

Archived Information

GRANTS TO STATES AND PRESCHOOL GRANTS PROGRAMS— IDEA PART B

Goal: To improve results for children with disabilities by assisting state and local educational agencies to provide children with disabilities access to high-quality education that will help them meet challenging standards and prepare them for employment and independent living.

Relationship of Program to Volume 1, Department-wide Objectives: Goal 1, (help all students reach challenging academic standards, all Objectives); Goal 2 (solid foundation for learning for all children, all Objectives); Goal 3 (ensure access to postsecondary education, Objective 3.1); Goal 4 (focus on results, quality of service, and customer satisfaction, Objectives 4.1, 4.2, and 4.3).

FY 2000—\$5,379,685,000

FY 2001—\$5,669,685,000 (Requested budget)

OBJECTIVE 1: ALL PRESCHOOL CHILDREN WITH DISABILITIES RECEIVE SERVICES THAT PREPARE THEM TO ENTER SCHOOL READY TO LEARN.

Indicator 1.1 Inclusive settings: The percentage of preschool children with disabilities who are receiving special education and related services in inclusive settings (e.g., regular kindergarten, public preschool programs, Head Start, or child care facilities) will increase.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p>Status: Unable to judge.</p> <p>Explanation: Targets to be determined upon receipt of baseline data.</p>	<p>Source: State-reported data. <i>Frequency:</i> Annually. <i>Next update:</i> 2000.</p> <p>Validation Procedure: Verified by ED attestation process and ED <u>Standards for Evaluating Program Performance Data</u>. ED's Office of Inspector General is currently conducting a review of state data reporting under IDEA Part B.</p> <p>Limitations of Data and Planned Improvements: New definitions were adopted for school year 1998-99 to improve the quality of the data.</p>
1998-99:	No data available	Baseline to be set		
1999-00:		No target set		
2000-01:		No target set		

Indicator 1.2 Readiness skills: The percentage of preschool children receiving special education and related services who have readiness skills when they reach kindergarten will increase.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p>Status: Unable to judge.</p> <p>Explanation: This is a new data collection. Data are not available from another source. Baseline data will be collected in 2002-03 and will be available in 2003.</p>	<p>Source: ED study (Pre-elementary Longitudinal Study). <i>Frequency:</i> 5-year intervals. <i>Next update:</i> 2003.</p> <p>Validation Procedure: Data to be validated by an experienced data collection contractor.</p>
1998-99:	No data available	N/A		
1999-00:		N/A		
2000-01:		N/A		
2002-03:		Baseline to be set		
2007-08:		No target set		

Targets and Performance Data	Assessment of Progress	Sources and Data Quality
		Limitations of Data and Planned Improvements: Because data are obtained from a longitudinal survey, updates will be infrequent.

OBJECTIVE 2: ALL CHILDREN WHO WOULD TYPICALLY BE IDENTIFIED AS BEING ELIGIBLE FOR SPECIAL EDUCATION AT AGE 8 OR OLDER AND WHO ARE EXPERIENCING EARLY READING OR BEHAVIORAL DIFFICULTIES RECEIVE APPROPRIATE SERVICES EARLIER TO AVOID FALLING BEHIND THEIR PEERS.

Indicator 2.1 Earlier identification and intervention: The percentage of children served under IDEA ages 6 or 7, compared to ages 6 to 21, will increase.			
Targets and Performance Data		Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: Positive movement toward target. Explanation: In 1998-99, 13.4 percent of the children served, ages 6-21, were ages 6 or 7. Validation Procedure: Data to be validated by an experienced data collection contractor. ED Office of Inspector General is currently conducting a review of state data reporting under IDEA Part B. Limitations of Data and Planned Improvements: None.
1997-98:	13.0%		
1998-99:	13.4%	No target set	
1999-00:		14%	
2000-01:		15%	

OBJECTIVE 3: ALL CHILDREN WITH DISABILITIES HAVE ACCESS TO THE GENERAL CURRICULUM AND ASSESSMENTS, WITH APPROPRIATE ACCOMMODATIONS, SUPPORTS, AND SERVICES, CONSISTENT WITH HIGH STANDARDS.

