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## ABSTRACT

This annual publication describes programs funded under the Individuals with Disabilities Education Act (IDEA) and gifted legislation and presents the Council for Exceptional Children's (CEC's) recommendations concerning funding levels for these programs in fiscal year 2003. The Council's major recommendation is for legislation that guarantees full funding for IDEA within 6 years, with \$11.92 billion appropriated for 2003. Following a budget overview and a table presenting CEC's recommendations for major programs, the document presents textual analysis and documentation in support of recommendations for the following programs under IDEA: the State and Local Grant Program (Part B), Preschool Grants (Section 619), and the Early Intervention Program (Part C). Support programs under IDEA (Part D) addressed include: Subpart 1--State Program Improvement Grants; Subpart 2--Administrative Provisions, Research and Innovation, Personnel Preparation, Studies and Evaluations, Coordinated Technical Assistance, Support, and Dissemination of Information; and Technology Development, Demonstration, and Utilization, and Media Services. Recommendations for Gifted and Talented Grants are also provided. (DB)



Council for  
Exceptional  
Children

**FISCAL YEAR 2003**

FEDERAL  
OUTLOOK

FOR

EXCEPTIONAL  
CHILDREN

BUDGET CONSIDERATIONS  
AND  
CEC RECOMMENDATIONS

**MARCH 2002**

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# *The Council for Exceptional Children*

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The Council for Exceptional Children (CEC) is the largest professional organization committed to improving educational outcomes for individuals with exceptionalities. CEC accomplishes its worldwide mission on behalf of educators and others working with children with exceptionalities by advocating for appropriate government policies, setting professional standards, providing continuing professional development, and assisting professionals in obtaining conditions and resources necessary for effective professional practice.

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This annual publication provides up-to-date information on appropriation considerations for federal programs directly affecting special education. CEC is pleased to present its recommendations to assist policy makers and others concerned with the provision of appropriate services for children and youth with exceptionalities.



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**FISCAL YEAR 2003**

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*Federal Outlook  
for  
Exceptional Children*

**MARCH 2002**

Public Policy Unit  
The Council for Exceptional Children

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# FOREWORD

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The Council for Exceptional Children (CEC), the largest professional organization of teachers, administrators, parents, and others concerned with the education of children with disabilities, giftedness, or both, annually publishes the *Federal Outlook for Exceptional Children*. The *Outlook* is designed to explain federal programs for children with exceptionalities and the important needs that each of them meet. CEC hopes that a better understanding of such programs will lead to increased support and advocacy for services for children with disabilities and giftedness.

This *Outlook* contains descriptions of the programs in IDEA and Gifted legislation. It also includes success stories about the children who benefit from early intervention, preschool, special education, gifted programming and support programs to convey the necessity of continued fund-

ing for FY 2003 and subsequent years. Also included in the information given on each program are CEC's recommendations on program funding levels.

The Council for Exceptional Children (CEC) is advocating for greatly increased federal support for services for exceptional children. We believe that by investing in the education of our nation's children, we are enabling individual growth and productivity that will ultimately lead to financial independence and an adult life of dignity and self-fulfillment. The dollars spent on our children now are well worth the rewards both they and America will receive in the long run.

*Nancy D. Safer*  
Executive Director

# Budget Overview

The Individuals with Disabilities Education Act (IDEA) is a powerful civil rights law with a long and successful history. More than 26 years ago, Congress passed Public Law 94-142, a law that gave new promises, and new guarantees, to children with disabilities. IDEA has been a very successful law that has made significant progress in addressing the problems that existed in 1975. The IDEA Amendments of 1997 show that Congress is strongly committed to the right to a free appropriate public education (FAPE) for all children with disabilities. Close to 6.1 million children with disabilities are now receiving special education and related services.

Federal research shows that investment in the education of children with disabilities from birth throughout their school years has rewards and benefits, not only for children with disabilities and their families, but for our whole society. We have proven that promoting educational opportunity for our children with disabilities directly impacts their ability to live independent lives as contributing members of society. Today, infants and toddlers with disabilities receive early intervention services; most children with disabilities attend school together with children without disabilities; and young people with disabilities learn study skills, life skills, and work skills that will allow them to be independent and productive adults. The number of young adults enrolled in post-secondary education has tripled, and the unemployment rate for individuals with disabilities in their twenties is almost half that of their older counterparts.

The Council for Exceptional Children (CEC) has stepped up its campaign to fully fund the Individuals with Disabilities Education Act, or IDEA. The Guaranteed Full Funding for IDEA campaign calls on the 107th Congress and the Administration to pay its full share of the cost of educating children with disabilities by passing legislation this year that guarantees full funding for IDEA within six years, or no later than FY 2008. For FY 2003, CEC is advocating a total federal annual appropriation for IDEA of \$11.92 billion, including increased appropriations for the

IDEA Part B Grants to States Program and preschool grants, as well as the Part C Infants and Toddlers Program and Part D support programs.

When Congress originally enacted P.L. 94-142, The Education for All Handicapped Children Act, in 1975, Congress authorized the federal government to pay 40% of each state's "excess cost" of educating children with disabilities. That amount - commonly referred to as the "IDEA full funding" amount - is calculated by taking 40% of the national average per pupil expenditure (APPE) multiplied by the number of children with disabilities served under IDEA in each state.

When P.L. 94-142 was enacted, Congress adopted a full funding formula that phased-in funding increases for IDEA over a period of 5 years, intending to reach full funding by FY 1981, with local communities and states providing the balance of funding. Over the years, while the law itself continues to work and children are being educated, the intended federal/state/local cost-sharing partnership has not been realized because Congress never lived up to its financial obligation. As a result, local communities and states have been forced to pay a higher proportion of the special education costs. But ultimately, children and families are the ones who are being shortchanged.

Children and families are shortchanged when more than 37,000 teachers without appropriate licenses teach students with disabilities each year because funds are not available to recruit and train qualified teachers. They are shortchanged when research-based educational practices are not available in schools as a result of 10 years of stagnant federal funding for educational research. And they are shortchanged when adequate funds are not available to provide developmentally appropriate early intervention services to eligible infants, toddlers, and preschool children with disabilities.

For 26 years Congress has promised to fully fund IDEA, yet funding is only at 17 percent of the national average per pupil expenditure. Congress should fulfill its promise; IDEA funding should be mandatory.



First, CEC calls on Congress and the Administration to increase federal spending over the next six years. Funding for IDEA would be moved out of the discretionary budget and into mandatory spending, which would guarantee increased federal funding. In order to reach full funding of the Part B State and Local Grant Program within six years, CEC calls on the Congress and the Administration to enact legislation this year that guarantees the following appropriation levels over six years:

- FY 2003: \$9.98 billion - \$2.45 billion more than FY 2002
  - FY 2004: \$12.43 billion
  - FY 2005: \$14.88 billion
  - FY 2006: \$17.33 billion
  - FY 2007: \$19.78 billion
  - FY 2008: \$22.23 billion
- Full funding for Part B is reached

Second, CEC calls on Congress and the Administration to secure increased funds to promote personnel preparation, research, and other national activities that will improve educational results for children and youth with disabilities, as well as provide additional funding for preschool grants and the early intervention program for infants and toddlers. Specifically, CEC calls on Congress and the Administration to enact legislation this year to guarantee the following appropriations levels for FY 2003:

- \$591 million for Part B preschool grants.
- \$500 million for the Part C Infants and Toddlers Program.
- \$850 million for Part D program supports.

In addition, CEC is engaged in a major effort to increase funding for the Jacob K. Javits Gifted and Talented Student's Education Act of 1988, which is authorized under the Elementary and Secondary Education Act of 1965, as well as advocating that the government expand its support for students who are gifted and talented by allocating funds for state grants to support gifted education programs and services. In order to regain the momentum that was lost under the Clinton Administration, CEC recommends an expenditure of \$171 million for FY 2003 to maintain the current activities under the Jacob Javits Act as well as provide grants to states to support programs, teacher preparation, and other services designed to meet the needs of the Nation's gifted and talented students.

CEC looks forward to continuing to work with the 107th Congress to ensure that the federal commitment to education programs for children with special needs is maintained. Further, we hope that fully funding IDEA will remain a priority in the coming year.

For additional information, please contact:

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703-264-9498

**THE COUNCIL FOR EXCEPTIONAL CHILDREN FY 2003 APPROPRIATION RECOMMENDATIONS FOR  
FEDERAL PROGRAMS FOR THE EDUCATION OF EXCEPTIONAL CHILDREN (in thousands)**

<i>Programs</i>	<i>FY 2001 Appropriation</i>	<i>FY 2002 Appropriation</i>	<i>FY 2003 Administration's Request</i>	<i>FY 2003 CEC Recommends</i>
<b>Individuals w/Disabilities Education Act</b>				
• State and Local Grant Program	\$6,339,685	\$7,528,533	\$8,528,533	\$9,980,000
• Preschool Grants	390,000	390,000	390,000	591,000
• Early Intervention Program (Part C)	383,567	417,000	437,000	500,000
• Part D Support Programs				
• State Program Improvement Grants	49,200	51,700	51,700	127,206
• Research and Innovation	77,353 <sup>1</sup>	78,380	78,380	192,768
• Personnel Preparation	81,952	90,000	90,000	221,531
• Studies and Evaluations	15,948	15,000	16,000	20,000
• Coordinated Technical Assistance, Support, and Dissemination of Information	53,481	53,481	53,481	131,690
• Parent Training	26,000	26,000	26,000	64,018
• Technology Development, Demonstration and Utilization, and Media Services	38,710 <sup>2</sup>	37,710	32,710	92,830
• Part D Support Programs Total	\$342,644	\$352,271	\$348,271	\$850,243
<b>IDEA TOTAL</b>	<b>\$7,455,896</b>	<b>\$8,687,804</b>	<b>\$9,703,804</b>	<b>\$11,921,243</b>
<b>Gifted and Talented Grants</b>				
• Jacob K. Javits Gifted and Talented Grants	\$7,500	\$11,250	--,---	\$171,250 <sup>3</sup>

<sup>1</sup> Includes \$7.353 million in one-time appropriations for special projects.

<sup>2</sup> Includes \$11 million in one-time appropriations for special projects.

<sup>3</sup> CEC endorsed legislation proposed in the 1<sup>st</sup> session of the 107<sup>th</sup> Congress that incorporates the current Javits Act into a new Grants to the States Program for students with Gifts and Talents.

From: Public Policy Unit, The Council for Exceptional Children, February 15, 2002.

***I*NDIVIDUALS WITH DISABILITIES  
EDUCATION ACT (IDEA)**

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***Part B***  
***State and Local Grant Program***

# State and Local Grant Program (Part B)

## APPROPRIATIONS (in thousands)

FY 1999 <i>Appropriation</i>	FY 2000 <i>Appropriation</i>	FY 2001 <i>Appropriation</i>	FY 2002 <i>Appropriation</i>	FY 2003 <i>CEC Recommendation</i>
\$4,310,700	\$4,989,686	\$6,339,685	\$7,528,533	\$9,980,000

## AUTHORIZING PROVISION

The Education for All Handicapped Children Act of 1975, P.L. 94-142, Sections 611-618 (20 USC 1411-1418), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act of 1986, P.L. 99-457, the Amendments of 1990, P.L. 101-476, and the Individuals with Disabilities Education Act Amendments of 1997, P.L. 105-17. This program may still be referred to as P.L. 94-142. It is authorized at "such sums."

## PURPOSE

The Individuals with Disabilities Education Act State and Local Grant Program (Part B) is the central vehicle through which the Federal government maintains a partnership with states and localities to provide an appropriate education for children with disabilities requiring special education and related services.

## WHO RECEIVES FUNDING

State education agencies (SEAs) and, through them, local education agencies (LEAs) and educational service agencies are eligible for grants under this program. Each state receives the amount it received in the previous year, and its share of the remaining funds available as follows: (a) 85% of the funds are distributed based upon a state's relative population of children ages 3

through 21 as long as a free appropriate public education (FAPE) is ensured for that age range; and (b) 15% based upon the relative population of children under (a) who are living in poverty. The reauthorized legislation delineates the share of the state Part B allocation that must be distributed to local school districts and how those funds are to be distributed.

## KINDS OF ACTIVITIES SUPPORTED

Close to 6.1 million children with disabilities nationwide, ages 3 through 21, are receiving special education and related services. For purposes of federal funding, students with disabilities include: students with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (hereinafter referred to as emotional disturbance), orthopedic impairments, autism, traumatic brain injury, and other health impairments, or specific learning disabilities who require special education and related services. At state and local discretion, it also includes children with developmental delay, aged 3 through 9 years.

## FUNDING CONSIDERATIONS

When Congress originally enacted P.L. 94-142, The Education for All Handicapped Children Act, in 1975, Congress authorized the federal government to pay 40% of each state's "excess cost" of

## RECENT FUNDING HISTORY (in thousands)

<i>Fiscal Year</i>	<i>Administration's Authorized</i>	<i>Request</i>	<i>Appropriated</i>
1994	\$10,400,000	\$2,163,710	\$2,149,690
1995	\$11,700,000	\$2,353,030	\$2,322,920
1996	\$12,083,270	\$2,772,460	\$2,323,840
1997	\$13,815,610	\$2,603,250	\$3,107,520
1998	\$14,639,123	\$3,248,750	\$3,801,000
1999	\$15,354,920	\$3,804,000	\$4,310,700
2000	\$15,711,160	\$4,314,000	\$4,989,686
2001	\$17,348,443	\$5,279,770	\$6,339,685
2002	\$18,015,984	\$6,339,685	\$7,528,533

educating children with disabilities. That amount - commonly referred to as the "IDEA full funding" amount - is calculated by taking 40% of the national average per pupil expenditure (APPE) multiplied by the number of children with disabilities served under IDEA in each state.

When P.L. 94-142 was enacted, Congress adopted a full funding formula that phased-in funding increases for IDEA over a period of 5 years, intending to reach full funding by FY 1981, with local communities and states providing the balance of funding. Over the years, while the law itself continues to work and children are being educated, the intended federal/state/local cost-sharing partnership has not been realized because Congress never lived up to its financial obligation. As a result, local communities and states have been forced to pay a higher proportion of the special education costs. But ultimately, children and families are the ones who are being shortchanged.

### CEC RECOMMENDS

CEC recommends a \$2.45 billion increase in the State and Local Grant Program for a total of \$9.98 billion for FY 2003. For 26 years, Congress has promised to fully fund IDEA, yet funding is only at 17 percent of the national average per pupil expenditure (APPE). As a result, state and local governments have had to bear a disproportionate share of these costs. IDEA authorizes Congress to

appropriate 40 percent of the APPE multiplied by the number of children with disabilities served under IDEA in each state.

Congress appropriated a 34% increase in Part B for 1997, a 22% increase for FY 1998, a 13% increase for FY 1999, a 13% increase for FY 2000, a 21% increase for FY 2001, and a 13% increase for FY 2002. However, these increases only represent a "down payment" on the future fiscal partnership that is necessary to fulfill the promise to fully fund IDEA.

CEC calls on Congress and the President to increase federal spending over the next six years. Funding for IDEA should be moved out of the discretionary budget and into mandatory spending, which would guarantee increased federal funding. In order to reach full funding of the Part B State and Local Grant Program within six years, CEC calls on the Congress and the Administration to enact legislation this year that guarantees the following appropriation levels over six years:

- FY 2003: \$9.98 billion - \$2.45 billion more than FY 2002
- FY 2004: \$12.43 billion
- FY 2005: \$14.88 billion
- FY 2006: \$17.33 billion
- FY 2007: \$19.78 billion
- FY 2008: \$22.23 billion - Full funding for Part B is reached.



