Toddlers Who Have Hearing Impairments Including Deafness

(84.325C; \$500,000; 1 continuing cooperative agreement).

The focus of the Center for Early Intervention Professionals in Hearing Impairment, Including Deafness (CEIP-HID) at the *University of North Carolina - Greensboro* is to alleviate the poor achievement results of children who have hearing impairments, by ensuring that preservice professionals develop the skills and competencies to meet the unique needs of infants and toddlers with hearing impairments. The center will develop Web-based preservice training modules in best practices in early intervention for infants and toddlers with hearing impairments (including deafness) and their families. Using these modules, professionals in hearing impairment, early childhood education, and related early intervention service provision will be equipped with competencies to use best practices to address the specialized needs of infants and toddlers who have hearing impairments and their families so that their linguistic, cognitive, and social development will parallel those of children who do not have hearing impairments. The project will develop a program of study that focuses on the acquisition of professional competencies in the areas of developmental, communication, social, conceptual, cultural, medical, and technological needs of infants and toddlers.

Leadership Personnel

(84.325D; \$11,860,000; 20 new grants 42 continuing grants).

These projects support the preparation of personnel at the advanced graduate, doctoral and post-doctoral level to serve as personnel trainers, researchers, administrators, supervisors, and other specialists. Under this priority, *George Washington University* will offer a new Education Specialist program structured to advance the training of administrators who are capable of embracing and meeting the challenges of educating children with disabilities in inclusive settings. *The University of Illinois - Urbana/Champaign* will bring together university scholars from speech-language pathology, education, special education, and rehabilitation services to create a new program to prepare doctoral students and postdoctoral fellows in the area of communication. Over a four-year period, *Pennsylvania State University* will provide doctoral training for five American Indian/Alaskan Native students, enabling them to be special educators and/or administrators.

Minority Institutions

(84.325E; \$11,899,000; 15 new and 48 continuing grants).

The purpose of these projects is to increase the quantity and improve the quality of personnel available to serve infants, toddlers, children and youth with disabilities from racially, ethnically and linguistically diverse backgrounds, through the provision of awards to support the preservice training of personnel for careers in special education, related services, early intervention, and leadership. This priority supports grants to Historically Black Colleges and Universities and other institutions of higher education whose minority student enrollment is at least 25 percent. Projects funded must prepare personnel to work with culturally and linguistically diverse populations. One example at *San Francisco State University* includes a four-year project to prepare teachers and speech language pathologists to serve students with augmentative and alternative communication needs in inclusive urban schools. *White Earth Tribal and Community College, Mahnomon, MN*, will implement a certificate/Associate of Arts degree for para-educators who are residents of the Reservation and Native Americans in the region. A Master's Degree program to prepare teachers of learners with severe disabilities from culturally, linguistically, and ethnically diverse backgrounds will be offered by the *City University of New York - Hunter College*.

Professional Development Program for School Leaders

(84.325U; \$236,000; 1 continuing grant).

Under this priority, the *National Association of Secondary School Principals (NASSP)*, Reston, VA, will develop, implement, and evaluate a professional development program for principals, assistant principals, and prospective principals to build their capacity to lead efforts improving the education of children with disabilities in elementary, middle, and high schools throughout the country. This program will provide a training model that can be replicated, and scaled-up to build capacity and yield results. The program includes: 1) a two-year Principal in Residence Program that provides for a principal with experience in special education and professional development to serve as the project manager to design, deliver, and evaluate the professional development program; 2) development of an engaging on-line professional development program; 3) a series of state workshops to provide principals and prospective principals with the skills to effectively develop staff regarding issues of special education; and 4) summer leadership institutes around topics that are identified as important to the success of building programs that improve the education of children with disabilities.

National Institutions of Higher Education (IHE) Faculty Enhancement Center

(84.325F; \$850,000. 1 new grant).

The purpose of this priority is to support one National Center to enhance the knowledge and skills of IHE faculty in school administration, regular education teacher training (including bilingual teacher training), school counseling, and school nursing, to improve the preservice training of personnel who share responsibility with special educators for providing effective services and ensuring improved results for children with disabilities in our schools. The Peabody IDEA and Research for Inclusive Settings (IRIS) Center for Faculty Enhancement at *Vanderbilt University* will address this priority by using experts in content and delivery to create or further develop an array of materials for course enhancement to be delivered through a variety of media. IRIS will create and implement a comprehensive national resource for faculty who are teaching preservice courses in general education, school administration, school counseling, and school nursing, resulting in new graduates who can meet the needs of children with disabilities.

Non-directed Projects of National Significance in Personnel Preparation

(84.325N; \$6,020,000; 12 new grants and 19 continuation grants).

Projects supported under this priority must develop, implement, and evaluate innovative models that will serve as blueprints for improving the preparation and ongoing development of early intervention personnel, general and special education teachers, administrators, related services personnel, and paraprofessionals who have responsibility for ensuring that children with disabilities achieve to high standards and become independent, productive citizens. Focusing on students with learning disabilities, the *University of North Carolina - Chapel Hill* will be developing case-based modules that can be used in preservice methods and curriculum classes and inservice seminars. Each module will incorporate universal design for curriculum and the development of appropriate coping systems within the areas of social studies and science. The *University of Central Florida* will develop and disseminate a teacher preparation package to ensure that teacher candidates will actively involve families in educational decisions. In order to provide comprehensive personnel training to advocate for, develop, and implement high-quality transition services, The Center for Research at the *University of Kansas* will develop an online master's program in secondary special education and transition. At the *University of Cincinnati*, a project will develop a model training and support system to prepare school speech-language pathologists to assess performance in the regular classroom, identify curriculum standards and benchmarks, and plan educationally relevant IEPs.

