NATIONAL ACTIVITIES–IDEA PART D

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

Relationship of Program to Volume 1, Department-wide Objectives: Goal 1 (all students reach challenging academic standards), including Objectives 1.4, 1.5, and 1.7; Goal 2 (build a solid foundation for learning), including Objectives 2.1, 2.2, 2.3, and 2.4; Goal 4 (focus on results, service quality, and customer satisfaction), including Objectives 4.1, 4.3, and 4.4.

FY 2000—$281,511,000

FY 2001—$315,589,000 (Requested budget)

OBJECTIVE 1: PROGRAMS RESPOND TO CRITICAL NEEDS OF CHILDREN WITH DISABILITIES AND THEIR FAMILIES.

Indicator 1.1 Responsive to critical needs: The percentage of IDEA program activities that are determined by expert panels to respond to critical needs of children with disabilities and their families will increase. (a) Research and innovation, (b) Technology, (c) Personnel preparation, (d) Technical assistance, and (e) State improvement.

Targets and Performance Data					Assessment of Progress	Sources and Data Quality
Percentage of program priorities					**Status:** Unable to judge.	**Source:** Expert panels.
	1999 Actual	**1999 Target**	**2000 Target**	**2001 Target**		*Frequency:* Annually.
Research and innovation:					**Explanation:** Baseline data to be available in 2000.	*Next update:* 2000.
Technology:						**Validation Procedure:** Data validated by internal review procedures of an experienced data collection contractor.
Personnel preparation:	**No data available**	**No target set**	No target set	N/A		
Technical assistance:						**Limitations of Data and Planned Improvements:** All five program areas will be assessed by expert panels in 2000. A pilot was conducted in 1999 to determine the validity of the expert panel approach.
State improvement:						

OBJECTIVE 2: PROJECTS USE HIGH-QUALITY METHODS AND MATERIALS.

Indicator 2.1 Highest standards for methods and materials: Expert panels determine that IDEA-funded projects use exceedingly high-quality methods and materials. (a) Research and innovation (b) Technology (c) Personnel preparation (d) Technical assistance (e) State improvement.

Targets and Performance Data					Assessment of Progress	Sources and Data Quality
Percentage of projects that meet exceptionally high standards					**Status:** Unable to judge.	**Source:** Project applications.
		1999 Actual	**1999 Target**	**2000 Target**	**2001 Target**		*Frequency:* Annually.
Research and innovation	Research:	**60%**	**No target set**	65%	67%	**Explanation:** To be funded, each project must use high-quality methods and materials. This indicator identifies projects that use exceptionally rigorous research and evaluation methodology. Baseline data on one program area were collected in 1999. Data on remaining programs (technology, personnel preparation, technical assistance, and state improvement) will be collected in 2000.	*Next update:* 2000.
	Demonstra-tion:	**12%**	**No target set**	20%	24%		**Validation Procedure:** Verified by ED attestation process and ED Standards for Evaluating Program Performance Data.
	Outreach:	**20%**	**No target set**	25%	28%		**Limitations of Data and Planned Improvements:** Instrumentation will be expanded to include all five-program areas in FY 2000.

OBJECTIVE 3: PROJECTS COMMUNICATE APPROPRIATELY AND PRODUCTS ARE USED TO IMPROVE RESULTS FOR CHILDREN WITH DISABILITIES AND THEIR FAMILIES.

Indicator 3.1 Communication with target audiences: The percentage of IDEA-funded projects that communicate appropriately with target audiences will increase. (a) Research and innovation (b) Technology (c) Personnel preparation (d) Technical assistance

Targets and Performance Data					Assessment of Progress	Sources and Data Quality
Percentage of projects that communicate with target audiences					**Status:** Unable to judge.	**Source:** Expert panels.
	1999 Actual	**1999 Target**	**2000 Target**	**2001 Target**		*Frequency:* Annually.
Research and innovation:					**Explanation:** Target to be determined upon receipt of baseline data in 2000.	*Next update:* 2000 (baseline).
Technology:	**No data available**	**No target set**	Baseline to be set	N/A		**Validation Procedure:** Data validated by an experienced data collection contractor.
Personnel preparation:						
Technical assistance:						**Limitations of Data and Planned Improvements:** Because of the need to collect data 3 years after expiration of projects, there will be a time lag in collecting performance data.