*Photo courtesy of June Maker.*

With state and local governments experiencing severe cutbacks, it is becoming increasingly difficult for schools to provide the special education services needed by students with disabilities. This reality, coupled with the continually growing and appropriate emphasis on high educational standards for all students in our nation, demonstrates the need for an adequate federal contribution to Part B.

To effectively implement IDEA, funding is needed for extensive improvement in collaboration between special and general education. IDEA encourages, among other priorities, comprehensive teacher training; new materials and resources for teachers and students, such as those that employ universal design; and effective alternative placements for students with disabilities who exhibit dangerous or violent behavior. These improvements simply cannot be made without a substantial increase in federal funding.

CEC calls on Congress and the President to give IDEA funding the high priority it requires. An appropriation of \$9.98 billion for FY 2003 will represent an important reaffirmation of the federal commitment to IDEA. School children cannot wait! Congress should fulfill its promise; IDEA funding should be mandatory.

**PART B OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
 FEDERAL FISCAL YEAR 2002 (SCHOOL YEAR 2002 - 2003)  
 PART B ALLOCATIONS TO STATES AND ELIGIBLE JURISDICTIONS**

<i>State/Eligible Jurisdiction</i>	<i>Total Allocation</i>
<b>National Total</b>	<b>\$7,528,533,000</b>
Alabama	\$119,993,708
Alaska	\$22,199,605
Arizona	\$111,045,656
Arkansas	\$71,962,298
California	\$781,662,507
Colorado	\$94,048,771
Connecticut	\$89,245,788
Delaware	\$20,345,877
District of Columbia	\$10,229,967
Florida	\$405,996,094
Georgia	\$195,216,655
Hawaii	\$25,660,148
Idaho	\$34,533,972
Illinois	\$336,544,669
Indiana	\$170,908,661
Iowa	\$82,526,911
Kansas	\$70,916,463
Kentucky	\$104,534,421
Louisiana	\$119,376,775
Maine	\$36,989,288
Maryland	\$131,488,699
Massachusetts	\$191,890,947
Michigan	\$260,222,966
Minnesota	\$128,321,623
Mississippi	\$77,199,160
Missouri	\$153,553,541
Montana	\$23,559,507
Nebraska	\$50,475,888
Nevada	\$41,760,879
New Hampshire	\$32,080,256
New Jersey	\$244,340,509
New Mexico	\$61,594,953
New York	\$509,444,136
North Carolina	\$202,782,236
North Dakota	\$16,520,608
	<i>continues</i>

**PART B OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT**  
**FEDERAL FISCAL YEAR 2002 (SCHOOL YEAR 2002 - 2003)**  
**PART B ALLOCATIONS TO STATES AND ELIGIBLE JURISDICTIONS (CONTINUED)**

<i>State/Eligible Jurisdiction</i>	<i>Total Allocation</i>
Ohio	\$288,468,284
Oklahoma	\$98,502,970
Oregon	\$86,419,290
Pennsylvania	\$281,605,665
Rhode Island	\$29,560,959
South Carolina	\$115,463,825
South Dakota	\$19,680,342
Tennessee	\$154,805,179
Texas	\$608,102,898
Utah	\$68,595,427
Vermont	\$15,929,020
Virginia	\$181,315,881
Washington	\$142,623,221
West Virginia	\$51,337,699
Wisconsin	\$140,642,706
Wyoming	\$16,711,120
American Samoa	\$5,236,455
Guam	\$12,651,196
Northern Mariana Islands	\$3,229,191
Puerto Rico	\$67,879,755
Virgin Islands	\$9,591,474
Indian Tribe Set Aside	\$79,377,301
Other	\$21,629,000



## STUDENT IS EXCITED TO LEARN!

Robert Pressley is a 12-year-old boy who attends Heinby Bridge Elementary School in Indian Trail, North Carolina. He has been served by the Union County Public School System since he was diagnosed as an exceptional learner at the early age of four years old.

In 1996, school officials recognized Robert as a potential at-risk student, which qualified him for the Chapter I Program. In the preschool setting, he was identified and received special education for significant speech and language delays. The following year, Robert was enrolled in a regular kindergarten class. He was later identified with specific learning disabilities in both reading and math. The early diagnosis provided Robert the opportunity to receive extensive special education as he entered first grade.

Although the early diagnosis provided additional academic support in a resource setting, his educational journey did not come without challenges. Due to unfortunate family circumstances, Robert was forced to attend several elementary schools. The major disruptions in his personal life prevented him from developing a solid relationship with teachers and peers. However, despite continuous personal struggles, Robert never gave up on himself. By May 1999, his overall academic skills had improved to the average range, no longer qualifying him for special education in reading and math. Unfortunately, when Robert returned to school in the fall of that same year, his academics began to show a steady decline due to extreme inattentiveness. By November, he was diagnosed with attention deficit hyperactivity disorder (ADHD), subsequently qualifying him again for special education.

In the past two years, Robert has shown drastic improvement, both academically and socially. Both Robert and his teachers are excited about his continual progress, especially in reading. He has received direct teacher instruction in LANGUAGE! a literacy based intervention curriculum published by Sopris West. According to his current special education teacher... " Robert's achievement level has skyrocketed. He previously stated how dumb he was and how he couldn't learn. He used to get angry when he didn't win at sports or did poorly on an assignment. Now he asks for assistance or wants to work on an assignment until he gets it correct. He has shown steady improvement on his EOG scores by going from below grade-level in reading and math to grade-level in one year. Above all, his personal demeanor has significantly improved. Not only has Robert's self-esteem improved, his facial expression is positively impacted as he now holds his head high and stands straight. Although he con-



tinues to be modest, Robert no longer is negative about himself. He now asks for additional work, persists with hard assignments, and asks good questions. His progress is remarkable. He appears thrilled at the excitement for learning."

Robert's response to his remarkable personal and academic transformation was simple. However, it provided an insightful testimony as to how IDEA provisions, especially special education, can provide the extra support a struggling learner needs. He gleamed with excitement as he credited his newfound success to his special education teachers. Robert appreciatively stated, "I love school now all because I have special education teachers who teach me in a way that I can finally and fully understand."

Isabelle Mims, Director  
Programs for Exceptional Children  
Union County Public Schools, North Carolina

## EARLY INTERVENTION AND TECHNOLOGY PROVE A WINNING TEAM FOR STUDENT

Brett Grayson is a tenth grade student at Parkwood High School in Monroe, NC. He has a severe to profound sensory-neural hearing loss bilaterally. Brett was fitted with hearing aids at the age of 17 months. Shortly afterwards, at 21 months, Brett entered the Preschool Satellite Program for NC Schools for the deaf. For the next five critically formative years, Brett was educated each morning in this self-contained total communication environment.

Initially, Brett learned and communicated with an exact English signing system. As he became older, he gradually shifted his preferred communication mode to the CASE sign system (Conceptually Accurate Signed English). He is in a total communication program. As he entered the mainstream school setting in kindergarten and throughout his elementary years, Brett was provided with hearing amplification in a FM system furnished by Federal Funding from IDEA. Upon entering the sixth grade, Brett received new personal aids (improved with newer technology) that increased his amplification significantly better than his former system. Therefore he chose to wear his personal hearing aids, but was provided with the attaching FM unit to match his aids for his academic setting.

Today Brett is a fully integrated active high school student who uses an interpreter to assist his communication and interaction in the classroom, as well as all extra-curricular activities including football and club meetings. Other federally supplemented services provided throughout his education years have included transportation to and from school and speech therapy. Brett received resource support with the on-site Teacher of the Deaf as often as his regular schedule would allow. In high school, Brett has benefited from using real time captioning (C-Print) in some of his college preparatory and honors courses.

Brett is an honor roll - college bound student. He has shown continual progress and has maintained his grades at or above grade level, a remarkable achievement for any student. Brett is very intelligent and eager to learn. He has a good rapport with his peers and is a joy to work with. Brett is a well-adjusted student with "the world at his fingertips." Early intervention and educational accommodations throughout his lifetime, provided with federal funding, have greatly contributed toward his personal and academic success.

Martha Arnold, HI teacher  
Parkwood High School  
Union County Public Schools  
Monroe, NC



## DESPITE CHALLENGES, NC STUDENT LIVES A HAPPY, PRODUCTIVE LIFE

Regina Morrow is an eleventh grade student at Parkwood High School in Monroe, North Carolina. Regina has a moderate sensory neural hearing loss when wearing hearing aids. She was born with Spina bifida and other birth defects, which have resulted in a man-made bladder that requires self-catheterization. One kidney remains but will require a transplant soon. Regina has an IQ representative of the educable mentally disabled classification.



Regina transferred from Gaston County where she was placed in the Hearing-Impaired (HI) Program. Regina was receiving speech services as well. She used an auditory trainer in her elementary years, which was provided by the school system using Federal funding under IDEA. She now has her own digital hearing aids. She does know some sign language but functions without an interpreter. Regina has a language delay due to the hearing loss. Regina's health situation requires a private restroom provided by the school.

Until her tenth grade year, Regina was a resource student with speech classes to support her language development. She continued to struggle with the high school mainstream classes. She still receives services through the HI Program. At the beginning of her tenth grade year, Regina began in the Occupational Course of Study. This program has proven to be very successful with Regina. She is learning job skills and real-life problem solving strategies. This has boosted her confidence and allowed her abilities to truly shine.

Regina has had many difficult situations to deal with in her life. Her mother died at the beginning of her high school career. Her physical health and many surgeries have kept her out of school a lot over the years. Her attendance is now much more regular and she deals with her disabilities very responsibly. She is always positive and cheerful. She works on campus and has advanced rapidly. She is now ready for off-campus employment and will be an asset to any company.

Regina has benefited from all of the services she has received. She is an example of how productive a person can become given the appropriate educational opportunities provided by Federal Funding.

Martha Arnold, HI teacher  
Parkwood High School  
Union County Public Schools  
Monroe, NC

## ASSISTIVE TECHNOLOGY LEADS TO SUCCESS FOR STUDENT

Hope Clontz is an eighteen-year-old senior at Piedmont High School in Monroe, North Carolina. She was born prematurely and had heart surgery at one week. She has been blind since birth.

Thanks to federal funding, Hope received early intervention services from age one. At age three, Hope began receiving help from the school system's itinerant teacher of the blind. In kindergarten she began working with the Brailleists and whizzed through the Patterns Braille reading series. Hope has had training in orientation and mobility since elementary school.



Hope uses assistive technology with the greatest of ease, often giving lessons to her regular classroom teachers! She is proficient in Grade 2 Braille and in Nemeth Code for math. She has used a Braille 'N Speak and a Talking Franklin throughout her schooling. She routinely uses JAWS software at school and at home to access computer programs and to gain information from the Internet.

Because of the special education services and her steadfast family support, Hope has become an outgoing, self-assured young woman. She is popular with her peers and has a steady boyfriend. This Christmas, as part of her orientation and mobility training, she and another blind student traveled independently to a large mall in Charlotte and did their own shopping, asking questions of clerks and correctly managing their money and packages.

Hope is focused on graduating high in her senior class. She has submitted applications to state colleges of her choice and is in the process of applying for a guide dog to take with her to college. Hope is a success story beyond the imaginations of the doctors who predicted that she would be developmentally delayed. Hope is in the running for a CEC "Yes, I Can Award" and is eager to go to New York to claim her award if she is chosen.

Isabelle Mims, Director  
Programs for Exceptional Children  
Union County Public Schools, North Carolina

## SUPPORTING A SUCCESSFUL TRANSITION TO ADULT LIFE

LaToya Buckley is enrolled for her third and final year in the Transition Partnership Project (TPP) of the Red Clay Consolidated School District in Delaware. TPP is a university- and community-based transition program for 18-21 year old students with significant disabilities. LaToya was diagnosed with moderate to severe mental retardation as a preschooler and later experienced mood and behavior problems. She has received special education services since entering the school system, including speech and language therapy, occupational therapy, and functional life skills curricula.



Although she benefited from these services, her family and teachers worried about whether she would make a successful transition from the school environment to the community. She often behaved in ways that would make it difficult for her to hold a job and engage in adult social life. She had little tolerance for changes in routine. She would become sullen, mischievous, and defiant if her schedule was disrupted or she was told she could not do something. She preferred not to converse with others, often putting her head down to avoid social contact. She occasionally offered statements, such as "I did good," but rarely spoke.

The TPP teachers recognized that LaToya wanted more control over her daily routine. They taught her to create a personal daily schedule using picture symbols and simple words, which she could then use to interact with others regarding her plans and interests. The teaching team also used the schedule as a way to introduce ideas for new activities, which created regular opportunities for LaToya to experience meaningful choice-making while slowly building her repertoire of community activities.

A major focus of TPP is providing community work experiences for students in real employment settings. This helps the teachers assess the students' strengths and needs and better understand their work preferences. This information can then be used when working with adult service agencies to identify postschool work options for the student. An additional benefit of work experiences for LaToya was the frequent opportunity to interact with adults. The teachers began to give LaToya small job responsibilities that built on her strengths - consistency, dependability, and persistence - and making sure she received lots of praise from co-workers for her efforts.

As LaToya demonstrated increasing skill and confidence in a variety of job areas, she was placed in paying job that she preferred - a dining hall on the university campus, where she quickly earned a reputation as "the best worker." The teachers worked closely with LaToya to teach her the job skills she needed, but also supported her positive interactions with co-workers. LaToya enjoys spending the money she earns, but her biggest reward now is the time

she spends with her co-workers and seeing herself as part of the team. The teachers have been able to fade their presence at the job site as LaToya's co-workers have stepped in as natural supports.

Through TPP, LaToya has made great advances toward successful adult participation in the community. She has a variety of job skills and has increased her social network. She now starts conversations with others and more often shares a smile with those around her. As her skills and self-confidence have increased, so has her ability to adapt to changes in her routines. In addition, she learned to get around the community safely as a pedestrian and to use paratransit services. The TPP staff is now working closely with adult service agencies to help LaToya experience a smooth transition from the school system to the community.

Laura T. Eisenman, Assistant Professor  
School of Education  
University of Delaware

# TRANSITION PLANNING ALLOWS SOUTH DAKOTA STUDENT TO REALIZE HER DREAMS

*"It is the challenges of a profession which give rise to the artists and creators who play in its field."*  
Jean-Paul Sarte, French philosopher

Dana Richter, a 2001 Lincoln High School Graduate, was determined to find a paying job and live in her own apartment, despite various challenges that include being deaf, and having a developmental disability. Dana's story is testimony to her teachers' creative planning, inspired through the implementation of IDEA.

While in middle school, Dana participated in a self-advocacy class that taught her how she could become more involved in the Individualized Education Program (IEP) process. Dana learned about setting goals in relation to employment and independent living, and set the following goals:

*Employment: to get a paid job*

*Independent Living: to live in her own apartment*

Dana's high school program focused on a functional skill curriculum to help Dana to reach her goals. Programming included participation in a Community Based Vocational Program.

Through the IEP process and creative planning, Dana has indeed met her goals! The following outline describes how the IEP team members and Dana accomplished this:

During Dana's junior year, an initial work experience was set up at United Day Care, an opportunity Dana was interested in. Dana and her job coach worked at the daycare center for six months on Mondays, Wednesdays, and Fridays, from 11:00 to 12:45. Dana's job duties included setting up lunches, cleaning up the lunchroom, and providing childcare assistance. Initially, an interpreter assisted in facilitating communication as Dana learned her job and completed her orientation. Dana used a notebook for written correspondence with her employer and co-workers.

In order to get to her work experience, bus training was provided. Dana learned how to ride the city bus to and from this work experience site. An interpreter initially assisted in facilitating communication as Dana learned how to ride the city bus and access public transportation. Communication cards were created for Dana to use as a back up.