Indicator 3.1 Regular education settings (school age): The percentage of children with disabilities ages 6 to 21 who are reported by states as being served in the regular education classroom at least 80 percent of the day will increase.			
Targets and Performance Data		Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: Positive movement toward target. Explanation: The 1999 target of 48 percent is not likely to be met. The 1999 target was based on a rounded figure of 46 percent for 1996-97, compared with the more precise measure of 45.7 percent. Given the large numbers of children involved in this indicator and the anticipated slow rate of change, the indicator now includes a decimal place to improve accuracy and show change. The more likely target for 1999 is 47 percent. The projected targets for 2000 and 2001 are revised accordingly. Validation Procedure: Verified by ED attestation process and ED Standards for Evaluating Program Performance Data . ED Office of Inspector General is currently conducting a review of state data reporting under IDEA Part B. Limitations of Data and Planned Improvements: ED will pursue strategies to decrease the amount of time between collection, reporting, and availability of data.
1996-97:	45.7%		
1997-98:	46.5%		
1998-99:	No data available	48.0%	
1999-00:		47.5%	
2000-01:		48.0%	

Indicator 3.2 Performance on National Assessment of Educational Progress (NAEP): The percentage of students with disabilities who meet or exceed basic levels in reading, math, and science in the NAEP will increase. The number of students with disabilities who do not meet basic standards will decrease. The percentage of students who are excluded from the NAEP because of their disabilities will decrease.

Targets and Performance Data				Assessment of Progress	Sources and Data Quality
Actual Performance (1996): Percentage who met or exceeded basic levels				<p>Status: Unable to judge.</p> <p>Explanation: Data are new. Until further analysis, it is inappropriate to establish targets at this time.</p> <p>Validation Procedure: Verified by the Department of ED attestation process and ED Standards for Evaluating Program Performance Data.</p> <p>Limitations of Data and Planned Improvements: Data on children with disabilities who meet or exceed basic standards and those who do not meet basic standards are based on very small sample sizes.</p>	<p>Source: Analysis of data from National Assessment of Educational Progress (NAEP). <i>Frequency:</i> Varies, depending on subject area. <i>Next Update:</i> 2000.</p>
Grade	Reading	Math	Science		
4 th	N/A	43.3%	38.6%		
8 th	N/A	16.8%	16.7%		
12 th	N/A	9.4%	16.3%		
Actual Performance (1996): Number who did not meet basic level					
Grade	Reading	Math	Science		
4 th	N/A	172,897	200,773		
8 th	N/A	208,813	176,944		
12 th	N/A	87,055	71,847		
Actual Performance (1996): Percentage excluded from NAEP					
Grade	Reading	Math	Science		
4 th	N/A	4%	6%		
8 th	N/A	3%	4%		
12 th	N/A	3%	3%		
Performance Targets					
1998-99:	No target set				
1999-00:	Continuous improvement				
2000-01:	Continuous improvement				

Indicator 3.3 Suspensions or expulsions: The percentage of children with disabilities who are subject to long-term suspension or expulsion, unilateral change in placement, or change in placement if their current placement is likely to result in injury to someone, will decrease.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p>Status: Unable to judge.</p> <p>Explanation: These data were first collected during school year 1998-99, were reported by states in November 1999, and will be available by summer 2000.</p>	<p>Source: State-reported data. <i>Frequency:</i> Annually. <i>Next update:</i> 2000.</p> <p>Validation Procedure: Data to be validated by an experienced data collection contractor. ED Office of Inspector General is currently conducting a review of state data reporting under IDEA Part B.</p> <p>Limitations of Data and Planned Improvements: None.</p>
1998-99:	No data available	No target set		
1999-00:		No target set		
2000-01:		No target set		

OBJECTIVE 4: SECONDARY SCHOOL STUDENTS WITH DISABILITIES RECEIVE THE SUPPORT THEY NEED TO COMPLETE HIGH SCHOOL PREPARED FOR POSTSECONDARY EDUCATION OR EMPLOYMENT.