Partnership to Link Personnel Training and School Practice

(84.325P; \$1,162,000; 4 continuing grants).

This priority supports projects to develop, implement, and evaluate innovative models for engaging general education and special education faculty in IHEs and general education and special education teachers and instructional leaders in local schools and districts in a dynamic and enduring partnership to enhance and simultaneously improve the quality of preservice preparation and ongoing professional development of teachers and instructional leaders. The *University of South Florida* will examine improving services to children and youth with special needs through reforming the elementary and special education preservice curricula, clarifying the current and emerging roles and responsibilities of special educators in inclusive schools, and instituting a model for professional development that actively involves general and special education teachers in researching their own teaching. The *University of Colorado* will build on existing collaborations to develop, implement and evaluate a district-university partnership model designed to meet the needs of students with disabilities in general education classrooms through: 1) exemplary teacher preparation; 2) continuing results-oriented, professional development for district/university faculty; 3) the integration of research/evaluation and practice; and 4) exemplary education for all students, including students with disabilities. The project at *DePaul University* is a school partnership that will respond to three critical needs: the need for teacher training programs that link Institutes of Higher Education (IHE) and public schools; the need for a greater number of well-trained special education teachers; and the need for regular education teachers trained to respond to the needs of students with disabilities in regular education environments. Project Plus of *California State University, Los Angeles*, is a model of professional development that develops and implements early literacy intervention for English language learners from urban, high poverty backgrounds who are very likely to be identified as having learning disabilities.

Center to Inform Personnel Preparation Policy and Practices in Special Education

(84.325Q; \$850,000; 1 continuing cooperative agreement).

This priority supports a research and dissemination project focused on the problem of providing adequate numbers of qualified professionals for special education and other disciplines that serve students with disabilities. Entitled the "Center on Personnel Studies in Special Education" (COPSSE) and based at the *University of Florida*, the research content of the Center is organized into three areas: certification and licensure, professional preparation, and supply and demand. COPSSE will conduct a synthesis of relevant research, develop and prioritize research questions, and design studies to address those questions. The Center will also develop policy implications and disseminate their findings through an extensive network of professional organizations and other outlets.

Parent Training and Information Program

FY 2001 Appropriation: \$26,000,000

Purpose: The purpose of the Parent Training Program is to provide training and information to parents of infants, toddlers, children, and youth with disabilities and persons who work with parents to enable such individuals to participate more effectively with professionals in meeting the educational needs of parents, parents of children with limited English proficiency, and parents of children who may be inappropriately identified.

Program Activities:

Parent Training and Information Centers

(84.328M; \$21,722,000; 23 new and 50 continuing grants).

The purpose of this statutory priority is to provide parent training and information centers that will help ensure that parents of infants, toddlers, children and youth with disabilities (including low-income parents, parents with limited English proficiency, and parents with disabilities) and persons who work with these parents and their children have the training and information they need to enable them to participate effectively in: helping their children meet developmental goals, helping their children meet challenging, and preparing to lead productive and independent adult lives to the maximum extent possible. Two PTIs serve as special focus centers: A project at *Washington PAVE, Tacoma, WA*, has been developed to provide military parents with needed support and resources to increase their ability to effectively advocate for their children with disabilities. *Families Together of Palouse, Moscow, ID*, will address specific issues surrounding American Indian, Alaskan Native, and Hawaiian Native children and families with special needs.

Community Parent Resource Centers

(84.328C; \$2,770,000. 20 new grants and 7 continuation grants).

This priority is designed to support local parent training and information centers to ensure that underserved parents of children with disabilities, including low-income parents, parents of children with limited English proficiency, and parents with disabilities, have training and information that enables them to participate effectively in helping their children with disabilities access the special education system. In *St. Thomas, Virgin Islands*, the Country Hills Project trains and provides information to parents, teachers, related agencies, service providers, and the general population about students with disabilities and their needs and rights under the IDEA. The community-based parent support program *Discapacitados Abriendose Caminos*, in *St. Paul, MN*, provides information and support, as well as assistance in meeting life needs, to Latino families who have a child with a disability. Focusing on Hmong, Hispanic, and low-income parents who are traditionally underserved, the *Burke County Parent Resource Center, Morganton, NC*, will conduct activities that enable parents to participate more effectively in helping their children with disabilities to achieve developmental goals in early intervention or school.

Technical Assistance to Parent Projects

(84.029R; \$1,427,000; 1 continuing cooperative agreement).

The Alliance Project, out of the *PACER Center, Inc., Minneapolis, MN*, provides the coordination and technical assistance to support the Parent Training and Information (PTI) Centers and the Community Parent Resource Centers (CPRC). A primary goal is to expand the leadership capability of the centers to enable them to provide information and training to an increasing number of parents and children with disabilities. Other activities of the Alliance Project include: (1) planning and conducting one national and four regional conferences each year; (2) conducting an assessment of the training and information needs of the PTIs; (3) providing direct technical assistance to PTIs on management processes or content areas as

identified through the needs assessment; (4) improving the technological capacities of the PTIs; (5) identifying effective strategies for working with parents, families and schools, and incorporating these strategies into training materials; and (6) providing direct technical assistance to PTIs and other parent centers that serve underserved and under represented populations.