Dana's next work experience was set up at a Lewis Drug store. Dana's schedule was the same as her daycare experience. Her duties included filling the soda machines, stocking shelves and endcapping the aisles. Dana worked with a job coach for six months. Dana learned additional bus routes to get to work, from school, and back home from work.





Dana demonstrated that she had acquired the work skills necessary to perform the essential functions of a customer service worker position. The Lewis Drug manager, Mike Cole, offered Dana a paid position on September 7, 2000. Dana's work schedule increased to Monday through Friday from 1-3pm. Dana earns \$6.00/hr. and is working successfully in her position. Lewis is continuing to challenge Dana with new duties. Most recently she began marking labels and merchandizing. The staff at Lewis is supportive, yet treat Dana as any other employee. Most importantly, Dana enjoys her work, and looks forward to being one of the employees.

Upon graduating from Lincoln high school, with an unsigned diploma, Dana attends a Sioux Falls School District program called Community Campus. This program was designed for students ages 18-21, who have developmental disabilities and have completed their four years at the high school.

The goal of Community Campus is to assist students as they apply the skills learned in the classroom to everyday life situations, allowing students to enter adult services at their maximum level of individual independence. This program offers skill training in the areas of employment and independent living. The program incorporates social skills, goal setting, and the development of self-advocacy skills. Dana is involved in a weekly job club, which is comprised of a group of employed students, who discuss job keeping and seeking strategies and frustrations encountered on the job.

Throughout the IEP process, Dana and her father were connected with adult service program providers. They toured Sioux Vocational Services and Communication Services for the Deaf (CSD) programs. Dana and her father pursued the option of connecting up with CSD. Last summer, CSD assisted Dana in moving into her own apartment, which has all the modifications and adaptive living devices she needs. Dana has a roommate, whom she considers a good friend. Dana has transferred the independent living skills she has learned in the classroom and at Community Campus, to her own apartment setting. CSD staff work with Dana in meeting goals specific to her independent living needs in her apartment. Dana is also active within her community! She enjoys participating in her church, going to movies, writing letters, going for walks, and reading books.

The Community Campus teacher provides case management services to ensure a smooth delivery of services. This includes coordinating and planning for activities, developing and implementing goals, keeping all team members informed, and conducting IEP meetings.

One of the most important factors of Dana's success is her devoted family! Dana's mother, (who died from cancer two years ago), her father, and her sister Tiffany have provided the backbone of support and encouragement to Dana throughout her lifetime. Dana's family support, her positive upbringing, and involvement in her school planning, have been instrumental in Dana reaching her goals.

We are excited to share Dana's success story with you and hope that her life's journey can be an inspiration to others.

Deb Bukrey  
Special Education Teacher  
Sioux Falls Public School

***I*NDIVIDUALS WITH DISABILITIES  
EDUCATION ACT (IDEA)**

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***Part B Section 619  
Preschool Grants Program***

# Preschool Grants

## APPROPRIATIONS (in thousands)

<i>FY 1999 Appropriation</i>	<i>FY 2000 Appropriation</i>	<i>FY 2001 Appropriation</i>	<i>FY 2002 Appropriation</i>	<i>FY 2003 CEC Recommendation</i>
<i>\$373,985</i>	<i>\$390,000</i>	<i>\$390,000</i>	<i>\$390,000</i>	<i>\$591,000</i>

## AUTHORIZING PROVISION

The Individuals with Disabilities Education Act (IDEA), Section 619 (20 USC 1419), as amended by the Education of the Handicapped Act Amendments 1986, P.L. 99-457, by the Individuals with Disabilities Education Amendments Act of 1991, P.L. 102-119, and by the Individuals with Disabilities Education Act Amendments of 1997, P.L. 105-17. The program is authorized at "such sums".

## PURPOSE

The Preschool Grants Program is intended to assist all states in ensuring that all preschool-aged children with disabilities receive special education and related services. In 1986, only half the states ensured services to preschoolers with disabilities. Since 1987 when this expanded program began operating, the number of children served has increased from 265,000 to 600,000 in school year 2000-2001.

## WHO RECEIVES FUNDING

State education agencies (SEAs), and through them, local education agencies (LEAs) and educational service agencies, are eligible for grants under this program. The distribution formula for this program changed in FY 1998. Each state

receives the amount it received in FY 1997, and its share of the remaining funds available as follows: (a) 85% of the funds are distributed based upon a state's relative population of children ages 3 through 5; and (b) 15% based upon the relative population of all children ages 3 through 5 who are living in poverty. The legislation delineates the share of the State Preschool grant allocation that must be distributed to local school districts and how those funds are to be distributed.

## KINDS OF ACTIVITIES SUPPORTED

Funds are used to provide the full range and variety of appropriate preschool special education and related services to children with disabilities 3 through 5 years of age. Further, funds may be used for children 2 years of age who will turn 3 years of age during the school year.

## FUNDING CONSIDERATIONS

In FY 2002 the Federal government appropriated \$390 million for the Preschool Grants Program. This program has had little or no increase for several years. This is particularly problematic since the number of children served by the program has continued to increase each year. Since 1987, the nationwide preschool child count has grown by

## RECENT FUNDING HISTORY (in thousands)

<i>Fiscal Year</i>	<i>Authorized</i>	<i>Administration's Request</i>	<i>Appropriated</i>
1994	formula	\$343,750	\$339,260
1995	formula	\$367,270	\$360,270
1996	formula	—*	\$360,410
1997	formula	\$380,000	\$360,400
1998	\$500,000	\$374,830	\$373,985
1999	"such sums"	\$373,990	\$373,985
2000	"such sums"	\$402,435	\$390,000
2001	"such sums"	\$390,000	\$390,000
2002	"such sums"	\$390,000	\$390,000

\*The President requested one appropriation for both the Part B State Grant program and the Preschool program.

more than 335,000. The federal appropriation has failed to keep pace with the growth in the program. Consequently, state and local governments have had to pick up the remaining costs of these critical programs. The amount available per child for this program has dropped from its high in 1992 of \$803 per child to a projected figure of \$626 per child in 2003 per the Administration's request.

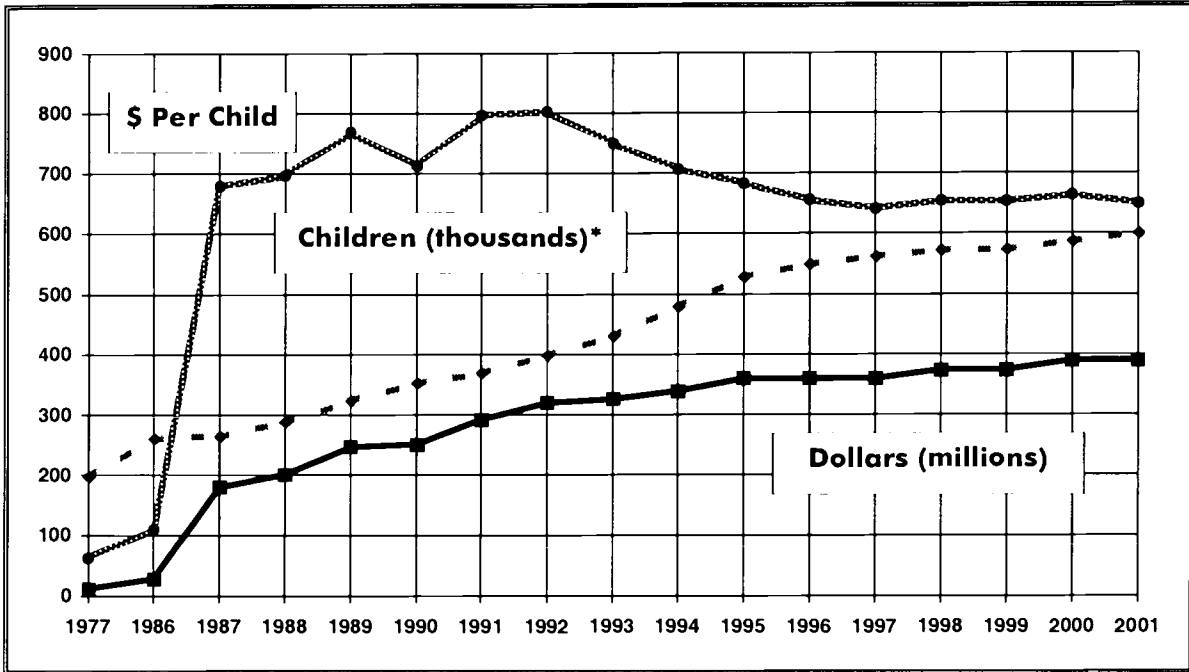
### CEC RECOMMENDS

CEC recommends \$591 million for the Preschool Grants Program in FY 2003. The federal growth in the appropriation for this program has not kept pace with the significant increase in the number of children served by the program. The per child amount available has continued to decrease each year since 1992, as the child count continues to increase. CEC requests an appropriation based on \$950 per child allocation for FY 2003 multiplied by

the number of children enrolled in the Part B Preschool Program in each state. Congress should live up to its original promise to fully fund the Part B Preschool Program by providing the promised allocation of \$1500 per child. To accomplish this, Congress should increase the per child allocation by \$145 each year to reach full funding (i.e., \$1500 per child allocation) by FY 2008 at an estimated cost of \$990 million in FY 2008 [figure takes into account projected increase in program enrollment based on an established model of diminishing percentage of special education enrollment levels until full parity is reached between projected increases in special education and general population enrollment rates (SOURCE: US Department of Education, Office of Special Education and Rehabilitative Services)]. This program is an important part of states' and communities' efforts to have all young children enter school "ready to learn."

# PRESCHOOL PROGRAM DATA

## COMPARISON OF GROWTH IN 619 PRESCHOOL PROGRAM WITH FEDERAL 619 APPROPRIATIONS



The above information was provided by the National Early Childhood Technical Assistance System (NECTAS).

	1977	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
<b>Dollars (millions)</b> 619 Dollars (millions) appropriated for distribution to states	12	28	180	201	247	251	292	320	326	339	360	360	360	374	374	390	390
<b>Children (thousands)</b> Children (thousands) receiving FAPE on December 1 of each federal fiscal year	197	261	265	288	323	352	369	398	430	479	528	549	562	572	573	587	600
<b>\$ Per Child</b> Per child allocation of 619 dollars	63	110	679	697	769	713	797	803	750	707	683	656	641	654	653	664	650

\*For example, for fiscal year 1986, 261,000 children were reported to be receiving services as of December 1, 1985. Reprinted from deFosset, S. (2002). *Section 619 Profile* (11<sup>th</sup> ed.) National Early Childhood Technical Assistance System (NECTAS).

**PRESCHOOL GRANTS PROGRAM UNDER SECTION 619 OF THE  
INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
FEDERAL FISCAL YEAR 2002 (SCHOOL YEAR 2002 - 2003)  
PRESCHOOL GRANTS ALLOCATIONS TO STATES AND ELIGIBLE JURISDICTIONS**

<i>State/Eligible Jurisdiction</i>	<i>Total Allocation</i>
<b>National Total</b>	<b>\$390,000,000</b>
Alabama	\$5,730,375
Alaska	\$1,294,380
Arizona	\$5,545,066
Arkansas	\$5,479,110
California	\$39,848,701
Colorado	\$5,073,769
Connecticut	\$5,009,888
Delaware	\$1,287,906
District of Columbia	\$253,905
Florida	\$18,917,454
Georgia	\$10,077,250
Hawaii	\$1,036,577
Idaho	\$2,233,491
Illinois	\$18,041,307
Indiana	\$9,088,983
Iowa	\$4,077,008
Kansas	\$4,426,665
Kentucky	\$10,431,998
Louisiana	\$6,628,385
Maine	\$2,567,159
Maryland	\$6,824,190
Massachusetts	\$10,103,890
Michigan	\$12,853,643
Minnesota	\$7,587,477
Mississippi	\$4,321,339
Missouri	\$6,171,495
Montana	\$1,215,398
Nebraska	\$2,306,907
Nevada	\$2,312,229
New Hampshire	\$1,591,180
New Jersey	\$11,621,386
New Mexico	\$3,256,045
New York	\$34,473,989
North Carolina	\$11,554,652
North Dakota	\$839,536

**PRESCHOOL GRANTS PROGRAM UNDER SECTION 619 OF THE IDEA**

**ALLOCATIONS TO STATES AND ELIGIBLE JURISDICTIONS SCHOOL YEAR 2002-2003 (continued)**

<i>State/Eligible Jurisdiction</i>	<i>Total Allocation</i>
Ohio	\$12,874,725
Oklahoma	\$3,760,076
Oregon	\$3,960,512
Pennsylvania	\$14,293,994
Rhode Island	\$1,707,269
South Carolina	\$7,293,431
South Dakota	\$1,496,640
Tennessee	\$7,049,034
Texas	\$23,676,158
Utah	\$3,647,879
Vermont	\$892,952
Virginia	\$9,323,245
Washington	\$8,343,791
West Virginia	\$3,558,432
Wisconsin	\$9,674,989
Wyoming	\$1,090,450
American Samoa	0
Guam	0
Northern Mariana Islands	0
Puerto Rico	\$3,273,690
Virgin Islands	0
Palau	0
Marshall Islands	0
Micronesia	0
Indian Tribe Set Aside	0
Other	0

## AN AMAZING STORY OF SUCCESS WITH SUPPORTS AND SERVICES IN STERLING VIRGINIA

Our daughter Shannon was born prematurely at 29 weeks gestation with severe congenital heart defects. We were urged to "make her comfortable and let her go", as her cardiac anomalies in conjunction with her prematurity appeared hopeless. We could not make that choice, and decided to give Shannon every chance to live. That choice resulted in Shannon having three palliative heart surgeries, a tracheostomy to provide an airway and gastrostomy tube to enable her to receive nutrients. Shannon spent the first three years of her life in hospitals.



Shannon came home to us in Loudoun County Virginia at the age of three. She currently receives homebound services, which include speech, physical and occupational therapies because of severe developmental delays. When Shannon initially came home, she was not able to sit up on her own or crawl. She had few words, was not open to new experiences of any kind and would take no food by mouth.

Now, only 19 months later, she stands independently, walks with a finger held for support and is taking some independent steps. She has quite a few words now and certainly makes her needs known! Shannon is also drinking from a cup and, following a swallow study in the next few weeks, we are hoping to be more aggressive with her eating by mouth. According to her occupational therapist, Rebecca Argabrite Grove, a very important person in Shannon's life, "The progress she has made to date is phenomenal. The combination of intensive therapy (OT, PT, and Speech) along with a supportive and stimulating home environment has facilitated Shannon's progress down the developmental milestone path. A good part of the journey is still left ahead, but with one hand held by her family and the other by her educational team she will be able to reach her ultimate destination no matter how long it takes."

*continues*



Shannon's metamorphosis has been amazing, and it is in large part due to the services we have been able to receive through IDEA and the dedicated professionals we have been lucky to have working with us. We also have a school system that is EAGERLY awaiting Shannon's arrival to the classroom setting this fall.

The medical/insurance issues we have faced have certainly been challenging, but it has been a relief because of IDEA not to have to fight the developmental battles. IDEA has paved the way for that part of Shannon's success!

Michele Ryan Ward and Richard William Ward  
Shannon's Mom & Dad

Jake Myers attends Kent City Community Schools in Kent City Michigan. Jake is now eight years old and in second grade and no longer requires special education services. Earlier in his educational career, Jake was identified as having an emotional impairment. Jake was in a Preprimary Impaired classroom for one year and in a self-contained kindergarten program for children who were emotionally impaired the following year. In first grade he only received limited resource room assistance.