Indicator 4.1 Graduation: The percentage of children with disabilities exiting school with a regular high school diploma will increase, and the percentage who drop out will decrease.					
Targets and Performance Data				Assessment of Progress	Sources and Data Quality
Year	Graduate		Drop out		
	Actual	Target	Actual	Target	
1995-96:	52.6%		34.1%		
1996-97:	53.5%		32.7%		
1997-98:	55.4%		31.0%		
1998-99:	No data available	56%	No data available	31%	
1999-00:		57%		30%	
2000-01:		58%		29%	
<p>Status: Positive movement toward target.</p> <p>Explanation: From 1996-97 to 1997-98, the number of children with disabilities who graduated with a high school diploma increased from 53.5 percent to 55.4 percent, while the number who dropped out decreased from 32.7 percent to 31 percent. Figures do not total to 100 percent because some children exit school in other ways, such as graduating with a certificate or aging out.</p>					
<p>Source: State-reported data. <i>Frequency:</i> Annually. <i>Next update:</i> 2001.</p> <p>Validation Procedure: Verified by ED attestation process and ED Standards for Evaluating Program Performance Data. ED's Office of Inspector General is currently reviewing state data reporting under IDEA Part B.</p> <p>Limitations of Data and Planned Improvements: Children who move and who are not known to continue services are not included in these numbers.</p>					
Indicator 4.2 Postsecondary education: The percentage of students with disabilities who are enrolled in some type of postsecondary school, including 2-year community colleges and technical schools, within 2 years of leaving high school will increase.					
Targets and Performance Data			Assessment of Progress	Sources and Data Quality	
Year	Actual Performance	Performance Targets	<p>Status: Unable to judge.</p> <p>Explanation: In school year 1986-87, 14 percent of students with disabilities were enrolled in some type of postsecondary school, including 2-year community colleges and technical schools, within 2 years of leaving high school. (Source: National Longitudinal Transition, Study I). Because no longitudinal study on this population has been conducted since 1987, there are no data to report for the period until 2004, when the next study will yield results. However, NCES reports that 6 percent of undergraduates in postsecondary education reported having a disability.</p>	<p>Source: National Longitudinal Transition Study II. <i>Frequency:</i> Two collections, 5-year interval. <i>Next update:</i> 2004.</p> <p>Validation Procedure: Data to be validated by an experienced data collection contractor.</p> <p>Limitations of Data and Planned Improvements: Because data are obtained from a longitudinal survey, updates will be infrequent.</p>	
1987:	14%				
1999:	No data available	No target set			
2004:		20%			

OBJECTIVE 5: STATES ARE ADDRESSING THEIR NEEDS FOR PROFESSIONAL DEVELOPMENT CONSISTENT WITH THEIR COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD).

Indicator 5.1 Qualified personnel: The number of states and outlying areas where at least 90 percent of special education teachers are fully certified will increase.						
Targets and Performance Data				Assessment of Progress	Sources and Data Quality	
Year	No. of States Serving Ages 3-5		No. States Serving Ages 6-21		Status: Positive movement toward target. Explanation: (1) The decrease in the number of states serving ages 6 to 21 between 1995-96 and 1996-97 may reflect the clustering of states around the 90 percent goal in the indicator. This clustering may result in unpredictable changes from year to year; however, evidence of a positive trend is expected to be evident over a 5-to-7-year period. (2) The 1998-99 target of 44 states for ages 6 to 21 was determined prior to receipt of 1996-97 and 1997-98 data. Given the actual performance for those 2 years, a realistic adjusted target for 1998-99 is 41 states. The 2000 and 2001 targets have been adjusted.	Source: State-reported data. <i>Frequency:</i> Annually. <i>Next update:</i> Collect 1998-99; available 2000. Validation Procedure: Verified by ED attestation process and ED Standards for Evaluating Program Performance Data. ED Office of Inspector General is currently conducting a review of state data reporting under IDEA Part B. Limitations of Data and Planned Improvements: ED plans to expand this indicator in 2002, after data collection procedures are implemented, to include the number of teachers who are certified in the areas in which they are teaching.
	Actual	Target	Actual	Target		
1995-96:	34		39			
1996-97:	36		38			
1997-98:	38		40			
1998-99:	No data available	40	No data available	44		
1999-00:		41		42		
2000-01:		42		43		

KEY STRATEGIES

Strategies Continued from 1999

- ❖ Conduct research on early and prescriptive assessments of children, ages 3 to 9, with learning or emotional disabilities.
- ❖ Demonstrate effective models for addressing the needs of children, ages 3 to 9, with developmental delays in the areas of reading and behavior.
- ❖ Conduct research on instructional interventions and results for children with disabilities by describing, testing, and validating instructional practices that have the potential for generating positive results for children with disabilities as they strive to meet state and local standards and performance goals set for all children—preschool, elementary, middle, and high school.
- ❖ Conduct research on the inclusion of students with disabilities in large-scale assessment programs to determine the best ways state and local educational agencies can meet the requirements of IDEA regarding participation in assessments and to study the effects of efforts made by these agencies to meet these requirements. Conduct research to improve literacy results for children who are unresponsive to effective classroom or schoolwide programs in grades K–3.
- ❖ Conduct research to improve reading comprehension results for children with disabilities in grade clusters K-2, 3-5, and 6-8.
- ❖ Support a technical assistance center for improving the participation of students with disabilities in state and local accountability systems.
- ❖ Support a technical assistance and dissemination project focusing on secondary education and transitional services.
- ❖ Support parent information centers, provide technical assistance, disseminate information, and train personnel and parents on practices to improve educational results.
- ❖ Monitor states to ensure that children with disabilities receive a free and appropriate public education if suspended or expelled.
- ❖ Conduct research, provide technical assistance, and disseminate information on addressing behavioral problems in children with disabilities in a timely manner.
- ❖ Support professional development on addressing behavior for children with disabilities.
- ❖ Support state reform efforts through State Improvement Grants.
- ❖ Conduct research, provide technical assistance, and disseminate information on appropriate accommodations for assessments, alternative assessments, performance goals, and interpretation of assessment results.
- ❖ Inform parents of assessment requirements through parent training and information dissemination.
- ❖ Monitor State Improvement Grants and State Comprehensive Systems of Personnel Development (CSPDs) to ensure that states are addressing personnel needs.
- ❖ Support personnel development activities, including preparing personnel and developing model teacher-preparation programs.