Technical Assistance & Dissemination

FY 2001 Appropriation: \$53,481,000

Purpose: Funds are used to support institutes, Regional Resource Centers, clearinghouses and programs that assist States and local entities to build their capacity to improve early intervention, educational, and transitional services and results for children with disabilities and their families, and to address systemic-change goals and priorities. Technical assistance and dissemination projects also have a role to play in promoting knowledge production, the integration of research and practice, and the use of professional knowledge.

Program Activities:

Information and Technical Assistance on Age/Grade Issues

National Clearinghouse on Postsecondary Education for Individuals with Disabilities

(84.326H; \$500,000; 1 new grant).

This priority is to support a National Clearinghouse on Postsecondary Education to disseminate information on postsecondary education options for students with disabilities. In order to engage a broader audience in provision of supports to postsecondary education for individuals with disabilities to reach their potential, *George Washington University* will collect information, develop products, and disseminate information and materials relevant to multiple audiences. In the effort to build a comprehensive network for all people with disabilities, expanded outreach will include non-traditional and previously untapped audiences, and resources will be accessible in a variety of formats and languages.

Early Childhood Technical Assistance Center

(84.326E; \$3,800,000 agreement).

The center, located at the University of North Carolina, Chapel Hill, NC, is providing technical assistance to States, territories, and projects funded through the Early Childhood Program. The National Early Childhood Technical Assistance Center provides technical assistance to all States, outlying areas and the Bureau of Indian Affairs, in order to (1) assist each entity in implementing comprehensive and quality early intervention services under Part C for children ages birth through two and their families; and educational and related services for young children with disabilities (ages three through five), including minority children and children with limited English proficiency, and (2) help entities respond to needs identified through their self-assessment and through Federal and State monitoring activities. The center also provides technical assistance to early childhood model demonstration, outreach and research projects funded by the Office of Special Education Programs (OSEP) under the IDEA.

Elementary and Middle Schools Technical Assistance Center (EMSTAC)

(\$3,000,000; 1 continuing contract).

The overall purpose of this project under the direction of the *American Institutes for Research, Washington, D.C.* is to develop a comprehensive national technical assistance model for elementary and middle schools. Strategies to accomplish this goal include selecting a sample of school districts to receive technical assistance; conducting a needs assessment; designing a comprehensive, systematic technical assistance approach; establishing a resource bank; evaluating the results of the technical assistance efforts in the sample districts; and expanding the technical assistance approach to a national scope.

National Secondary Education and Transition Technical Assistance Center for Youth with Disabilities

(84.326J; \$2,200,000; 1 continuing cooperative agreement).

The purpose of The National Secondary Education and Transition Technical Assistance Center (SETTAC) is to respond to the technical assistance (TA) and information needs of: state-level education reform and systems change initiatives, local education agencies and community-based programs, workforce development agencies and initiatives, youth with disabilities and families, the national network of technical assistance and dissemination providers, and federal agencies and national organizations. Based at the *University of Minnesota*, SETTAC will establish four Technical Assistance (TA) Networks: 1) the Secondary Education Assessment and Curriculum Network; 2) the Postschool Outcomes/Results Network; 3) the Student and Family Participation Network; and 4) the Systems Linkages and Services Coordination Network. Using these networks, SETTAC will: 1) provide technical assistance on assessment, curriculum, instruction, school retention, and the planning/delivery of transition services; 2) translate research into practice, and identify and promote innovative and exemplary secondary education and transition programs and practices; 3) generate policy information that promotes systems change and the effective coordination of services; 4) improve the knowledge, skills, and capacity of students and families to participate in secondary education and transition planning; and 5) disseminate relevant information to multiple audiences.

Information and Technical Assistance on Policy/Disability Issues

Center for Positive Behavioral Interventions and Supports

(84.326S; \$650,000; 1 continuing cooperative agreement, co-funded by the Office of Safe and Drug Free Schools).

The purpose of the center is to assist schools in designing and implementing effective school wide positive behavioral intervention and support programs by creating greater awareness of research-based approaches, including identifying state and local policies which support them, and by building the necessary knowledge base, momentum, and resource networks to encourage their widespread application. The center will be based at the *University of Oregon, Eugene, OR*, in collaboration with key personnel at the University of Kansas, University of Kentucky, University of Missouri, and University of South Florida. The focus is on the development and maintenance of systems of practices, structures, and policies that: enable school staff to sustain the adoption of research-validated practices; foster positive teaching and learning environments in schools, including school-wide, classroom, non-classroom and individual student subsystems, for all students and staff; and efficiently and effectively supports students with severe emotional and behavioral disorders.

National Clearinghouse on Deaf-Blindness

(84.326U; \$400,000; 1 continuing grant).

The purpose of the D-B Link project which operates under the leadership and central management of the teaching research division of *Western Oregon State University* is to establish a national clearinghouse on deaf-blindness to improve outcomes for children and individuals who are deaf-blind. It makes available specialized knowledge, effective practices, research, and other informational resources related to deaf-blindness. To carry out this important role, the clearinghouse identifies, collects, organizes, and disseminates information related to deaf-blindness, including research-based and other practices with established effectiveness in improving results for children who are deaf-blind.

National Technical Assistance for Children who are Deaf-Blind

(84.326T; \$1,700,000; 1 new grant).

The purpose of this priority is to support one national project that provides technical assistance, training, and information to State deaf-blind projects, families, model demonstration projects, and other agencies

and organizations that are responsible for the provision of early intervention, special education, related services, and transitional services for infants, toddlers, and children who are deaf-blind. The National Technical Assistance Consortium for Children and Young Adults who are Deaf-Blind (NTAC) at *Western Oregon University* has two primary goals: First, to increase the capacity of States, LEAs, early intervention programs, and other agencies to improve policies and practices that will result in appropriate assessment, planning, placement, and services for children/youth who are deaf-blind; and second, to increase the capacity of State projects, as well as State and local agencies, to utilize research-based practices and to increase the implementation of IDEA in order to improve outcomes for children and youth who are deaf-blind.