Jake had a difficult time controlling his emotions from an early age. Jake's mother, Sherri Meyers-Meeuwes, worked with Jake on his social/emotional health but sought the help of the school system when he was only three. The school set up a behavioral plan for Jake that was carried out in the classroom and at home. This behavior plan was in accordance with IDEA. The school staff and Jake's family worked closely together to make Jake's discipline plan as consistent as possible.

Halfway through Jake's kindergarten year a great deal of improvement was noted in his behavior. Jake's temper tantrums seemed to disappear, his social skills grew to age level, and he was much less confrontational. Jake is an extremely intelligent child and he worked hard at achieving his behavioral goals.

Last spring, Jake was exited from all special education services. The behavior plans and special education services helped Jake to achieve his goals. The real praise for Jake's exit from special education services belongs to Jake himself for working so hard at learning to control his emotions and to his mother for supporting him in his education. A shining example of the importance and influence of early childhood intervention, Jake Meyers is a true success story.



# UTAH PRESCHOOLER GRADUATES AND HEADS TO NEIGHBORHOOD KINDERGARTEN CLASS

My daughter, Kenly Marie Moore of Farmington, Utah graduated from Knowlton Elementary Preschool in the Davis School District on May 17, 2001. Kenly, age 5 ½, has Down syndrome and completed her three years of preschool in an inclusive setting with a remarkably devoted teacher, Mrs. Chris Mooney, who has magnified the ideals for which IDEA stands.



Shortly after her birth on September 3, 1995, Kenly began receiving early intervention services through a program at Utah State University, including occupational, physical, and speech therapy. She completed her early intervention years in Davis County. Days after her third birthday in 1998, Kenly transitioned to the Davis District preschool program. As her mother, I was concerned that Kenly would be "in over her head" at preschool with her typical peers because of Kenly's delays. Kenly, at age 3, was not walking, had limited speech, and was still in diapers. I was so worried—I followed Kenly's preschool bus for a week, concerned that my vulnerable baby was too young and delayed to be embarking on such an adventure.

Instead, Kenly rose to the challenge. Utilizing her talent to model others' behavior, Kenly realized she, too, should learn to walk, and did so within two months of beginning preschool. Her expressive language began blossoming as she interacted with typical peers, and this progress was strengthened with speech therapy sessions within the classroom. She follows the classroom routine, sings along with all the songs, says the Pledge of Allegiance, is toilet trained, and has begun to grasp what behaviors are socially appropriate through her interaction with the other kids.

All of this would not have transpired—indeed, would have been nearly impossible—without IDEA. Kenly is now excited to attend kindergarten in her neighborhood elementary school, Reading Elementary, in Fall 2001. As her parents, we are anxious to see quality special education services continued, maximizing the educational benefit to Kenly.

Parents of children with disabilities must remain involved in every single aspect of their children's lives. They must mediate, orchestrate, and advocate in order to ensure positive outcomes for their children. Added to the ordinary routines of life, this devotion can be exhausting.

*continues*

With all the challenges that accompany a child with disabilities (behavior issues; medical expenses for cardiologists, pulmonologists, ophthalmologists, speech, PT, OT, etc; safety issues; keeping informed on current disability and legislative issues; finding qualified child care; applying for services; constant evaluations; endless appointments), parents must be able to depend on IDEA to guarantee their children's rights to a free appropriate public education in the least restrictive environment. This will help them reach their fullest future potential. Kenly's ultimate goal is to live a full and independent life in her community, which is only possible through a successful and adequately supported educational experience.

The laws under IDEA have helped Kenly build a firm foundation upon which she will build her life.

Amy Burton Moore  
Kenly's mom

## YOUNG MINNESOTA BOY SUCCEEDS IN MORE INCLUSIVE PLACEMENT

At age 5, Jack Jepsen-DeSpiegelaere can tell you almost anything you want to know about space, rocks and minerals, human anatomy, insects, and dinosaurs. While Jack has many strengths, he also has many challenges.

His parents, Andrea Jepsen and Steven DeSpiegelaere began to notice these challenges as Jack became a toddler. Their only child at the time, Jack usually received his parents' undivided attention. He demonstrated exceptional receptive and expressive language skills. By the time he was 4 years old, he had the language of a 9-year-old.

When Jack was 2½ and in childcare, his parents began to notice that Jack acted differently than other children his age. Jack could discuss topics like human anatomy at a very advanced level, but he could not play trucks with a group of children at daycare.

Jack began to hit and bite other children at the daycare center. The staff working with Jack had difficulty anticipating his outbursts because he did not appear angry before the incidents occurred. As they all struggled to find ways to address his behavior, Andrea and Steve had Jack evaluated by a team that consisted of a social worker, a nurse, and a child psychologist. The team involved provided Jack's parents with information that helped them begin to understand his behavior. This assessment yielded a diagnosis of Asperger's syndrome.

While Andrea and Steve believed this label made sense, they also knew they needed more information. Andrea began to research Asperger's syndrome on the Internet. The couple also approached the school district and asked to have Jack evaluated for special education.

The evaluation data gathered by the school district indicated Jack's needs in the areas of behavior and social development qualified him for special education. He met the criteria under the category of autism. A team, including the school district, his parents, and others, began developing Jack's first individualized education program (IEP) in early spring 1999. As part of the process, the school district recommended that Steve and Andrea view a local segregated preschool class.

Based on information she had read about Asperger's syndrome, Andrea questioned the appropriateness of a segregated program. She believed that a segregated classroom could not meet Jack's need for a developmentally appropriate classroom or opportunities to observe typical peer interaction. Andrea and Steve believed Jack needed appropriate behavior and communication role models. They suggested to the rest of the team many options that would allow Jack to be included with his typical peers for at least some portion of the day.



Despite their concerns, Andrea and Steve agreed to place Jack in a segregated autism program because they thought they didn't have an alternative.

The little boy began the 1999-2000 academic year of preschool in the segregated autism classroom. Initially, he behaved well. Unfortunately, his aggressive behavior became more frequent and intense. His parents were concerned that if the district delayed addressing Jack's behavior, his problems would continue to increase, as they had in the past. Andrea and Steve feared that unless the team could determine and address the cause of the aggressive behavior, Jack would not be ready for an integrated kindergarten program.

During this time, Andrea read research that suggested children with Asperger's syndrome sometimes responded to medication. A physician reviewed Jack's history and current status and agreed that a medication trial made sense.

Just prior to starting Jack on medications, Steve and Andrea called an IEP team meeting to attempt to develop a proactive behavior management plan and to address the lack of inclusion opportunities being offered to Jack. The team did not have sufficient data to complete a behavioral management plan.

The district also told Andrea and Steve that Jack could not be included with typical peers until he could control his behavior.

Shortly after this team meeting, Andrea spoke to a Parent Advocacy Coalition for Educational Rights (PACER, in Minnesota) advocate who suggested they ask for, in writing, a functional behavioral assessment. They also discussed at length the meaning of "least restrictive environment" and the fact that this had not been considered when Jack's team planned his school program.

In January 2000, an assessment provided Jack's parents and IEP team with valuable information.

"Before the functional behavioral assessment, we never recognized Jack had anxiety. Also, the assessment identified ways to proactively address Jack's needs in the classroom," said Andrea.

The assessment:

- identified factors that "triggered" Jack's aggression and;
- indicated what purpose negative behaviors served for Jack.

The team used this information to develop a proactive behavior plan and a more appropriate IEP for Jack. Eventually, his placement was changed to a more integrated setting: although Jack still spent much of the day in the autism program, his rewritten IEP specified he spend 90 minutes a day in an integrated preschool program.

In the integrated setting, Jack received reinforcement for his attempts to interact appropriately. As the children in his integrated classroom responded positively to his presence, Jack began to initiate simple exchanges. While he remained less social than typical children, Andrea explained he did interact

meaningfully with his classmates. Additionally, they noticed the children in this classroom did not exhibit behaviors that triggered his aggression.

Over the course of the spring, Jack did have a couple of incidents in the integrated setting. "Still," said his mother, "thanks to his integrated setting, medication, and an appropriate individualized behavior plan, the change in his behavior is dramatic. Jack went from being an irritable, angry, unhappy child to being able to interact appropriately with other children. Now, his behaviors, both good and bad, reflect those of children who do not have a disability."

The next fall, Jack began a new adventure. He attended an integrated classroom in a science and environment magnet school that also offered a gifted and talented program for kindergarten students. He spent his afternoons in an enrichment program working on his social interactions and building friendships with his peers.

"He's a great kid, and he did great," said Andrea.

**I**NDIVIDUALS WITH DISABILITIES  
EDUCATION ACT (IDEA)

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*Part C*  
*Early Intervention Program*



# Early Intervention Program

## (Part C)

### APPROPRIATIONS (in thousands)

FY 1999 <i>Appropriation</i>	FY 2000 <i>Appropriation</i>	FY 2001 <i>Appropriation</i>	FY 2002 <i>Appropriation</i>	FY 2003 <i>CEC Recommendation</i>
\$370,000	\$375,000	\$383,567	\$417,000	\$500,000

### AUTHORIZING PROVISION

The Individuals with Disabilities Education Act (IDEA), Part H, Section 671, as authorized by the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, as amended by the IDEA Amendments of 1991, P.L. 102-119, and by the Individuals with Disabilities Education Act Amendments of 1997, P.L. 105-17. In the reorganization of IDEA in this most recent reauthorization, the Early Intervention Program was authorized in Part C. The program is authorized at "such sums".

### PURPOSE

Part C of the Individuals with Disabilities Education Act provides grants to states to develop and implement a statewide, comprehensive, coordinated, multi-disciplinary, interagency system that provides early intervention services for infants and toddlers with disabilities, ages birth through 2 years and their families. In 1997, Congress reauthorized the program for 5 years.

### WHO RECEIVES FUNDING

All states participate voluntarily. Monies under this authority are received and administered by a lead agency appointed by the governor of the state, with the participation of a state interagency coordinating council also appointed by the governor. Available federal funds are allocated to states

each year according to the relative population of children ages birth through 2 years in the state. Currently, all states have made the final commitment to ensure early intervention services for eligible infants and toddlers and their families.

### KINDS OF ACTIVITIES SUPPORTED

Federal funds under this program are to be used for the planning, development, and implementation of a statewide system for the provision of early intervention services. Funds may also be used for the general expansion and improvement of early intervention services. Further, funds may be used to provide a free appropriate public education (FAPE), under Part B of IDEA, to children with disabilities from their third birthday to the beginning of the next school year. However, in the provision of actual direct services, federal funds under this program shall be the "payor of last resort," i.e., IDEA funds may not be used when there are other appropriate resources which can be used or are being used, whether public or private, federal, state, or local. These restraints on the use of IDEA funds illustrate a central objective of this program: to achieve an efficient and effective interagency service delivery system within each state.

Infants and toddlers are eligible for this program if they have a developmental delay or a diagnosed condition with a high probability of resulting in developmental delay. At state discretion, children who are at risk for developmental

## RECENT FUNDING HISTORY (in thousands)

<i>Fiscal Year</i>	<i>Authorized</i>	<i>Administration's Request</i>	<i>Appropriated</i>
1994	"such sums"	\$256,280	\$253,150
1995	"such sums"	\$325,130*	\$315,630*
1996	pending	\$315,630	\$315,750
1997	pending	\$315,630	\$315,750
1998	\$400,000	\$323,960	\$350,000
1999	"such sums"	\$370,000	\$370,000
2000	"such sums"	\$390,000	\$375,000
2001	"such sums"	\$383,600	\$383,567
2002	"such sums"	\$383,567	\$417,000

delay may also be included in the target population for the program. Early intervention services include, for each eligible child, a multi-disciplinary evaluation and assessment and a written Individualized Family Service Plan (IFSP) developed by a multi-disciplinary team and the parents. Services are available to each child and his or her family according to the IFSP. Service coordination and the services to be provided must be designed and made available to meet individual developmental needs.

### FUNDING CONSIDERATIONS

In 2002, the Federal government appropriated \$417 million for the early intervention program. This falls far short of addressing the need for services. The importance of the early years in ensuring that children succeed later in school and life has achieved universal and bipartisan recognition. But, realizing this agenda so that it will impact on all children throughout the country requires adequate federal support. CEC's request of \$500 million represents a small federal contribution toward the actual cost of providing early intervention services.

### CEC RECOMMENDS

CEC recommends an appropriation of \$500 million for FY 2003 for the Early Intervention Program. Congress enacted the Early Intervention Program after gathering expert evidence on the vital importance of the earliest possible intervention for infants who are developmentally delayed or at risk of becoming so. States and communities continue to demonstrate their commitment to this effort through the investment of significant resources, but federal participation is essential. Congress must live up to its commitment by providing enough funds to ensure every eligible infant and toddler and their family receives the services he or she needs. The amounts requested by CEC over the next several years will assist states with planning, developing and implementing statewide systems and for the provision of early intervention services. Full funding of Part C will fulfill the partnership promised by the Congress in 1986. Specifically, CEC requests \$500 million for FY 2003, with subsequent yearly increases of \$45 million per year to reach full funding by FY 2008 at \$685 million.

**PART C OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
 FEDERAL FISCAL YEAR 2002 (SCHOOL YEAR 2002 - 2003)  
 PART C ALLOCATIONS TO STATE LEAD AGENCIES AND ELIGIBLE JURISDICTIONS**

<i>State/Eligible Jurisdiction</i>	<i>Allocation</i>
National Total	\$417,000,000
Alabama	\$6,063,339
Alaska	\$2,043,288
Arizona	\$7,868,896
Arkansas	\$3,716,598
California	\$49,954,044
Colorado	\$6,132,874
Connecticut	\$4,478,645
Delaware	\$2,043,288
District of Columbia	\$2,043,288
Florida	\$19,235,683
Georgia	\$12,265,577
Hawaii	\$2,043,288
Idaho	\$2,043,288
Illinois	\$17,822,071
Indiana	\$8,666,617
Iowa	\$3,851,252
Kansas	\$3,884,393
Kentucky	\$5,461,452
Louisiana	\$6,549,059
Maine	\$2,043,288
Maryland	\$7,162,997
Massachusetts	\$8,078,494
Michigan	\$13,646,869
Minnesota	\$6,710,076
Mississippi	\$4,213,822
Missouri	\$7,568,706
Montana	\$2,043,288
Nebraska	\$2,400,219
Nevada	\$2,970,642
New Hampshire	\$2,043,288
New Jersey	\$11,405,544
New Mexico	\$2,682,058
New York	\$25,063,710
North Carolina	\$11,179,579
North Dakota	\$2,043,288
	<i>continues</i>

**PART C OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT**  
**FEDERAL FISCAL YEAR 2002 (SCHOOL YEAR 2002 - 2003)**  
**PART C ALLOCATIONS TO STATE LEAD AGENCIES AND ELIGIBLE JURISDICTIONS (CONTINUED)**

<i>State/Eligible Jurisdiction</i>	<i>Allocation</i>
Ohio	\$15,361,800
Oklahoma	\$4,901,951
Oregon	\$4,544,414
Pennsylvania	\$14,662,818
Rhode Island	\$2,043,288
South Carolina	\$5,456,933
South Dakota	\$2,043,288
Tennessee	\$7,697,334
Texas	\$33,464,547
Utah	\$4,423,421
Vermont	\$2,043,288
Virginia	\$9,470,434
Washington	\$8,061,958
West Virginia	\$2,068,052
Wisconsin	\$6,961,718
Wyoming	\$2,043,288
American Samoa	\$616,106
Guam	\$1,364,398
Northern Mariana Islands	\$410,078
Puerto Rico	\$5,986,306
Virgin Islands	\$803,624
Palau	0
Marshall Islands	0
Micronesia	0
Indian Tribe Set Aside	5,148,148
Other	0

## IDEA PART C FUNDS HELP TODDLER TOWARDS INDEPENDENCE

Nadine Hegge is a 3 1/2 year old preschooler at Dell Rapids Public Elementary School in Dell Rapids, SD. She was born 10 weeks early as a result of the placenta previa condition I had. She was diagnosed with spastic diplegic cerebral palsy at approximately 18 months of age.