Indicator 3.2 Practitioners use results: Expert panels determine that practitioners, including policy-makers, administrators, teachers, parents, or others as appropriate, use products and practices developed through IDEA programs to improve results for children with disabilities. (a) Research and innovation (b) Technology (c) Personnel preparation (d) Technical assistance (e) State improvement

Targets and Performance Data					Assessment of Progress	Sources and Data Quality
Percentage of expert panel with positive determination					**Status:** Unable to judge.	**Source:** Project applications.
	1999 Actual	**1999 Target**	**2000 Target**	**2001 Target**		*Frequency:* Annually.
Research and innovation	**N/A**	**No target set**	No target set	No target set	**Explanation:** Baseline data on two program areas were collected in 1999. Data on remaining programs will be collected 2000.	*Next update:* 2000.
Technology:	**78%**	**No target set**	89%	89%		**Validation Procedure:** Verified by ED attestation process and ED Standards for Evaluating Program Performance Data.
Personnel Preparation:	**N/A**	**No target set**	No target set	No target set		
Technical assistance:	**67%**	**No target set**	78%	89%		**Limitations of Data and Planned Improvements:** Baseline sample may not be sufficient to make generalizations to the universe
State improvement:	**N/A**	**No target set**	No target set	No target set		

Targets and Performance Data	Assessment of Progress	Sources and Data Quality
		of stakeholders. However, the expert panel represents a broad range of constituents. The structure and quality of expert panel will improve with experience. Also, expert panels starting in FY 2000 will assess all five-program areas.

OBJECTIVE 4: PERSONNEL ARE PREPARED TO SERVE CHILDREN WITH DISABILITIES.

Indicator 4.1 Persons trained to serve children with disabilities: The percentage of persons who obtain their degrees with IDEA support and serve children with disabilities as teachers, early intervention personnel, related services personnel, or leadership personnel within 3 years of receiving their degrees will increase.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	**Actual Performance**	**Performance Targets**	**Status:** Unable to judge.	**Source:** Survey.
1999:	**No data available**	**No target set**		*Frequency:* Annually, starting in 2002.
2002:		No target set	**Explanation:** Data collection is authorized by a new regulatory requirement (December 1999). Baseline data will begin to be collected in 1999, but data collection for baseline will not be completed until 2002 because of the time lag inherent in the indicator.	*Next update:* 2002.
				Validation Procedure: Data validated by an experienced data collection contractor.
				Limitations of Data and Planned Improvements: None.

Indicator 4.2 Grants to minority institutions: The percentage of IDEA grants for personnel preparation awarded to Historically Black Colleges and Universities and other minority institutions, including tribal colleges, will increase.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Percentage of all personnel-preparation awards (new and continuation) that went to minority institutions			**Status:** Positive movement toward goal.	**Source:** Analysis of project information.
				Frequency: Annually.
Year	**Actual Performance**	**Performance Targets**	**Explanation:** The significant increase in awards from 1998 to 1999 reflects a decrease in the number of awards going to nonminority institutions, combined with an increase in the average size of the awards going to nonminority institutions	*Next update:* 2000.
1997:	15.4%			
1998:	17.7%			**Validation Procedure:** Verified by ED attestation process and ED Standards for Evaluating Program Performance Data.
1999:	**26.4%**	**No target set**		
2000:		28%		
2001:		Continuing increase		**Limitations of Data and Planned Improvements:** None.

Indicator 4.3 Minority and disabled personnel: The percentage of personnel who are minority and the percentage who are disabled who receive financial assistance for training under IDEA will increase.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	**Actual Performance**	**Performance Targets**	**Status:** Unable to judge.	**Source:** Project performance reports.
1999:	**No data available**	**No target set**		*Frequency:* Annually.
2000:		No target set	**Explanation:** Target to be determined upon	*Next Update:* 2000.
2001:		Continuing increase	receipt of baseline data.	
				Validation Procedure: Data to be validated by internal review procedures of an experienced data collection staff.
				Limitations of Data and Planned Improvements: None.

OBJECTIVE 5: FAMILIES RECEIVE INFORMATION ABOUT SERVICES FOR CHILDREN WITH DISABILITIES.

Indicator 5.1 Increase in informed families: The percentage of families that report that the training and technical assistance received from the Parent Information and Training Centers made a positive difference in their child's supports and services will increase.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	**Actual Performance**	**Performance Targets**	**Status:** Unable to judge.	**Source:** Project performance data.
1998:	71%			*Frequency:* Annually.
1999:	**No data available**	**No target set**	**Explanation:** Performance target data not yet available.	*Next update:* 2000.
2000:		**75%**		
2001:		76%		**Validation Procedure:** Verified by ED attestation process and ED Standards for Evaluating Program Performance Data.
				Limitations of Data and Planned Improvements: Self-report by projects may hamper validity. OSEP will verify results with follow-up survey.

KEY STRATEGIES

Strategies Continued from 1999
- ❖ Conduct comprehensive planning that includes formal and informal meetings and surveys with a wide variety of stakeholders to obtain information on critical needs of children with disabilities and their families.
- ❖ Provide information and technical assistance through meetings, conferences, and policy guidance regarding implementation of the personnel-preparation service-obligation requirements.
- ❖ Provide competitive preferences in grant competitions for first-time grantees to increase the number of minority entities receiving grants.
- ❖ Provide competitive preferences in grant competitions to encourage increased services to underrepresented populations.
- ❖ Increase the number of community parent-resource centers to increase the impact of parent information activities on minority families.
- ❖ Assess alternative technical assistance and dissemination approaches and identify effective strategies that respond to customer needs.
- ❖ Develop coordinated, collaborative strategies with other ED-funded providers of technical assistance and information.