Center on Implementing Inclusive Education for Children with Disabilities in Urban Districts as Part of Education Reform

(84.086C; \$1,000,000; 1 continuing cooperative agreement).

The National Institute for Urban School Improvement, located at the *University of Colorado at Denver*, focuses on children with severe disabilities and is supporting urban communities as they build successful and sustainable inclusive schools through networking, technology, action research, professional development, model building, and dissemination. The National Institute focuses its activities on three centers: (1) A Research Synthesis Center studies effective schooling practices and outcomes, urban life and culture, and community stakeholders; (2) An Implementation Center studies the linkages between school districts and institutions of higher education and the impact on preservice school professional preparation, action-research agendas, and the development of leadership teams, and (3) A Marketing, Dissemination, and Utilization Center studies school reform agendas and educational networks within the general and special education communities with the aim of creating high quality inclusive urban schools through information access and networking.

Center to Support the Achievement of World Class Outcomes for Students with Disabilities

(84.159C; \$850,000; 1 continuing cooperative agreement).

The purpose of this Center, located at the *University of Minnesota at Minneapolis* is to assist States in implementing activities to improve outcomes for students with disabilities and to assist in the implementation of the requirements of Goals 2000 for students with disabilities. The Center, working with Regional Resource Centers funded under IDEA, other technical assistance providers, and States, will develop and facilitate the use of appropriate accommodations and adaptations of assessments for students with disabilities. Other activities for the Center include: promoting the use of outcome-related data for students; documenting the extent to which students with disabilities are included in State activities; developing national-level data on the status of outcomes for students with disabilities and the degree to which these students are achieving the National Education Goals; reporting on technical advances in the accommodation and participation of students with disabilities; working with researchers and developers who are conducting related work and facilitating the exchange of information among such projects; and assisting States and the Department to ensure that standards-setting and assessment processes and documents, as well as any other Goals 2000 related activities, include the perspectives of the disability community.

State & Federal Policy Forum for Program Improvement

(84.326F; \$400,000; 1 continuing cooperative agreement).

The grantee, the National Association of State Directors of Special Education, Inc., Alexandria, VA, through the establishment of the State/Federal Forum for Program Improvement (Project FORUM), assists the Office of Special Education Programs in communicating with policy makers, practitioners, and consumers on issues of national significance relating to the education of infants, toddlers, children, and youth with disabilities. In this role, Project FORUM identifies and prioritizes information needs through

forums and participation in electronic communication; maintains and makes accessible a State Policy database; and analyzes critical and emerging issues that can be utilized to support policy and implementation decisions and promote the use of information for program improvement at all levels.

Outreach Services to Minority Entities to Expand Research Capacity

(84.326M; \$1,082,000; 1 continuing grant).

This priority provides funding to the *University of South Florida* to increase the participation of Historically Black Colleges and Universities, and other institutions of higher education with minority enrollments of at least 25 percent, in discretionary research and development grant activities authorized under the Individuals with Disabilities Education Act (IDEA). An additional purpose of this project is to increase the capacity of individuals at these institutions to conduct research and development activities in early intervention, special education, and related services. The project will provide outreach and technical assistance to these institutions to increase their participation in competitions for research, demonstration and outreach grants, cooperative agreements, and contracts funded under the IDEA.

Information and Assistance to State Agencies

National Center on Dispute Resolution

(84.326D; \$500,000; 1 continuing cooperative agreement).

The center, which is located at *Direction Service, Eugene, OR*, provides technical assistance on dispute resolution procedures, with an emphasis on procedures other than due process hearings, to all States and outlying areas. In addition, the center coordinates with the existing technical assistance to parents projects to provide technical assistance to all parent training and information centers and community parent resource centers; develops information exchanges with other technical assistance and information dissemination systems; and disseminates information on best practices in dispute resolution. The center's partners include the Mediation Information and Resource Center, the National Association of State Directors of Special Education, the National Information Center for Children and Youth with Disabilities, the Technical Assistance Alliance for Parents Centers, Western Oregon University, and the Western Regional Resource Center.

Regional Resource Centers

(84.326R; \$7,240,000; 6 continuing cooperative agreements).

The Regional Resource Centers (RRCs) provide technical assistance and training to State educational agencies, and through those State educational agencies, to local educational agencies and other appropriate public agencies providing special education and related services. The purpose of this assistance is to aid these agencies in providing early intervention, special education and related services to infants, toddlers, children and youth with disabilities and their families. The program is designed to provide services to all States and territories, the District of Columbia, and the schools of the Bureau of Indian Affairs. The centers provide a wide range of assistance to State education agencies, including: assistance in developing, identifying, and replicating successful programs and practices; assisting in the training of parents and professionals; providing information, expert consultation and resources on State-specific issues; providing inservice training; and helping States with strategic planning. Regional Resource Centers are located at the following institutions: *Trinity College of Vermont, the University of Kentucky, Auburn University – Montgomery, Ohio State University, Utah State University, and the University of Oregon.*

State and Multi-State Projects and Optional Matchmaker Projects for Children and Young Adults who are Deaf-Blind

(84.326C; \$9,200,000; 48 continuing grants).