Nadine had been screened every 3 months after birth through Avera McKennan Hospital's NICU follow-up program. When she was 18 months old, the NICU doctor referred her for developmental testing by Building Blocks (Birth-to-3 Connection) in Sioux Falls, SD. As a result, Nadine began to wear foot orthotics (shoe inserts) and received physical therapy 3 times a week. The physical therapist came to our home and to our child care provider's home for her sessions and the other kids

eagerly waited for their turn to be "the helper" for the therapist and Nadine. I think it was "peer pressure" that may have gotten Nadine to comply at times! At 24 months, Nadine began to walk and the very next month, she began wearing AFO's (leg braces). Currently, she is on her third pair of braces as she is growing up 'so fast! Shortly before her third birthday, Nadine received another developmental evaluation in order to transition from an IFSP (Birth-to-3 Connection) to an IEP. Nadine was within normal limits in her development with the exception of her gross motor skills. She continued to qualify for physical therapy services under IDEA through our school district.

Nadine has had to face many challenges - skills we just take for granted every day like sitting, squatting, walking, jumping, stair-climbing, picking up something from the floor, getting in and out of a car, etc. She is the youngest of 4 children and my husband and I noticed delays within 6-7 months after she was born. I guess we kept comparing her to our other children when they were little. Nadine does fine cognitively which kind of explains why she would get very frustrated and discouraged with her legs. She began to notice that she couldn't keep up with other kids her size. Nadine fell a lot and would cry many times if she couldn't be as fast as the other children walking across



*continues*

the room or going up and down stairs. It didn't take her long to figure out that she could get around faster if someone would carry her all the time! This happened at home many times which proved to be frustrating for my husband and I. When she began to really communicate, she was unable to speak clearly which added to her frustrations. She is now going to preschool 3 mornings a week and getting physical therapy twice a week at the school.

Through the efforts of her preschool teacher Shelly and her physical therapist Annette, Nadine has made great strides. She can walk better and her balance has improved. She can kick a ball, skip a little, and go up and down stairs now in a marching-manner (still holding onto the railing with one hand). She can even ride her little plastic trike now! She speaks much more clearly and everyone understands her now! We can tell that her vocabulary has increased immensely and her social behavior is improving. Because of the preschool and physical therapy, she has gained more confidence and courage. As a result, we see less "frustration spells" from her.

We think that programs like the Birth-to-3 Connection and Preschool have been a life-saver for my husband and I. Words cannot fully describe how much we've seen a change in Nadine. Nadine tends to relate to other kids in a physical sense first, before she will in a cognitive way or verbally. So getting her to walk better without falling as much has made a world-of-difference for her. Not only have these programs given her strength, ability, motivation, courage, and confidence, they have given us, her family, HOPE as well!

Signed: Pam and Steve Hegge and siblings Kate-17, Evan-12, and Margo-6

I first became a parent at the age of 32 when my son, Jared Silva, was born. I felt like my child was missing out and needed socialization. I realized I needed support and that parenting did not come naturally to me because of circumstances in my own childhood.

When Jared was 16 months old, I saw a flyer for early intervention services at my local WIC agency. I called the MSPCC Early Intervention Program in New Bedford, Massachusetts and spoke to the program director. She met me at the WIC office and interviewed me to see what I was looking for. After that, she scheduled an assessment for Jared and found he was eligible for services based on our family needs. In Massachusetts, children who are at risk are also eligible for early intervention. I accepted the services.

A developmental educator came to our house for a weekly home visit and we participated in child group services once or twice a week. I had no family support and early intervention was there to be the support I needed, helping with our isolation and my fears about being a good parent to Jared.

Jared benefited from the services and now is such a loving, caring child. He gets along great with other kids in his age group and when he turned three he went to a Head Start program. I am a better parent to Jared because of early intervention. They helped me realize there was more ways to parent than I experienced in my own childhood. They were not critical of me, did not make me feel like there was a wrong or right way to do things. They were a great help! With the support and encouragement of our early intervention teachers, I realized my own strengths and learned to focus on the positive rewards of parenting. Today Jared is a typical four-year-old who is developing well.

I participated at my early intervention program and felt like a role model to other parents and encouraged parents to request other services they felt their child needed. I wrote a newsletter for parents and organized a raffle to raise money for a Christmas Party at the program. When Jared went to Head Start, I got active there and was elected to the Policy Council and then was a member of the Head Start Executive Board. I have since taken courses in child development and received my certificate and am OCCS qualified. Now I am a teacher assistant in the kindergarten program at Head Start.

By Melissa Robbins, Jared's Mom

**I am a better parent to Jared  
because of early intervention....  
Today Jared is a typical four-year  
old who is developing well**

## CT BIRTH TO THREE PROGRAM HELPS A LITTLE GIRL BECOME A "CONQUERER"

Victoria Renee McAvay is a vivacious 2 ½ year old little girl living in Colchester, Connecticut. She was diagnosed at 18 weeks gestation with Dandy Walker Variant. Throughout her gestation, Victoria's head circumference continued to grow at an abnormal rate and on March 9, 1999, she was diagnosed with Hydrocephalus.

Throughout pregnancy, doctors at the Yale High Risk Clinic continued to advise our family that Victoria would probably be a vegetable and would not walk, talk or be able to feed herself. They advised us that she would probably have many mid-line organ development problems, which could result in further complications throughout her life.

After seeking other medical opinions and further diagnostic testing, a decision was made to complete the pregnancy and to support our daughter in her endeavors. Within the first two years of life, she had six brain surgeries and currently has two VP Shunts, which control the level of Cerebral Spinal Fluid (CSF) in her brain.

As you can imagine, Victoria's infancy was very tenuous. She had her first shunt placement surgery at 5 weeks of age. Shortly after this procedure, Victoria began receiving physical therapy through our Birth to Three provider. Upon evaluation, Victoria was deemed to be having some developmental delays, the largest of which was the use of her right side. She was experiencing these delays due to the CSF build up on the right side of her head and neck due to faulty shunt equipment. She was unable to turn her head to the right, much like having a wedge stuck under a tire. As a result, the development of her right side was affected. As Victoria grew, she experienced difficulty in the muscle development of her trunk, which affected her ability to sit, lift up her head, crawl, and walk.

With the support of our physical therapist, we performed daily exercises with Victoria in order to help her muscles develop appropriately. Our physical therapist also picked up on subtle developmental abnormalities, which could have proven to be devastating to Victoria if left unattended. For example, once Victoria began walking, she walked on her tiptoes or "toe walked" for a long time. This was such a concern that we had scheduled an appointment with an orthopedic specialist who would fit her with casts in order to correct





the problem. As if she understood the implications of what we were discussing, she subsequently began to walk "flat-footed," and has ever since.

In May of 2001, Victoria underwent a developmental assessment. This assessment showed that she had met or exceeded every area of development. We recently attended her transition meeting with the Colchester School System in an effort to continue the services that she currently receives. As it turns out, she is ineligible for services due to the results of the developmental assessment. She has no current area or areas of need that qualify her for continued services. Conscious of Victoria's continued need for care, we will continue to advocate for her needs throughout her life.

In naming Victoria ( Meaning "the conqueror") Renee (Meaning "Reborn"), my husband and I tried hard to chose names which would encourage her throughout life. Little did we know that when we chose these names how accurately they would depict her life. We are quite careful to recognize that the phrase "It takes a village to raise a child" best describes our experience with Victoria. We have had success with our daughter because of the hard-working providers who have been involved with her since my pregnancy. Without the physical therapists who have worked with Victoria, Dr. Charles Duncan, her neurosurgeon, and Dr. Bruce Freeman, Dr. Edward Gleich, Dr. Eileen Lawrence, Dr. Erin Springhorn and Dr. Karen Goldberg , our other daughter ShayLea and our incredibly supportive family and friends, Victoria would not be where she is today. The collaboration which is encouraged between these providers and the family system should be recognized as a result of the Birth to Three System and their inclusion model, which promotes family involvement in the planning process.

Lastly, we would like to recognize everyone's commitment to our daughter, which has helped her to be "a conqueror."

Kerri and Rick McAvay

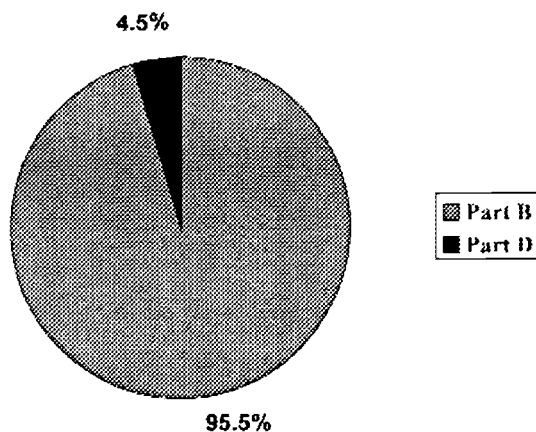
***I*NDIVIDUALS WITH DISABILITIES  
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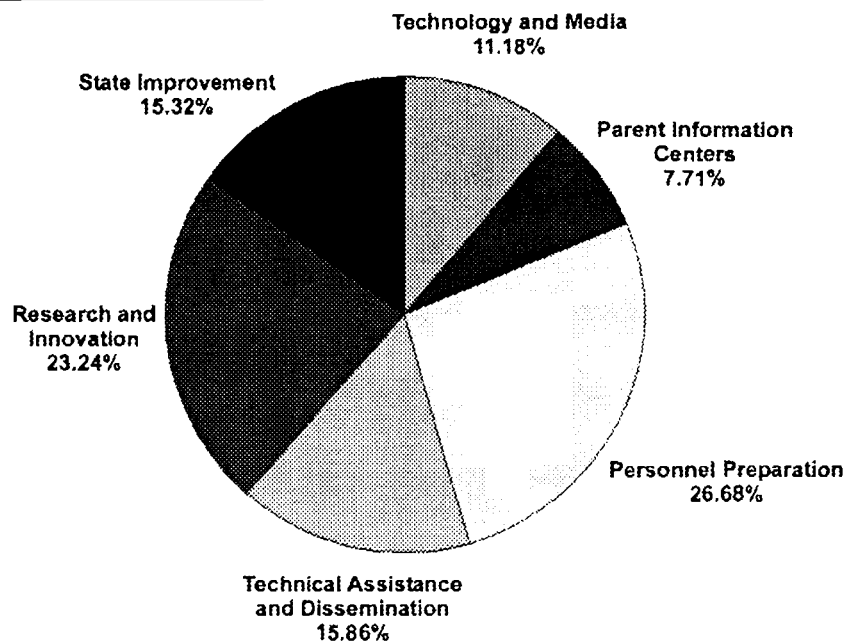
***Part D***  
***Support Programs***

# Support Programs (Part D)

## BREAKOUT FOR PART D FY 02 FROM IDEA



## BREAKDOWN OF PART D FY 02 - SUPPORT PROGRAMS



The IDEA Part D support programs provide the critical infrastructure, training, research, and development functions necessary to drive improvements in all aspects of special education practice. The support programs provide critical funds for professional development, technical assistance, and dissemination of knowledge about promising practices, to improve results for children with disabilities.

The Council for Exceptional Children believes that the Part D support programs should receive a total annual appropriation based upon a percentage derived from the overall federal annual appropriation for the IDEA Part B Grants to States, Section 619, and Part C Programs. In making its Part D support programs appropriations recommendations, the Council for Exceptional Children has used the private industry standard

for research and demonstration; i.e., the percentage of overall operating budget applied by a company to ongoing research and demonstration (infrastructure) activities (also referred to as "R & D"). The private industry standard of 10% is typical for most businesses. However, the Council for Exceptional Children has adopted a conservative funding formula index of 7.5% for infrastructure and R & D activities for purposes of calculating the recommended total figure for the Part D support programs. From there, we calculated the distribution by program within Part D based upon the relative allocation to each support program under the current FY 2002 appropriation distribution.

The Council for Exceptional Children is calling on Congress to achieve *full funding for IDEA within six*

*years.* Accordingly, we recommend an **FY 2003 Part B Grants to States program appropriation of \$9.98 billion** (an increase of \$2.45 billion over FY 2002 appropriation), **\$591 million** for the *Part B Section 619 Preschool Program* (an increase of \$201 million over FY 2002), and **\$500 million** for the *Part C Infants and Toddlers Program* (an increase of \$83 million over FY 2002), for a total annual appropriation for the IDEA state grants programs of **\$11.92 billion**. Based on the rationale described above for calculating total annual Part D appropriations (that is, the total of the Part B Grants to States, Section 619 and Part C allocations multiplied by a 7.5% index for infrastructure and R&D), the Council for Exceptional Children recommends a total of \$850,000 million for FY 2003 for Part D.

# *IDEA Part D Support Programs*

## **OVERVIEW OF PART D**

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The Individuals with Disabilities Education Act Amendments of 1997, P.L. 105-17, replaced the 14 support programs that were under Parts C-G with a new Part D, National Activities To Improve Education of Children with Disabilities. There are five authorized line items under this part. Four of these are authorized at "such sums as shall be necessary," and one program is funded by indexing based upon the Part B and Part C appropriation.

## **REDESIGNED**

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The following is a narrative of how the support programs were reconfigured in the reauthorized IDEA. A comprehensive review of each of the programs is discussed following this narrative. For an overview of the components and their funding levels, please refer to the chart on page 3.

## **PART D: SUBPART 1**

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The National Activities to Improve Education of Children with Disabilities includes the State Program Improvement Grants for Children with Disabilities.

## **SUBPART 2**

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Coordinated Research, Personnel Preparation, Technical Assistance, Support and Dissemination of Information begins with the Administrative Procedures, Section 661.

## **CHAPTER 1**

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Improving Early Intervention, Educational, and Transitional Services and Results for Children with Disabilities through Coordinated Research and Personnel Preparation. This chapter contains three basic sections.

- First, Research and Innovation to Improve Services and Results for Children with Disabilities. This program consolidated 7 of the 14 support programs from the previous law:

Deaf-Blind Programs and Services, Children with Severe Disabilities, Early Childhood Education, Children and Youth with Serious Emotional Disturbance, Post-Secondary Education Programs, Secondary and Transition, and Innovation and Development. Research and Innovation has its own authorization of "such sums."

- Second, the program on Personnel Preparation to Improve Services and Results for Children with Disabilities also has its own authorization level of "such sums." This program was called Special Education Personnel Development in the previous law.
- Third is Studies and Evaluations which was called Special Studies in the previous law. This program has no separate authorization. Its annual appropriation is based upon a proportion of the funds appropriated under Parts B and C.

## **CHAPTER 2**

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Improving Early Intervention, Educational, and Transitional Services and Results for Children with Disabilities Through Coordinated Research and Personnel Preparation covers several programs. Included are: Parent Training and Information Centers, Community Parent Resource Centers, Technical Assistance for Parent Training and Information Centers, and Coordinated Technical Assistance and Dissemination. These programs all have one authorization level of "such sums." This program consolidated Regional Resource Centers, Parent Training, and Clearinghouses from the previous law.

- Following in Chapter 2 is Technology Development, Demonstration, and Utilization; and Media Services. This program contains two authorities: (a) Technology Development, Demonstration, and Utilization, and (b) Media Services, although there are no separate authorization levels for these two authorities. This program consolidated Special Education Technology and Media and Captioning Services from the previous law.