KEY STRATEGIES (CONTINUED)

New or Strengthened Strategies

- ❖ Monitor to ensure that states include children with disabilities in assessments, including alternate assessments when appropriate.
- ❖ Monitor states and take appropriate corrective action to ensure that states fulfill their general supervision responsibilities, including the identification and correction of deficiencies and operation of an effective dispute resolution system.

HOW THIS PROGRAM COORDINATES WITH OTHER FEDERAL ACTIVITIES

- ❖ Within the Department, staff from IDEA and the Office for Civil Rights (OCR) confer prior to Part B monitoring visits to determine whether there are any major OCR issues in states or districts being monitored. Staff also collaborate with the Rehabilitative Services Administration to determine whether any issues of concern to both agencies can be addressed through monitoring.
- ❖ The Department is working with the Department of Health and Human Services to determine ways to provide Medicaid funding for school-based medical services.

CHALLENGES TO ACHIEVING PROGRAM GOAL

Major challenges include:

- ❖ the provision of an adequate supply of special education and related services personnel to serve children with disabilities;
- ❖ adequate preparation of regular education and special education teachers to serve children with disabilities in regular and special education settings;
- ❖ development of adequate systems of interagency collaboration to serve children with disabilities, particularly secondary and transition-age children;
- ❖ providing the positive behavioral supports necessary for children to succeed in education programs; and
- ❖ improving the participation of children with disabilities, particularly those in secondary schools, in the regular education curriculum.

INDICATOR CHANGES

From FY 1999 Annual Plan (two years old)

Adjusted

- ❖ FY 1999 Indicator 2.2, Appropriately trained personnel, has been revised to focus on the number of states where at least 90 percent of special education teachers are fully certified (FY 2001 Indicator 5.1).
- ❖ FY 1999 Indicator 4.1, Participation in the regular classroom, has been modified in FY 2001 Indicator 3.1 (regular education settings) to focus on the percentage of children who are served in the regular education classroom at least 80 percent of the day.
- ❖ FY 1999 Indicator 7.1, Disciplinary actions, has been modified in FY 2001 Indicator 3.3 (suspension and expulsion) to focus on the specific data that are reported by states under Part B of IDEA.
- ❖ FY 1999 Indicator 7.2, Children with emotional disturbance, has been modified in FY 2001 Indicator 2.1 to measure the increase in the percentage of children ages 6 or 7 who are counted under Part B as receiving services, as a way to determine whether children with emotional disturbance are identified earlier.

Dropped

- ❖ Performance goals and strategies.
- ❖ Participation in assessments.
- ❖ Participation in alternative assessments.
- ❖ 2.1 Emergency/temporary certification.
- ❖ 2.3 Reciprocity.
- ❖ 3.1 State monitoring.
- ❖ 3.2 State technical assistance.
- ❖ 5.1 Participation in appropriate secondary education.
- ❖ 6.1 Parent satisfaction.
- ❖ 6.2 Teachers' views.

From FY 2000 Annual Plan (last year's)

Adjusted

- ❖ FY 2000 Indicator 1.1, Graduation and school completion, has been clarified to measure the percentage of children who graduate with a *high school* diploma.
- ❖ FY 2000 Indicator 1.2, Performance on assessments, has been changed from measuring the gap in scores between children with disabilities and children without disabilities, to measuring the extent to which children with disabilities meet or exceed basic standards or are excluded from NAEP.

INDICATOR CHANGES (CONTINUED)

From FY 2000 Annual Plan (last year's)

Dropped

The following FY 2000 indicators have been removed from the report, pending receipt of viable performance data:

- ❖ 3.1: Improved earnings.
- ❖ 5.2: Parent satisfaction.
- ❖ 7.1: Participation in assessments.
- ❖ 9.1: Correct deficiencies.

New

- ❖ 1.2 Readiness skills.