Two types of projects are funded under this competition: State and Multi-State Projects and Optional Matchmaker Projects. The State and Multi-State Projects provide technical assistance, information, and training that address the early intervention, special education, related services, and transitional service needs of children with deaf-blindness and enhance State capacity to improve services and outcomes for such children and their families. Optional Matchmaker projects are intended to expand the capacity of State and local educational agencies beyond that supported by the State and Multi-State project, to effectively serve children who are deaf-blind by developing, implementing, evaluating, and disseminating new or improved approaches for providing early intervention, special education and related services to infants, toddlers, and children who are deaf-blind. Each State, and Puerto Rico, has a minimum of one such project.

General Support for Implementation of IDEA

National Information Center for Children with Disabilities (NICHCY)

(84.326N; \$1,100,000; 1 continuing cooperative agreement).

This project provides parents, professionals and others with current and factual information regarding the diverse issues related to the education of children and youth with disabilities. The Clearinghouse, located at the *Academy for Educational Development, Washington, D.C.*, disseminates information on the characteristics of infants, toddlers, and children with disabilities and on the programs, legislation, and services related to early intervention or education under IDEA; participates in outreach, technical assistance, and dissemination of information on issues related to children with disabilities; promotes public awareness of disability issues and the availability of relevant information, programs, and services; disseminates information related to early intervention, education and related services that is responsive to current and future informational needs of parents, professionals, and individuals with disabilities; provides technical assistance to agencies and organizations seeking to establish information and referral services; and develops strategies to disseminate information to underrepresented groups such as those with limited English proficiency.

Linking Policy and Practice Audiences to the 1997 Amendments of IDEA

(84.326A; \$6,093,000; 4 continuing grants).

This priority supports awards to four partnerships between associations and other entities so they can contribute to the successful implementation of IDEA, including Part C. These partnerships were established in order to inform and provide support to their members and constituents in understanding the changes to the law, the implications of these changes, and how research-based practices can be used to implement the law. These partnerships collaborate to meet the needs of one of four audiences: policy makers, service providers, local-level administrators, and families and advocates. One partnership will be supported for each audience. *The National Association of State Directors of Special Education (NASDSE), Alexandria, VA*, with the collaboration of eleven primary partners conducts the Policy Maker Partnership. This partnership will provide constituency groups with research-based information, support, and technical assistance to assist in reviewing and revising policies addressing the education of students with disabilities and aligning them with the goals of IDEA 97. They will also develop, administer, and manage systems change strategies for implementing IDEA 97 in the context of general education reform. *The Pacer Center, Minneapolis, MN* conducts the Families and Advocates Partnership with eleven core partner associations representing general and special education interests. The goals of the partnership are to inform and provide support to families and advocates through a partnership between families and

disability organizations. It also promotes research-based practices that positively influence the results for children with disabilities in accessing challenging curricula, meeting high expectations, realizing success through ongoing assessment of progress, and increasing involvement of parents and disability advocates in children's programs. Further, it maintains effective and efficient networking, marketing, and outreach activities to ensure broad-based understanding of the 1997 IDEA changes and promote proper implementation at the state and local levels. The Service Providers Partnership is conducted by the ***Council for Exceptional Children (CEC), Reston, VA***, and eight primary partners, to provide accurate information regarding IDEA 1997 to every school/early intervention site in the United States. They will also assure that responsive systems are in place for facilitating implementation of IDEA, and develop a critical mass of leadership sites implementing effective IDEA instructional practices for young children and students with disabilities. ***CEC*** will also conduct the Partnership for Local Level Administrators with seven primary partners. The goals of the project are: 1) to increase the knowledge of local administrators about the range of options for meeting the legal requirements of IDEA 97 through telecasts, electronic venues, and multimedia packages in at least 7,000 school districts; 2) establish a technical assistance/materials development and evaluation process in at least 7,000 school districts; 3) accelerate IDEA knowledge accumulation in and dissemination to at least 4,000 school districts by collaborating with a network of cross-functional teams; 4) provide guidance for administrators in at least 4,000 districts concerning school wide models for implementing IDEA; and promote site-based IDEA leadership models.

National Clearinghouse on Careers and Professions Relating to Early Intervention and Education for Children with Disabilities

(84.326P; \$750,000; 1 continuing cooperative agreement).

The mission of the clearinghouse, located at ***The Council for Exceptional Children, Reston, VA***, is to collect, analyze, and disseminate information on current and future national, regional, and State needs for special education and related services personnel. It also serves to: develop and disseminate information to potential special education and related services professionals concerning career opportunities, location of preparation programs, and various forms of financial assistance; improve and maintain a knowledge base concerning appropriate programs preparing special education and related services professionals; establish networks of local and State educational agencies and professional associations; and provide technical assistance to institutions of higher education seeking to meet State and professionally recognized standards. The clearinghouse, proposes to expand its mission to implement targeted marketing campaigns and dynamic information networks to strengthen the continuum of career and professional development of diverse educational professionals and paraprofessionals.

Center to Promote the Access to and Participation by Minority Institutions in Discretionary Programs Authorized under the IDEA

(84.920T; \$1,500,000; 1 continuing cooperative agreement).

The Alliance Project, relocated to ***Vanderbilt University***, addresses the increasing demand for, and declining number of personnel from, historically underrepresented ethnic groups in special education and related services. The project will also address the enhancement of institutional and program quality at Historically Black Colleges and Universities and other minority institutions, including their access to external funding to support students and their personnel preparation programs.

Federal Regional Resource Center

(\$500,000; 1 continuing contract).

The Federal Regional Resource Center (FRRC), located at the ***Academy for Educational Development, Washington, D.C.***, serves to identify emerging issues and needs relating to the efforts of State and local governments to provide education and related services to children and youth with disabilities. The FRRC also helps to ensure that the technical assistance and information that the various Regional Resource

Centers provide to State education agencies reflects a national perspective and is consistent in terms of content and strategy.