***I*NDIVIDUALS WITH DISABILITIES  
EDUCATION ACT (IDEA)**

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***Part D***  
***Support Programs***

**Subpart 1—  
State Program Improvement Grants**

# SUBPART 1— State Program Improvement Grants

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## APPROPRIATIONS (in thousands)

FY 1999 <i>Appropriation</i>	FY 2000 <i>Appropriation</i>	FY 2001 <i>Appropriation</i>	FY 2002 <i>Appropriation</i>	FY 2003 <i>CEC Recommendation</i>
\$35,200	\$35,200	\$49,200	\$51,700	\$127,206

## AUTHORIZING PROVISION

This program was authorized June 4, 1997, through P.L. 105-17, the Individuals with Disabilities Education Act Amendments of 1997. The State Program Improvement Grants is located at Part D, subpart 1 of IDEA. It is authorized at "such sums."

## PURPOSE

The purpose of this program is to assist state educational agencies (SEAs) and their partners (see description of partners below) 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.

## FUNDING

State educational agencies can apply for grants under this subpart for a period of at least one year and not more than five years. State Improvement Grants are awarded on a competitive basis. Priority may be given on the basis of need, as indicated by information such as the federal compliance monitoring. The Secretary must use a panel of experts, the majority of whom are not federal employees, who are competent, by virtue of their training, expertise, or experience to evaluate applications. Funds from this subpart can be used to pay the expenses and fees of panel members who are not federal employees.

Grants made to states under this subpart are not less than \$500,000 and not more than \$2,000,000 for the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico; and not less than \$80,000 in the case of an outlying area. Beginning in 1999, the maximum amount to a grantee other than an outlying area may be increased by inflation. Considerations in determining the amount of the award must take into account: the amount of funds available; the relative population of the state or the outlying area; and the types of activities proposed.

An SEA funded under this subpart shall not use less than 75% of the grant funds for any fiscal year to ensure there are sufficient regular education, special education, and related services personnel who have the skills and knowledge necessary to meet the needs of children with disabilities and developmental goals of young children; or to work with other states on common certification criteria. If the state demonstrates it has the personnel described above, the state then must use not less than 50% for these purposes.

## APPLICATION REQUIREMENTS

To be considered for a grant, an SEA must establish a partnership with local educational agencies (LEAs) and other state agencies involved in, or concerned with, the education of children with disabilities. In addition, the SEA must work in partnership with other persons and organizations involved in and concerned with the education of children with disabilities, including: (1) the governor, (2) parents of children with disabilities, (3) parents of non-disabled children, (4) individuals

with disabilities, (5) organizations representing individuals with disabilities and their parents, including parent training and information centers, (6) community-based and other nonprofit organizations involved in the education and employment of individuals with disabilities, (7) the lead state agency for Part C, (8) general and special education teachers, and early intervention personnel, (9) the state advisory panel for Part B, (10) the state interagency coordinating council established under Part C, and (11) institutions of higher education within the state. Optional partners may also include individuals knowledgeable about vocational education, the state agency for higher education, the state vocational rehabilitation agency, public agencies with jurisdiction in the areas of health, mental health, social services, juvenile justice, and other individuals.

Each SEA applying must submit an application that includes a state improvement plan that is integrated, to the extent possible, with state plans under the Elementary and Secondary Education Act of 1965 and the Rehabilitation Act of 1973, as appropriate. Each plan must identify aspects of early intervention, general education, and special education (including professional development) that must be improved to enable children with disabilities to meet the goals established by the state under Part B. The plan must include an analysis of: (1) information on how children with disabilities are performing, (2) state and local needs for professional development for personnel, (3) major findings of the state's most recent federal compliance review, as they relate to improving results for children with disabilities, and (4) other information on the effectiveness of the state's systems of early intervention, special education, and general education in meeting the needs of children with disabilities. Each plan must also describe improvement strategies that will be undertaken as described below.

## **KINDS OF ACTIVITIES SUPPORTED**

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Each state improvement plan submitted with an application for funding under this subpart must describe the nature and extent of the partnership agreement that must be in effect for the period of the grant. The plan must describe how funds will be used for systems change activities including how the grant funds will be used, and the amount and nature of funds from other sources including Part B funds retained for use at the state level

under Sections 611 and 619 that will be used. The plan must describe how the improvement strategies undertaken will be coordinated with public and private sector resources. The improvement strategies that will be used to address the needs identified must be included in the plan, including:

- A. How the state will change state policies and procedures to address systemic barriers to improving results;
- B. How the state will hold LEAs and schools accountable for the educational progress of children with disabilities;
- C. How the state will provide technical assistance to LEAs and schools to improve results for children with disabilities;
- D. How the state will address needs in 10 identified areas for in service and pre-service preparation to ensure that all personnel who work with children with disabilities have the skills and knowledge necessary;
- E. Strategies that will address systemic problems identified in federal compliance reviews including shortages of qualified personnel;
- F. How the state will disseminate results of the local capacity-building and improvement projects funded under 611(f)(4);
- G. How the state will address improving results for children with disabilities in the geographic areas of greatest need; and
- H. How the state will assess, on a regular basis, the extent to which the strategies implemented have been effective.

## **RELATIONSHIP TO IDEA PRIOR TO P.L. 105-17**

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This is a new program authorized by P.L. 105-17. It includes funds previously allocated under Section 632 Grants to State Education Agencies.

## **CEC RECOMMENDS**

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CEC recommends an appropriation of \$127,206 million for the State Improvement Program. CEC believes this is a necessary amount to allow the comprehensive planning, collaboration, and systemic change required of participating states. This amount will also insure that the program continues to expand to all states and jurisdictions.



### New York State Improvement Grant

New York's State Improvement Grant (SIG) will address the need to: 1) reduce the performance gap in educational achievement between general education and special education students in high-need and low-need districts; and 2) reduce or eliminate the disproportionality of language and ethnic minority students in classification and placement practices.

In those cases where both low performance and disproportionality occur, there is a likelihood that the root causes on both are the same. They include the lack of parental involvement and effective home-school collaboration models; poor use of local data to analyze needs and develop appropriate goals/benchmarks; inadequate district and building policy for teaching reading and math; inappropriate evaluation tools, techniques, and interpretation of results of language and ethnic minority students; inadequate prereferral strategies; inadequate coordination of mental health programs including behavioral interventions and strength-based planning; inadequate IEP development; and a high turnover rate of teachers and leadership personnel. To effect systems change, three SIG teams consisting of four professionals each will be established statewide to provide ongoing regional training on specific topics associated with low performance and disproportionality. Targeted districts and schools in need of improvement will receive intensive (up to 20 days per district) on-site, job-embedded training from SIG teams tailored to the unique goals and expected outcomes of each district/school. Three cohorts of approximately 45 school districts each, including all major urban areas, will receive funding for two-year cycles to participate in the project. These districts have over 50 percent of the students with disabilities in the state.

Targeted districts will provide personnel development programs based on a comprehensive district planning process for both general education and special education, which will include a personnel development plan for all paraprofessional and professional staff in the district. Targeted districts will develop and implement comprehensive plans in partnership with institutions of higher education, parent information and training centers, and other state agencies involved with the education of students with disabilities. Faculty of institutions of higher education with teacher training programs will also be provided with training on topics associated with root causes of disproportionate representation and low achievement, for inclusion in teacher training programs.

For more information, contact Fredric DeMay or Matthew Guigno at the New York State Education Department, Vocational & Educational Services for Individuals with Disabilities, 1 Commerce Plaza, Room 1624, Albany, NY 12234; phone: 518-486-7462; E-mail: [fdemay@mail.nysed.gov](mailto:fdemay@mail.nysed.gov)

In those cases where both low performance and disproportionality occur, there is a likelihood that the root causes on both are the same.

***I*NDIVIDUALS WITH DISABILITIES  
EDUCATION ACT (IDEA)**

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***Part D***  
***Support Programs***

**Subpart 2—  
Coordinated Research, Personnel Preparation,  
Technical Assistance, Support, and  
Dissemination of Information**

## SUBPART 2—

# Coordinated Research, Personnel Preparation, Technical Assistance, Support, and Dissemination of Information

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## ADMINISTRATIVE PROVISIONS

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This section is contained in subpart 2 of Part D of IDEA. The administrative provisions that define the procedural requirements for these activities are included in Section 661 of subpart 2. These administrative provisions are significantly different from those that were in effect under Section 610 prior to the 1997 reauthorization. The new administrative provisions are summarized below.

### COMPREHENSIVE PLAN

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The Secretary shall develop and implement a comprehensive plan for activities to enhance the provision of educational, related, transitional, and early intervention services under Parts B and C. The plan shall also include mechanisms to address needs in the service areas listed above as identified in applications submitted under the State Program Improvement program. In developing the plan, the Secretary must consult with individuals with disabilities, parents of children with disabilities, appropriate professionals, and representatives of state and local education agencies, private schools, institutions of higher education, other federal agencies, the National Council on Disability, and national organizations with an interest in, and expertise in, providing services to children with disabilities and their families. Public comment on the plan is required.

To the extent appropriate, funds under subpart 2, which are all the programs under Part D except for the State Program Improvement Grants, are to be awarded to benefit, directly or indirectly, children with disabilities of all ages. An initial report from the Secretary regarding the plan was due to Congress in December 1998 with periodic reports due to Congress thereafter.

### ELIGIBLE APPLICANTS

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Unless otherwise noted for a specific program, the following entities are eligible: state education agency (SEA), local education agency (LEA), institution of higher education, any other public agency, a private nonprofit organization, an outlying area, an Indian tribe or a tribal organization, and a for-profit organization if the Secretary finds it appropriate in light of the purposes of a particular competition. The Secretary may limit the entities eligible for a particular competition to one or more of the above eligible applicants.

### USE OF FUNDS BY THE SECRETARY

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In any fiscal year, the Secretary can use up to 20% of the funds in either Chapter 1, Coordinated Research and Personnel Preparation or Chapter 2, Coordinated Technical Assistance, Support, and Dissemination of Information for activities that are consistent with the purpose of Chapter 1, Chapter 2, or both. These activities must also involve research; personnel preparation; parent training and information; technical assistance and dissemination; technology development, demonstration, and utilization; or media services.

## SPECIAL POPULATIONS

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In making awards under programs under subpart 2 (all support programs under Part D except State Program Improvement Grants) the Secretary shall, as appropriate, require applicants to demonstrate how the needs of children with disabilities from minority backgrounds will be addressed. Further, at least 1% of the total amount of funds appropriated for subpart 2 (all support programs under Part D except for the State Program Improvement Grants) must be used for either or both of the following:

- A. To provide outreach and technical assistance to Historically Black Colleges and Universities, and to institutions of higher education with minority enrollments of at least 25%, to promote the participation of such colleges, universities, and institutions in activities under this subpart.
- B. To enable Historically Black Colleges and Universities, and the institutions described above in (A) to assist other colleges, universities, institutions, and agencies in improving educational and transitional results for children with disabilities.

## PRIORITIES

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Except when specifically noted in the legislation, all awards under Part D are only for activities designed to benefit children with disabilities, their families, or the personnel employed to work with these children or their families; or to benefit other individuals with disabilities whom the program is intended to benefit. In making awards, the Secretary may, without any rule-making procedure, limit competitions to, or otherwise give priority to:

- A. Projects that address one or more—age ranges, disabilities, school grades, types of educational placements or early intervention environments, types of services, content areas (such as reading), or effective strategies for helping children with disabilities learn appropriate behavior in school and other community-based educational settings;
- B. Projects that address the needs of children based upon the severity of their disability;
- C. Projects that address the needs of low-achieving students, under served populations, chil-

dren from low-income families, children with limited English proficiency, unserved and underserved areas, particular types of geographic areas, or children whose behavior interferes with their learning and socialization;

- D. Projects to reduce inappropriate identification of children as children with disabilities, particularly among minority children;
- E. Projects that are carried out in particular areas of the country, to ensure broad geographic coverage; and
- F. Any activity expressly identified in subpart 2 (all programs under Part D except for the State Program Improvement Grants).

## APPLICANT AND RECIPIENT RESPONSIBILITY

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The Secretary shall require applicants and recipients of funds under subpart 2 (all programs under Part D except for State Improvement Grants) to involve individuals with disabilities or parents of individuals with disabilities in planning, implementing, and evaluating the project, and where appropriate, to determine whether the project has any potential for replication and adoption by other entities. Further, the Secretary may require recipients of funding under subpart 2: (1) to share in the cost of the project; (2) to prepare the research and evaluation findings and products from the project in formats useful for specific audiences, including parents, administrators, teachers, early intervention personnel, related services personnel, and individuals with disabilities; (3) to disseminate such findings and products; and (4) to collaborate with other recipients in the dissemination activities under (2) and (3) above.

## APPLICATION MANAGEMENT

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The Secretary may use funds from this subpart to evaluate activities conducted under this subpart. Funds under this subpart also may be used to pay the expenses and fees of panel members who are not employees of the Federal government. Up to 1% of the funds under subpart 2 may be used to pay nonfederal entities for administrative support related to management of applications under this subpart. In addition, funds under this subpart may be used to pay the expenses of federal employees to conduct on-site monitoring of projects receiving \$500,000 or more in any fiscal year.

Two kinds of panels are mentioned in the legislation:

A. **A Standing Panel.** The Secretary shall establish and use a standing panel of experts competent by virtue of their training, expertise, or experience, to evaluate applications under subpart 2 that individually request more than \$75,000 per year. The membership of the panel shall include, at a minimum, individuals who: (1) represent institutions of higher education that plan, develop, and carry out programs of personnel preparation; (2) design and carry out programs of research targeted to the improvement of special education programs and services; (3) have recognized experience and knowledge necessary to integrate and apply research findings to improve educational and transitional results for children with disabilities; (4) administer programs at the state or local level in which children with disabilities participate; (5) prepare parents of children with disabilities to participate in making decisions about the education of their children; (6) establish policies that affect the delivery of services; (7) are parents of children with disabilities who are benefiting, or have benefited from research, personnel preparation, and technical assistance; and (8) individuals with disabilities. Members of the panel must be provided training. No panel member can serve more than three consecutive years unless the Secretary determines that continued participation by that individual is necessary.

B. **Peer-Review Panels for Particular Competitions.** The Secretary shall ensure that each subpanel selected from the Standing Panel that reviews applications includes: (1) individuals with knowledge and expertise on the issues addressed by activities under subpart 2, and (2) to the extent practicable, parents of children with disabilities, individuals with disabilities, and persons from diverse backgrounds. A majority of individuals on each subpanel cannot be employees of the Federal government.

## MINIMUM FUNDING REQUIRED

For each fiscal year, at least the following amounts must be provided under this subpart to address the following needs:



*Zachary Tyler Martin, Waxhau, NC*

- A. \$12,832,000 to address the educational, related services, transitional, and early intervention needs of children with deaf-blindness.
- B. \$4,000,000 to address the postsecondary, vocational, technical, continuing, and adult education needs of individuals with deafness.
- C. \$4,000,000 to address the educational, related services, and transitional needs of children with an emotional disturbance and those who are at risk of developing an emotional disturbance.

If the total amount appropriated to carry out Research and Innovation (Section 672), Personnel Preparation (Section 673), and Coordinated Technical Assistance and Dissemination (Section 685) for any fiscal year is less than \$130 million the amounts listed above will be proportionally reduced.

## ELIGIBILITY FOR PRESCHOOL FINANCIAL ASSISTANCE

No state or local educational agency or educational service agency or other public institution or agency may receive a grant under subpart 2 that relates exclusively to programs, projects, and activities pertaining to children ages 3 through 5 unless the state is eligible to receive a grant under Section 619, Preschool Grants.