New or Strengthened Strategies
- ❖ Include a requirement in grant notices for research and technology projects to employ rigorous quantitative and qualitative research methods.
- ❖ Include a requirement in grant notices for technical assistance and personnel-preparation projects to employ high-quality research-validated practices and materials.

HOW THIS PROGRAM COORDINATES WITH OTHER FEDERAL ACTIVITIES

- ❖ Department of Justice to jointly fund the Center for Students with Disabilities involved or at risk of involvement with the Juvenile Justice System.
- ❖ Center for Mental Health Services (CMHS) to support the comprehensive community mental health services for children and adolescents with emotional disturbance by providing training and technical assistance to CMHS-sponsored grantees.
- ❖ Center for Disease Control and Prevention to provide technical and scientific assistance on issues related to the design, analysis, and evaluation of a state-based surveillance system for case finding and tracking of children with disabilities.
- ❖ National Council on Disability to conduct a meeting of youth with disabilities concerning economic independence and transition to adult life, and another to develop and support leadership opportunities targeted for people with disabilities.
- ❖ Office of Educational Research and Improvement at the U.S. Department of Education to support an Early Childhood Pedagogy study.

CHALLENGES TO ACHIEVING PROGRAM GOAL

- ❖ Identifying effective ways to help service providers in states and local school districts obtain and use information that results from IDEA research and innovation projects.
- ❖ Identifying strategies to increase the involvement of persons with disabilities and from minority backgrounds in the provision of early intervention and special education services.
- ❖ Improving collaboration between IDEA activities and those of other Federal agencies involved in assisting children with disabilities and their families.
- ❖ Increasing the quality and amount of information provided to parents of children with disabilities to help them participate fully in the planning and delivery of services for their children.

INDICATOR CHANGES

From FY 1999 Annual Plan (two years old)

Adjusted

- ❖ FY 1999 Indicators 1.2 (research-validated effective practices), 2.2 (ensure quality), and 3.4 (use effective practices) have been consolidated into FY 2001 Indicator 2.1 (highest standards for methods and materials).
- ❖ FY 1999 Indicator 3.1 (customer satisfaction) has been incorporated into FY 2001 Indicator 3.1 (communication with target audiences).
- ❖ FY 1999 Indicator 3.2 (improving practices) has been incorporated into FY 2001 Indicator 3.2 (practitioners use results).
- ❖ FY 1999 Indicator 3.3 (respond to information needs) has been revised to measure the extent to which IDEA-funded activities respond to critical needs of children with disabilities (FY 2001 Indicator 1.1).

Dropped

- ❖ FY 1999 Indicators 1.1 (supply of qualified personnel), 1.3 (personnel employed with certification), and 1.5 (effective personnel) have been removed from the IDEA Part D performance measures and have been consolidated and moved to IDEA Part B Grants to States Indicator 5.1 (qualified personnel).
- ❖ FY 1999 Indicator 1.4 (special education training for regular education teachers) has been removed from the performance plan pending the collection of viable performance data.

From FY 2000 Annual Plan (last year)

Adjusted

- ❖ FY 2000 Indicator 1.1 (rigorous research) has been expanded in FY 2001 Indicator 2.1 (highest standards for methods and materials) to measure both the use of rigorous research in research and technology programs as well as the use of research-validated practices and materials in personnel preparation, technical assistance, and state implementation grant activities.
- ❖ FY 2000 Indicator 1.2 (communicate findings) has been expanded in FY 2001 Indicator 3.1 (communication with target audiences) to include the following IDEA programs in addition to technology: research and innovation; personnel preparation; and technical assistance.
- ❖ FY 2000 Indicators 2.1 (consumer impact—personnel preparation) and 4.1 (consumer impact—technical assistance) have been consolidated in FY 2001 Indicator 3.2 (consumers' use results) and expanded to include the following programs: personnel preparation; research and innovation; and state improvement
- ❖ FY 2000 Indicator 3.1 (reduce shortages) has been modified in FY 2001 Indicator 4.1 (persons trained to serve children with disabilities) to focus on the extent to which individuals trained under Part D grants eventually serve children with disabilities.

Dropped

- ❖ FY 2000 Indicator 5.1 (supply of qualified personnel) has been deleted to avoid duplicating Part B IDEA Indicator 5.1 (qualified personnel).
- ❖ FY 2000 Indicator 6.1 (families served) has been removed from the FY 2001 report pending collection of viable performance data.

New—None.