Technical Assistance in Data Analysis, Evaluation, and Report Preparation

(\$1,500,000; 1 continuing contract).

The purpose of the contract with the Westat Corporation, Rockville, MD is to collect and analyze State-reported data related to the provision of a free and appropriate public education to all children with disabilities; analyze data related to significant and emerging trends and issues in the education of children with disabilities; prepare and produce the Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act; and, provide technical assistance to States to improve the quality of State-reported data.

Education Resource Information Center- ERIC/OSEP Special Project

(\$750,000; one continuing contract jointly funded with the Office of Educational Research and Improvement).

The ERIC Clearinghouse on Disabled and Gifted Children, located at the *Council for Exceptional Children, Reston, VA*, processes and disseminates, through ERIC and outside channels, information on special education research in progress; establishes an ongoing collaborative mechanism to provide products and services related to research in special education; and develops a collaborative mechanism for reviewing research results and responding to emerging special education issues.

Technology Development, Demonstration, and Utilization

FY 2001 Appropriation: \$38,710,000

Purpose: This program supports the development, testing, and application of technological innovation with three major objectives. The first objective is to promote the educational advancement of individuals with disabilities by carrying on research in the use of educational media for individuals with disabilities; producing and distributing educational media for the instruction of individuals with disabilities, their parents, their actual or potential employers, and other individuals directly involved in work for the advancement of individuals with disabilities; training individuals in the use of educational media for instruction of individuals with disabilities; and utilizing educational media to help eliminate illiteracy among individuals with disabilities. The second objective is to promote the general welfare of deaf and hard-of-hearing individuals by bringing to those individuals an understanding and appreciation of films, videos, and television programs that play an important part in the general and cultural advancement of hearing individuals. Finally, this program aims to promote the general welfare of visually impaired individuals by bringing an understanding and appreciation of textbooks, films, television programs, video materials, and other educational publications and materials that play an important part in the general and cultural advancement of visually unimpaired individuals, and ensuring access to television programming and other video material.

Program Activities:

Technology Development

Steppingstones of Technology Innovation for Students with Disabilities

(84.327A; \$5,734,000; 11 new grants and 15 continuation grants).

The purpose of this priority is to support projects that conduct work in development, research on effectiveness, or research on implementation of a technology-based approach to: improve results, improve access to and participation in the general curriculum, and improve accountability and participation in education reform for students with disabilities. A project at *James Madison University* will field test "The Learning Toolbox," a website designed to assist students with learning disabilities and ADHD to become more effective learners using research-based strategies. The Learning Toolbox is designed for independent use by students, special and general education teachers, and parents. *Johns Hopkins University* will develop a hand-held electronic data tool, the Student Compass On-Line (SCO) that will assist middle school students in the general classroom. The SCO will assist students in collecting information related to their daily performance and prompt them to employ cognitive, self-regulation, task-attack, goal-setting, and problem-solving strategies to improve their academic, teamwork, and social skills performance. At *Northeastern University*, a project will evaluate whether synthetic and/or digitized speech output from augmentative and alternative communication devices fosters or hinders natural speech development for students with little to no functional speech. A system for providing and integrating refreshable Braille technology into the general education classroom will be developed by the *Research Foundation of SUNY*.

Center to Support Technology Innovation for Students with Disabilities

(84.327Z; \$750,000; 1 new cooperative agreement)

The purpose of this priority is to support a cooperative agreement for a Center to improve the use of technology to achieve better early intervention and educational results for infants, toddlers, and children with disabilities by: a) cultivating a collaborative network; b) analyzing, synthesizing, and disseminating research-based best practice information; c) promoting the distribution and use of technology-related products and approaches with potential to improve results, including products and approaches developed

with OSEP funding; and d) analyzing needs, issues, trends, and promising approaches. This center will be based at the *American Institutes for Research, Washington, DC*.

Research Institute on Technology for Early Intervention

(84.327X; \$500,000; 1 new grant).

The purpose of this priority is to fund a research institute to study the use of technology to enhance the development of infants and toddlers with disabilities ages birth to three years. *Thomas Jefferson University* will address this priority guided by a conceptual model that views families as the center of their children's learning and development. A comprehensive program of research to gain a broad-based view of assistive technology within early intervention will be implemented in five areas: 1) assistive technology use; 2) policy and resources; 3) decision-making practices; 4) training and support; and 5) dissemination.

Using Research to Help Children Learn to Read

(84.327B; 1 continuing grant).

The purpose of this project is to demonstrate the use of existing publicly funded telecommunications systems to provide the public, families, and teachers with research-based information on early diagnosis of, intervention for, and effective strategies for teaching reading to young children with disabilities demonstrating difficulties learning to read. *The Greater Washington Educational Telecommunications Association, Inc. (GWETA)* was the recipient of this grant and recently launched Reading Rockets, "a multimedia project that looks at how young children learn to read, why so many struggle, and how we can help them." The website for this project is: www.readingrockets.org

Center to Link School Districts with Information and Support on the Use of Technology, Educational Media, and Materials

(\$834,000; 1 continuing contract).

The *Education Development Center, Newton, MA* is establishing the Center to Link Urban Schools with Information and Support on Technology and Special Education (LINK*US). LINK*US works to improve educational outcomes for students with disabilities by linking urban school districts to available and relevant information and support on the effective use of technology. The goal is to enable districts to (1) identify their needs and make plans based on those needs; (2) have access to information and support that is closely aligned with their needs and plans; and (3) develop the capacity to monitor, document, and evaluate the outcomes.