# ***I*NDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**

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## ***Part D*** ***Support Programs***

### **Subpart 2— Coordinated Research, Personnel Preparation, Technical Assistance, Support, and Dissemination of Information**

#### **Research and Innovation to Improve Services and Results for Children with Disabilities**

# Research and Innovation to Improve Services and Results for Children with Disabilities

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## APPROPRIATIONS (in thousands)

FY 1999 <i>Appropriation</i>	FY 2000 <i>Appropriation</i>	FY 2001 <i>Appropriation</i>	FY 2002 <i>Appropriation</i>	FY 2003 <i>CEC Recommendation</i>
\$64,508	\$64,443	\$77,353	\$78,380	\$192,968

## AUTHORIZING PROVISION

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This program was authorized in June 1997 by P.L. 105-17, the Individuals with Disabilities Education Act Amendments of 1997. The Research and Innovation Program is located at IDEA, Part D, Subpart 2, Chapter 1, Section 672. The program is authorized at "such sums."

## PURPOSE

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The purpose of this program is to produce, and advance the use of, knowledge to:

- A. Improve services to children with disabilities, including the practices of professionals and others involved in providing such services; and educational results to children with disabilities;
- B. Address the special needs of preschool-aged children and infants and toddlers with disabilities, including infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them;
- C. Address the specific problems of over-identification and under-identification of children with disabilities;
- D. Develop and implement effective strategies for addressing inappropriate behavior of students with disabilities in schools, including strategies to prevent children with emotional and behavioral problems from developing emotional disturbances that require the provision of special education and related services;

- E. Improve secondary and postsecondary education and transitional services for children with disabilities; and
- F. Address the range of special education, related services, and early intervention needs of children with disabilities who need significant levels of support to maximize their participation and learning in school and in the community.

This program contains three separate authorities: New Knowledge Production; Integration of Research and Practice; and Improving the Use of Professional Knowledge. These are discussed below under "Kinds of Activities Supported."

## FUNDING

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The legislation indicates that the Secretary "shall" ensure that there is an appropriate balance among the three authorities included in Section 672 as described below. In addition, the Secretary must ensure an appropriate balance across all age ranges of children with disabilities.

Funds are awarded through competitive grants, contracts, or cooperative agreements. Eligible applicants include: state education agencies (SEAs), local education agencies (LEAs), institutions of higher education, any other public agency, a private nonprofit organization, an outlying area, an Indian tribe or a tribal organization, and a for-profit organization if the Secretary finds it appropriate in light of the purposes for this competition. The Secretary may limit the entities

eligible for this competition to one or more of the above eligible applicants.

## **KINDS OF ACTIVITIES SUPPORTED**

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**A. New Knowledge Production** includes activities such as:

1. Expanding understanding of the relationship between learning characteristics of children with disabilities and the diverse ethnic, cultural, linguistic, social, and economic backgrounds of children with disabilities and their families.
2. Developing or identifying innovative, effective, and efficient curricula designs; instructional approaches and strategies, and developing or identifying positive academic and social learning opportunities that (a) enable children with disabilities to make effective transitions (i.e., early intervention to preschool, preschool to elementary school and secondary to adult life) or make effective transitions between educational settings; and (b) improve educational and transitional results that enhance the progress of the children, as measured by assessments within the general education curriculum.
3. Advancing the design of assessment tools and procedures that will accurately and efficiently determine the special instructional, learning, and behavioral needs of children with disabilities, especially within the context of general education.
4. Studying and promoting improved alignment and comparability of general and special education reforms concerned with curricular and instructional reform, evaluation and accountability of such reforms, and administrative procedures.
5. Advancing the design, development, and integration of technology, assistive technology devices, media, and materials, to improve early intervention, educational, and transitional services and results for children with disabilities.
6. Improving designs, processes, and results of personnel preparation for personnel who provide services to children with disabilities through the acquisition of information on, and implementation of, research-based practices.

7. Advancing knowledge about the coordination of education with health and social services.

8. Producing information on the long-term impact of early intervention and education on results for individuals with disabilities through large-scale longitudinal studies.

**B. Integration of Research and Practice** includes activities that support state systemic-change, local capacity-building, and improvement efforts such as the following:

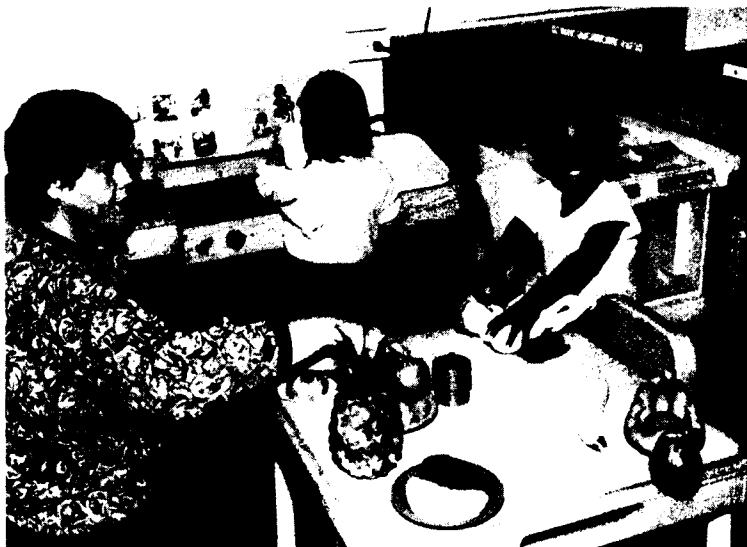
1. Model demonstration projects to apply and test research findings in typical service settings to determine the usability, effectiveness, and general applicability of findings in such areas as improving instructional methods, curricula, and tools, such as textbooks and media.
2. Demonstrating and applying research-based findings to facilitate systemic changes, related to the provision of services to children with disabilities, in policy, procedure, practice, and the training and use of personnel.
3. Promoting and demonstrating the coordination of early intervention and educational services for children with disabilities with services provided by health, rehabilitation, and social services agencies.
4. Identifying and disseminating solutions that overcome systemic barriers to the effective and efficient delivery of early intervention, educational, and transitional services to children with disabilities.

**C. Improving the Use of Professional Knowledge** includes activities that support state systemic-change, local capacity-building, and improvement efforts such as:

1. Synthesizing useful research and other information relating to the provision of services to children with disabilities, including effective practices.
2. Analyzing professional knowledge bases to advance an understanding of the relationships, and the effectiveness of practices, relating to the provision of services to children with disabilities.
3. Ensuring that research and related products are in appropriate formats for distribution to teachers, parents, and individuals with disabilities.



4. Enabling professionals, parents of children with disabilities, and other persons to learn about and implement the findings of research and successful practices developed in model demonstration projects relating to the provision of services to children with disabilities.
5. Conducting outreach, and disseminating information relating to successful approaches to overcoming systemic barriers to the effective and efficient delivery of early intervention, educational, and transitional services to personnel who provide services to children with disabilities.



## RELATIONSHIP TO IDEA PRIOR TO P.L. 105-17

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Prior to the 1997 reauthorization of IDEA, there were seven separate support programs that had similar purposes/priorities. They are listed below as they appeared in IDEA prior to the 1997 reauthorization. For informational purposes, they are listed with their FY 1997 appropriations (in millions) as follows:

• Deaf-Blind Programs and Services (Sec. 622)	\$ 12.83
• Children with Severe Disabilities (Sec. 624)	\$ 10.03
• Early Childhood Education (Sec. 623)	\$ 25.15
• Children & Youth w/Serious Emotional Disturbance (Sec. 627)	\$ 4.15
• Post-Secondary Education Programs (Sec. 625)	\$ 8.84
• Secondary and Transition (Sec. 626)	\$ 23.97
• Innovation and Development (Sections 641 & 642)	<u>\$ 16.00</u>
<b>TOTAL</b>	<b>\$100.97</b>

## CEC RECOMMENDS

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CEC recommends an appropriation of \$192,968 million in FY 2003. This figure is necessary to ensure the continuation of critical research to practice activities that have consistently served as the foundation for achieving meaningful results for children with disabilities and for providing cutting-edge knowledge and skills for professionals. This figure also allows for adequate resources to ensure a balance of activities across all age ranges and across the full spectrum of disabilities, within the three authorities in this consolidated program.

Continued successful implementation of IDEA depends upon adequate funding to address challenging research and innovation activities. Examples of activities include: implementing and evaluating the expanded option of developmental delay through age 9; participation of children with disabilities in assessments; disproportionate representation of minority children; continued development of non-discriminatory assessment tools; development and implementation of effective alternative programs; practices to ensure safe schools; and greater involvement in and progress in the general curriculum for children with disabilities.

The Comprehensive Functional Assessment for Schools Project is a model demonstration project for children with disabilities submitted by Robert Horner and George Sugai at the University of Oregon. The project was funded by the U.S. Department of Education (84.324M) in October 1998. The goal of the project is to elaborate, evaluate, and disseminate a model for conducting functional assessment that will bring this powerful technology to the hands of school personnel. During the past 15 years, an effective technology of functional assessment has been developed, but the majority of the procedures have been designed for use by highly trained behavior analysts with individuals who have the most extreme levels of problem behavior. A critical need exists to: 1) develop functional assessment tools that can be used by typical school personnel, 2) include students and their families more directly in the assessment process, and 3) link the information from a functional assessment to the design of effective behavior support.

The Comprehensive Functional Assessment project will meet its goals by combining the expertise of personnel who have direct experience designing functional assessment procedures with the active collaboration of school personnel involved in the design of behavior support. The project is the product of collaboration with families and school personnel, and will address five central objectives: 1) develop a functional assessment model for use in elementary and middle schools; 2) implement the model in 20 schools (10 elementary, 10 middle); 3) evaluate the implementation, impact, and validity of the model; 4) develop and disseminate materials for broad replication of the model; and 5) manage and evaluate the project.

The Comprehensive Functional Assessment project will involve five primary dissemination strategies at the local, regional, and national levels: 1) reliance on dissemination mechanisms, such as professional journals, conference presentations, World Wide Web pages, and inservice workshops; 2) use of College of Education editorial and publication services to produce research reports, monographs, and training materials; 3) linkage with the Oregon's Student Services Division in the state Department of Education, local school districts, and families; 4) professional relationships with other community, research, and training groups; and 5) inservice and pre-service preparation of educators who design and implement behavior supports for students with problem behavior.

For more information about this project, contact:

Rob Horner or George Sugai at 1235 University of Oregon, Eugene, OR 97403-5219; Phone: 541-346-2462.

Email(s): [sugai@oregon.uoregon.edu](mailto:sugai@oregon.uoregon.edu); [robh@oregon.uoregon.edu](mailto:robh@oregon.uoregon.edu).

Website: <http://darkwing.uoregon.edu/~ttobin>

The goal of the project is to elaborate, evaluate, and disseminate a model for conducting functional assessment that will bring this powerful technology to the hands of school personnel.

Following is an example of an actual situation (the student's name was changed to protect confidentiality), drawn from a literature review (Tobin, 2000) of research reports of effective, function-based support at school for individual students with problem behaviors. A successful, positive intervention was developed as a result of a functional behavioral assessment (FBA) that led to ideas for ways the student could have his needs meet and cope with situations that were difficult for him without resorting to inappropriate behavior.

### **Staff Relinquish Some Control; Michael Develops Self-Control**

*Situation:* Michael, a 6-year-old first grader, received special education services as "Other Health Impaired" due to Attention-deficit/hyperactivity disorder (ADHD) and an unstable seizure disorder . . . cognitive abilities were . . . in the average range [but] he had difficulty in the areas of expressive and receptive language processing . . . Michael's challenging behaviors included noncompliance, hitting, kicking, biting, pinching, poking, grabbing eyeglasses and jewelry, and screaming. . . . Getting Michael to the resource room's time-out area, 50 feet down the hall from the general education classroom [where he was placed with a one-on-one aide] invariably included a physical struggle. . . [The aide] often needed help from other adults [and] resigned after the first week. . . . The entire building was often disrupted as Michael was taken down the hall several times a day to the time-out room, the resource room was in shreds, and the emotional climate in the building was tense" (Artesani & Mallar, 1998, p 34).

#### Competing Pathway Concepts Summarizing Results of a Functional Assessment:

*Desired behaviors:* Follow directions without being disruptive or aggressive, work on tasks, and participate in class activities.

*Typical consequence for desired behaviors:* On-going class activities.

*Setting events:* Possible problems with medication or seizures; transitions within the school building sometimes upsetting; concerns related to being new in town and at this school; unpleasant interactions with untrained aide.

*Antecedent:* Interrupted when doing something he enjoyed (e.g., puzzles) and told to do a task (e.g., go to reading group or paper-and-pencil task).

*Problem behaviors:* Noncompliance, aggression, and disruption.

*Maintaining consequence for problem behaviors:* Avoid or escape task.

*Alternative behavior:* Ask for assistance, a break, or a different activity.

#### Successful Intervention:

*Setting Event (Ecological) Strategies:* (a) Updated medical evaluation; (b) During transitions, Michael was given a peer partner who could model being calm and explain what was going on and what was expected; (c) The new aide was given more training; (d) A friendship group was developed to support Michael.

*Antecedent Strategies:* (a) Michael was given more opportunities to choose which activities he would do first (e.g., allowed to continue working on puzzle if asks appropriately); (b) Easy and preferred tasks were interspersed with difficult, less preferred tasks; (c) Activities were made more appealing (e.g., reduce length, assistance offered).

*Teaching Strategies:* Staff had to encourage Michael to ask for assistance, a change in activities, or a break rather than acting aggressively or being disruptive.

*Consequence Strategies:* (a) Staff listened to and honored Michael's new alternative requests (i.e., he was given assistance, or a break, or allowed to choose a different activity if he made the requests appropriately); (b) Staff remained "emotionally supportive or at least neutral when confronted with problem behaviors" (p. 36). When a staff member felt upset while working with Michael, it was agreed that he or she could ask another staff member to take his or her place.

*Measures:* (a) Number of incidents of aggression, noncompliance, and disruption per week, (b) percent of class activities in which Michael participated, (c) general indicators of quality of educational experience (e.g., type of activities, need for one-to-one assistance).

*Outcome:* (a) Average number of incidents of aggression, noncompliance, and disruption per week dropped from 18 to 1. (b) Participation increased from 38% of class activities in the autumn to 60% by mid-year and 94% by spring. (c) Learned to write his name and most letters and numbers appropriate for 1st grade work; and, according to the aide, "although I continue to be assigned to Michael, I now spend much of my time assisting other children. He no longer requires my constant attention" and, according to the general education teacher, "Michael is no longer considered a behavioral concern" (p. 37).

***I*NDIVIDUALS WITH DISABILITIES  
EDUCATION ACT (IDEA)**

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***Part D***  
***Support Programs***

**Subpart 2—  
Coordinated Research, Personnel Preparation,  
Technical Assistance, Support, and  
Dissemination of Information**

**Personnel Preparation  
to Improve Services and Results  
for Children with Disabilities**

# Personnel Preparation to Improve Services and Results for Children with Disabilities

## APPROPRIATIONS (in thousands)

<i>FY 1999 Appropriation</i>	<i>FY 2000 Appropriation</i>	<i>FY 2001 Appropriation</i>	<i>FY 2002 Appropriation</i>	<i>FY 2003 CEC Recommendation</i>
\$82,139	\$81,952	\$81,952	\$165,528	\$221,531

## AUTHORIZING PROVISION

This program was authorized in June 1997 by P.L. 105-17, the Individuals with Disabilities Education Act Amendments of 1997. The Personnel Preparation to Improve Services and Results Program is located at IDEA, Part D, Subpart 2, Chapter 1, Section 673. The program is authorized at "such sums".

## PURPOSE

The purpose of this program is to (1) 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 (2) 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.

This program contains four authorities: Low-Incidence Disabilities; Leadership Preparation; Projects of National Significance; and High-Incidence Disabilities. These are discussed below under "Kinds of Activities Supported."