The Family Center on Technology and Disability

(\$810,000; 1 continuing contract).

The center, which is located at the *United Cerebral Palsy Associations, Washington, D.C.*, helps other programs and organizations to provide information and support about available technology to families of children with disabilities. It assesses needs and resources, forms a broad-based network, collects, develops, and disseminates materials, and participates in meetings and events.

Small Business Innovative Research (SBIR)

(\$1,693,000; 20 continuing contracts).

The Department of Education participates in the Small Business Innovative Research (SBIR) program authorized by the Small Business Innovation Development Act of 1982. Under this program, a specified percentage of the Department's research and development funds must be awarded through special competitions to profit-making small businesses. Programs administered by the Office of Special Education and Rehabilitative Services are major sources of funding in the Department for SBIR awards. *Dancing Dots Braille Music Technology, Upper Darby, PA*, will develop a new module for GOODFEEL, which will be capable of interpreting files in Score format by extracting all musical data relevant to producing a

Braille score and passing them on to GOODFEEL's existing formatting functions. *Applied Sciences Laboratory, Inc., Albuquerque, NM*, will develop a capability for computers to recognize partially structured speech as spoken by an instructor in a classroom, and will present the recognized speech to students in the classroom in real time. The *American Research Corporation of Virginia, Radford, VA*, will develop and evaluate interactive multimedia for diffusion of job matching and searching strategies to adolescents with disabilities in grades 9-12.

Captioning and Media Services

Accessible Educational TV

(84.327E; \$1,125,000; 6 new cooperative agreements).

This priority provides for the description and captioning of widely available noncommercial educational and instructional programming which is suitable for classroom use and is shown on broadcast, satellite, or basic cable television. The *Narrative Television Network, Tulsa, OK*, will caption and describe nationally distributed instructional television through the Cable in the Classroom program. The *WGBH Educational Foundation, Boston, MA*, will make the educational program Blue's Clues accessible to children through captioning and description. *CaptionMax, Inc., Minneapolis, MN*, has two projects which will caption and describe National Educational Telecommunications Association (NETA) programming and Cable in the Classroom programming. *VITAC Corporation, Inc., Canonsburg, PA* will caption and describe educational programming for the Animal Planet Network. *The National Captioning Institute, Vienna, VA* will caption and describe two educational programs: Standard Deviants and Clifford, the Big Red Dog.

Video Selection, Captioning, and Distribution

(84.327N; \$3,350,000; 1 new cooperative agreement).

This priority supports one cooperative agreement for the selection, acquisition, open-captioning, and distribution of educational and general-interest media on a nonprofit, free-loan basis. The Caption Media Program at *The National Association of the Deaf* is the only free source of captioning information and training for beginning captioning agencies, media producers/distributors, schools and others.

Closed Captioned Daytime Television

(84.327S; \$1,000,000; 5 new cooperative agreements).

Through captioning, this priority continues and expands the variety of daytime programming available nationally to individuals who are deaf or hard of hearing. *Media Captioning Services, San Diego, CA* has two projects to provide captions for daytime news programming for CNN (Cable News Network) and the Fox News Channel. *Caption Max, Inc., Minneapolis, MN*, will bring accessible daytime programming to Spanish-speaking deaf and hard of hearing people by captioning, in Spanish, daytime programs on the Telemundo Network. The *National Captioning Institute, Inc., Vienna, VA*, has two projects to caption programming for CNN en Espanol, Outdoor Life, as well as programs on MSNBC, Oxygen, AMC, and Ovation.

Closed-Captioned Sports Programs

(84.327P; \$436,000; 5 continuing cooperative agreements).

This priority supports projects designed to continue and expand closed captioning of major national sports programs shown on national commercial broadcast or basic cable television networks. Captioning provides a visual representation of the audio portion of the programming and enables individuals who are deaf or hard of hearing to participate in the shared social and cultural experiences of national sporting events. The five funded projects, two from *VITAC Corporation, Inc., Canonsburg, PA* and one each

from *The National Captioning Institute, Vienna, VA, Media Captioning Services, Carlsbad CA, and Caption Max, Inc., MN*, provide closed-captioning of televised playoff and championship games and continue to provide expanded access to sporting events on major broadcast networks (ABC, CBS, NBC, FOX), basic cable, and satellite.

Research on Educational Captioning

(84.327H; \$250,000; 2 continuing grants).

This priority supports research on captioning of educational media and materials. Research can be based on the instructional use of captioning or the use of captioning as a language development tool for enhancing the reading and literacy skills of individuals who are deaf and hard of hearing. Media and technology explored or used by projects funded under this priority may include, but are not limited to television—including high-definition television, videos, and other media and multimedia technologies such as interactive videodiscs and CD-ROMs. The *Institute for Disabilities Research and Training, Silver Spring, MD* is exploring how the eye movement patterns of deaf children relate to their skill in reading both captions and printed text, and whether caption reading habits (viewing frequency, type of program, etc.) relate to eye movement and printed text reading skills. The *WGBH Educational Foundation, Boston, MA*, will investigate comprehension differences when deaf and hard-of-hearing children watch videos with edited captions versus near-verbatim captions. The project will evaluate effects of edited captions -- captions with a slower presentation rate and modified language -- on comprehension.

Closed-Captioned Television Programs

(84.327U; \$4,901,000; 18 continuing cooperative agreements).

This priority supports projects that provide closed-captioning of television programs in several areas, such as national news and public information programming; syndicated television programming; and children's programs. Grantees under this priority include *WGBH Educational Foundation, National Captioning Institute, Inc., Media Captioning Services, VITAC, and Caption Max, Inc.*

Video Description Projects

(84.327C; \$700,000; 2 new cooperative agreements).

This priority supports the description of diverse national television programming in order to enhance shared educational, social, and cultural experiences of persons with visual impairments. Utilizing relationships with Nickelodeon, Discovery Networks, CNN, Weather Channel, and Court TV, the *Narrative Television Network, Tulsa, OK*, will provide video description for Cable in the Classroom educational television programming. *WGBH Educational Foundation, Boston, MA*, will make video description available on Turner Classic Movies, Lifetime, Nickelodeon, FOX, and the Turner Entertainment Network.

Video Description

(84.327J; \$800,000; 4 continuing cooperative agreements).

This priority supports projects that provide video description in two areas: (a) broadcast and cable television programs; and (b) home video. The purpose of the activity is to describe television programs and videos in order to make them more accessible to children and adults with visual impairments; and thereby, enhance their shared educational, social, and cultural experiences. The project at *Narrative Television Network, Tulsa, OK* provides blind and visually impaired children and adults with described syndicated television and movie programming. The *WGBH Educational Foundation, Boston, MA* project continues to make educational programs and movies on home video, as well as public and cable children's television programs, accessible to people who are blind or visually impaired.

Closed Captioned Spanish Programming

(84.327F; \$395,000; 2 continuing cooperative agreements).

This priority supports a variety of television programs broadcast or cablecast in Spanish to be captioned in that language so that Latino individuals who are deaf or hard of hearing can have access to those same programs as their family and friends. *The National Captioning Institute, Vienna, VA*, will provide captions for Spanish language television programming on CNN *en Espanol*. *Caption Max, Inc., Minneapolis, MN*, will provide real-time Spanish captions for programs on Telemundo.

Closed Captioned Local News and Public Information

(84.327L; \$1,000,000; 13 continuing cooperative agreements). This program provides for start up costs and for the captioning of local television programming utilizing the real-time stenographic method preferred by consumers who are deaf or hard of hearing. Representative projects include *Visual Audio Captioning, Fairfax, VA*, which has three projects to provide captions for local news programs on W*USA, WOIO-TV, and WUAB. *Closed Captioning Services, Grand Rapids, MI*, has two projects to provide captions for WOOD-TV and WZZM. *Caption Services of Kansas, Lawrence, KS*, will provide captions for KTUL. *LNS Captioning, Portland, OR*, will provide captions for a variety of local news programming including the Oregon Legislature and the Portland City Council.

Recorded Audio Cassettes for Visually and Print Disabled Students

(84.327K; \$9,500,000; 1 new grant).

This priority will promote the utilization of advanced technology to support the translation of printed educational media to alternative formats for use by students with visual impairments and print disabilities. *Recordings for the Blind and Dyslexic, Inc.*, will research, design, and construct an accessible library of digital textbooks. After production of these textbooks, the project will begin a broad-scale distribution of content in digital formats on CD-ROM and over the Internet.

Cultural Experiences for Deaf or Hard of Hearing Individuals

(84.327T; \$533,000; 5 new grants)

This priority supports a variety of cultural activities designed to enrich the lives of deaf or hard-of-hearing individuals, children or adults. These activities must use an approach that integrates deaf or hard-of-hearing individuals with those who can hear, while conducting experiences that will increase public awareness and understanding of deafness, deaf culture, and of the artistic and intellectual achievements of deaf and hard-of-hearing individuals. *Seattle Children's Theatre Association* will provide opportunities for deaf and hard-of-hearing youth to develop personally and artistically through theatre education and theatre arts training taught by deaf theatre professionals. *Lexington School for the Deaf, Jackson Heights, NY*, will integrate deaf and hard-of-hearing children and adults with hearing children and adults in dance education and theatrical productions. The *Bethesda Academy of Performing Arts, Bethesda, MD*, will work to build academic, artistic, and social skills, and self-confidence in deaf students. Through theatre, the program will open the culture of the deaf to people in the hearing world, and vice versa. *Quest: Arts for Everyone, Lanham, MD*, will provide a variety of cultural activities to enrich the lives of deaf and hard-of-hearing people and will increase training and employment opportunities in the arts for people who are deaf and hard of hearing through its Theatre Bridge Project. The *International Center on Deafness and the Arts, Northbrook, IL*, will explore the impact of theatrical experience on the total development of individuals who are deaf or hard of hearing by providing training, knowledge, and skill development that will lead to the enhancement of the adult experience, irrespective of hearing status or cultural background.

Theatrical Experiences for the Deaf

(84.327D; \$1,487,000; 1 new and 1 continuing cooperative agreement).

The purpose of the National Theater of the Deaf, Inc. (NTD), Chester, CT, is to support a five-week professional training school for actors with hearing impairments, who in turn, conduct national tours before a wide variety of audiences, providing role models for many children with disabilities. In addition to annual national tours, NTD performs for a variety of organizations, provides theater arts instruction to school programs, conducts summer school sessions, and works with other persons with disabilities to provide them with training in theater arts. *Deaf West Theater Company, Inc., North Hollywood, CA*, will provide training in drama and theatrical production to actors and artists who are deaf and hard of hearing, in order to cultivate their skills, develop self-esteem and cultural pride, and create a legacy of Deaf culture.

This project will provide outreach activities including professional and technical assistance to regional and local theater companies throughout the nation through the establishment of a clearinghouse, and will produce and promote a series of videotaped performances for distribution and broadcast.