## FUNDING/APPLICATIONS

The Secretary shall, on a competitive basis, make grants to, or enter into contracts or cooperative agreements with eligible entities.

### A. Selection of Recipients

In selecting recipients for low-incidence disabilities, the Secretary may give preference to applications that prepare personnel in more than one low-incidence disability, such as deafness and blindness. Further, the Secretary shall ensure that all recipients who use that assistance to prepare personnel to provide services to children who are visually impaired or blind that can appropriately be provided in Braille, will prepare those individuals to provide those services in Braille. In selecting recipients for high-incidence disabilities, the Secretary may consider the impact of the project proposed in the application in meeting the need for personnel identified by the states. Only eligible applicants that meet state and professionally-recognized standards for the preparation of special education and related services personnel, if the purpose of the project is to assist personnel in obtaining degrees, shall be awarded grants.

The Secretary may give preference to institutions of higher education that are (a) educating regular education personnel to meet the needs of children with disabilities in integrated settings and educating special education personnel to work in collaboration with regular education in integrated settings; and (b) are successfully recruiting and preparing individuals with disabilities and individuals from groups that are under-represented in the profession for which they are preparing individuals.

B. **Applications:** Any eligible entity that wishes to receive a grant, or enter into a contract or cooperative agreement shall submit an application to the Secretary containing the following information as required.

1. Applications shall include information demonstrating that the activities described in the application will address needs identified by the state or states the applicant proposes to serve.
2. Any applicant that is not a local educational agency (LEA) or a state educational agency (SEA) shall include information demonstrating that the applicant and one or more SEAs have engaged in a cooperative effort to plan the project to which the application pertains, and will cooperate in carrying out and monitoring the project.
3. The Secretary may require applicants to provide letters from one or more states stating that the states (a) intend to accept successful completion of the proposed personnel preparation program as meeting state personnel standards for serving children with disabilities or serving infants and toddlers with disabilities; and (b) need personnel in the area or areas in which the applicant's purpose is to provide preparation, as identified in the states' comprehensive systems of personnel development under Parts B and C.

C. **Service Obligation:** Each application for funds under Low-Incidence, High-Incidence, and National Significance (to the extent appropriate) shall include an assurance that the applicant will ensure that individuals who receive a scholarship under the proposed project will provide special education and related services to children with disabilities for 2 years for every year for which assistance was received or repay all or part of the cost of that assistance, in accordance with regulations issued by the Secretary. Each application for funds under Leadership Preparation shall also include an assurance that the applicant will perform work related to their preparation for a period of 2 years for every year for which assistance was received or repay all or part of the cost of that assistance.

D. **Scholarships:** The Secretary may include funds for scholarships, with necessary



*Michael Mitchell, Austin, TX*

stipends and allowances in awards in low-incidence, leadership, national significance, and high-incidence.

## KINDS OF ACTIVITIES SUPPORTED

A. **Low-Incidence Disabilities** such as: visual or hearing impairments, or simultaneous visual and hearing impairments; significant cognitive impairment; or any impairment for which a small number of personnel with highly specialized skills and knowledge are needed in order for children with that impairment to receive early intervention services or a free appropriate public education (FAPE) will support activities that:

1. Prepare persons who: (a) have prior training in educational and other related service fields; and (b) are studying to obtain degrees, certificates, or licensure that will enable them to assist children with disabilities to achieve the objectives set out in their individualized education programs (IEPs) described in Section 614(d), or to assist infants and toddlers with disabilities to achieve the outcomes described in their individualized family service plans described in Section 636.
2. Provide personnel from various disciplines with interdisciplinary training that will contribute to improvement in early inter-

vention, educational, and transitional results for children with disabilities.

3. Prepare personnel in the innovative uses and application of technology to enhance learning by children with disabilities through early intervention, educational and transitional services.
4. Prepare personnel who provide services to visually impaired or blind children to teach and use Braille in the provision of services to such children.
5. Prepare personnel to be qualified educational interpreters, to assist children with disabilities, particularly deaf and hard-of-hearing children in school and school-related activities and deaf and hard-of-hearing infants and toddlers and preschool children in early intervention and preschool programs.
6. Prepare personnel who provide services to children with significant cognitive disabilities and children with multiple disabilities.

**B. Leadership Preparation** supports activities that:

1. Prepare personnel at the advanced graduate, doctoral, and postdoctoral levels of training to administer, enhance, or provide services for children with disabilities.
2. Provide interdisciplinary training for various types of leadership personnel, including teacher preparation faculty, administrators, researchers, supervisors, principals, and other persons whose work affects early intervention, educational, and transitional services for children with disabilities.

**C. Projects of National Significance** are those that have broad applicability and include activities that:

1. Develop and demonstrate effective and efficient practices for preparing personnel to provide services to children with disabilities, including practices that address any needs identified in the state's improvement plan under Part C.
2. Demonstrate the application of significant knowledge derived from research and other sources in the development of pro-

grams to prepare personnel to provide services to children with disabilities.

3. Demonstrate models for the preparation of, and interdisciplinary training of, early intervention, special education, and general education personnel, to enable the personnel to: (a) acquire the collaboration skills necessary to work within teams to assist children with disabilities; and (b) achieve results that meet challenging standards, particularly within the general education curriculum.
4. Demonstrate models that reduce shortages of teachers, and personnel from other relevant disciplines, who serve children with disabilities, through reciprocity arrangements between states that are related to licensure and certification.
5. Develop, evaluate, and disseminate model teaching standards for persons working with children with disabilities.
6. Promote the transferability, across state and local jurisdiction, of licensure and certification of teachers and administrators working with such children.
7. Develop and disseminate models that prepare teachers with strategies, including behavioral interventions, for addressing the conduct of children with disabilities that impedes their learning and that of others in the classroom.
8. Provide professional development that addresses the needs of children with disabilities to teachers or teams of teachers, and where appropriate, to school board members, administrators, principals, pupil-service personnel, and other staff from individual schools.
9. Improve the ability of general education teachers, principals, and other administrators to meet the needs of children with disabilities.
10. Develop, evaluate, and disseminate innovative models for the recruitment, induction, retention, and assessment of new, qualified teachers, especially from groups that are under represented in the teaching profession, including individuals with disabilities.
11. Support institutions of higher education with minority enrollments of at least 25%



for the purpose of preparing personnel to work with children with disabilities.

D. **High-Incidence Disabilities**, such as children with specific learning disabilities, speech or language impairment, or mental retardation, include the following:

1. Activities undertaken by institutions of higher education, local educational agencies, and other local entities that: (a) improve and reform their existing programs to prepare teachers and related services personnel to meet the diverse needs of children with disabilities for early intervention, educational, and transitional services; and (b) work collaboratively in regular classroom settings to incorporate best practices and research-based knowledge about preparing personnel so they will have the knowledge and skills to improve educational results for children with disabilities.
2. Activities incorporating innovative strategies to recruit and prepare teachers and other personnel to meet the needs of areas in which there are acute and persistent shortages of personnel.
3. Activities that develop career opportunities for paraprofessionals to receive training as special education teachers, related

services personnel, and early intervention personnel, including interdisciplinary training to enable them to improve early intervention, educational, and transitional results for children with disabilities.

## RELATIONSHIP TO IDEA PRIOR TO P.L. 105-17

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Prior to the 1997 reauthorization of IDEA, this program was called Special Education Personnel Development, and the FY 1997 appropriation was \$91.34 million. This former program included Section 631—Grants for Personnel Training and Section 632—Grants to State Education Agencies.

## CEC RECOMMENDS

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CEC recommends an appropriation of \$221,531 million in FY 2003. This figure will allow continued funding of innovative, state of the art, professional preparation programs that have a strong link to the research base for teaching and teacher preparation and which promote research into practice in the classroom. A vital responsibility of this program is to provide the groundwork in professional preparation that states will depend upon to ensure the success of the systems change and professional development activities authorized in the state improvement program.



## ANCHORAGE WOMAN FINDS HER DREAM DEGREE PROGRAM, WITH HELP FROM IDEA

Two years ago, I began to search for a graduate Education degree. Given that the closest University to my rural Alaskan village was approximately 500 miles south, I feared it would be a difficult journey through every search engine on the Internet. I had made little headway finding a distance education program that would accept me into a Masters of Education degree without an undergraduate education degree, when I stumbled on a letter in a file cabinet at the Early Intervention program where I worked as a paraprofessional. The letter detailed my dream degree program: Early Childhood Special Education via distance delivery, and open to anyone with a bachelor's degree. Better yet, it was offered by my state university and had federal funds available to students to assist with tuition.

The systems of special education are also strengthened when its personnel have received appropriate training.

The ECSE program at the University of Alaska Anchorage receives federal funding related to IDEA 97, Part D, Section 673. Students in the program span all of Alaska, from Barrow in the north to Craig, one of the most southern villages, from Nome and through the urban areas of Anchorage and Fairbanks.

As we research best practices, family-centered services, and IFSPs, we also specifically study Fetal Alcohol Syndrome and Autism, as set forth by our grant. My classmates are special education teachers, related service providers, and newcomers like me. And many are able to be in the program because of the federal funds that our government has committed 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 (IDEA 97, Part D, Section 673 (a)(2)).

Federal funding is a vital part of our program and many others in the country. CEC must continue to strongly support and advocate the continuation of funding programs that provide high quality education to those who would enter the special education profession. This is not for the advantage of the funding recipients, but for every single child they provide services to and every family they collaborate with. The systems of special education are also strengthened when its personnel have received appropriate training. IDEA 2002 should continue to support students who receive special education services through the training and education of the people who work with these children.

Robanne R. Stading  
Graduate Student  
University of Alaska Anchorage

***I*NDIVIDUALS WITH DISABILITIES  
EDUCATION ACT (IDEA)**

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***Part D***  
***Support Programs***

**Subpart 2—  
Coordinated Research, Personnel Preparation,  
Technical Assistance, Support, and  
Dissemination of Information**

**Studies and Evaluations**

# Studies and Evaluations

## APPROPRIATIONS (in thousands)

<i>FY 1999 Appropriation</i>	<i>FY 2000 Appropriation</i>	<i>FY 2001 Appropriation</i>	<i>FY 2002 Appropriation</i>	<i>FY 2003 CEC Recommendation</i>
\$9,700	\$12,948	\$15,948	\$15,000	\$20,000

## AUTHORIZING PROVISION

This program was authorized in June 1997 by P.L. 105-17, the Individuals with Disabilities Education Act Amendments of 1997. The Studies and Evaluations is located at IDEA, Part D, Subpart 2, Chapter 1, Section 674.

## PURPOSE

The Secretary shall, directly or through grants, contracts, or cooperative agreements, assess the progress in the implementation of this Act, including the effectiveness of state and local efforts to provide: (1) a free appropriate public education to children with disabilities; and (2) 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.

## FUNDING

The Secretary may reserve up to 1/2 of 1% of the amount appropriated under Parts B and C for each fiscal year to carry out this Section except for the first fiscal year in which the amount described above is at least \$20 million the maximum amount the Secretary may reserve is \$20 million. For each subsequent fiscal year, the maximum amount the Secretary may reserve is \$20 million increased by the cumulative rate of inflation since the previous fiscal year. In any fiscal year for which the

Secretary reserves the maximum amount, the Secretary shall use at least half of the reserved amount for activities under Technical Assistance to the local education agencies (LEAs) for local capacity building and improvement under Section 611(f)(4) and other LEA systemic improvement activities.

## KINDS OF ACTIVITIES SUPPORTED

The Secretary may support studies, evaluations, and assessments, including studies that:

- A. Analyze measurable impact, outcomes, and results achieved by state educational agencies and LEAs through their activities to reform policies, procedures, and practices designed to improve educational and transitional services and results for children with disabilities;
- B. Analyze state and local needs for professional development, parent training, and other appropriate activities that can reduce the need for disciplinary actions involving children with disabilities;
- C. Assess educational and transitional services and results for children with disabilities from minority backgrounds including data on the number of minority children who: (1) are referred for special education evaluation; (2) are receiving special education and related services and their educational or other service placement; and (3) graduated from secondary and postsecondary education. Identify and

report on the placement of children with disabilities by disability category.

The Secretary is also required to maintain data on the performance of children with disabilities from minority backgrounds on state assessments and other performance indicators established for all students and measure educational and transitional services and results of children with disabilities including longitudinal studies that:

1. Examine educational and transitional services and results for children with disabilities who are 3 through 17 years of age and who are receiving special education and related services using a national, representative sample of distinct age cohorts and disability categories; and
2. Examine educational results, postsecondary placement, and employment status of individuals with disabilities, 18 through 21 years of age, who are receiving or have received special education and related services. Three activities shall occur as follows: National Assessment, Annual Reports, and Technical Assistance to LEAs.

## National Assessment

1. The Secretary shall carry out a national assessment of activities using federal funds in order to:
  - a. determine the effectiveness of this Act in achieving its purposes;
  - b. provide information to the President, Congress, the states, LEAs, and the public on how to implement the Act more effectively; and
  - c. provide the President and Congress with information that will be useful in developing legislation to achieve the purposes of this Act more effectively.
2. The Secretary shall plan, review, and conduct the national assessment in consultation with researchers, state practitioners, local practitioners, parents of children with disabilities, individuals with disabilities, and other appropriate individuals.
3. The national assessment shall examine how well schools, LEAs, states, other recipients of assistance, and the Secretary are achieving the purposes, including:
  - a. improving the performance of children with disabilities in general scholastic



- activities and assessments as compared to nondisabled children;
- b. providing for the participation of children with disabilities in the general curriculum;
  - c. helping children with disabilities make successful transitions from early intervention services to preschool, preschool to elementary school, and secondary school to adult life;
  - d. placing and serving children with disabilities, including minority children, in the least restrictive environment appropriate;
  - e. preventing children with disabilities, especially children with emotional disturbances and specific learning disabilities, from dropping out of school;
  - f. addressing behavioral problems of children with disabilities as compared to nondisabled children;
  - g. coordinating services with each other, with other educational and pupil services (including preschool services), and with health and social services funded from other sources;
  - h. providing for the participation of parents of children with disabilities in the education of their children; and
  - i. resolving disagreements between education personnel and parents through activities such as mediation.

- 4. The Secretary shall submit to the President and Congress an interim report that summarizes the preliminary findings of the assessment not later than October 1, 1999, and a final report of the findings of the assessment not later than October 1, 2001.

## **ANNUAL REPORT**

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The Secretary shall report annually to Congress on: (1) an analysis and summary of the data reported by the states and the Secretary of the Interior under Section 618; (2) the results of activities conducted under Studies and Evaluations; and (3) the finding and determinations resulting from reviews of state implementation.

## **TECHNICAL ASSISTANCE**

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The Secretary shall provide directly or through grants, contracts, or cooperative agreements, technical assistance to LEAs to assist them in carrying out local capacity-building and improvement projects under Section 611(f)(4) and other LEA systemic improvement activities.

## **RELATIONSHIP TO IDEA PRIOR TO P.L. 105-17**

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Prior to the 1997 reauthorization of IDEA, this program was called Special Studies and the FY 1997 appropriation was \$3.83 million.

# THE STUDY OF STATE AND LOCAL IMPLEMENTATION AND IMPACT OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (SLIIDEA)

## The Challenges for Educating Children with Disabilities

For over 25 years, federal legislation has guaranteed that children with disabilities have access to a public education through the following provisions: a free and appropriate public education, a program designed to meet their unique educational needs in the least restrictive environments, and protection of rights of children and their families through procedural safeguards. Despite clear progress toward achieving these guarantees, more work remains to ensure that students with disabilities succeed in school and later in life. And many policymakers and citizens believe that the best way to ensure continued improvements is through systematic, long-term evaluation of how states, districts, and schools educate children with disabilities.

## The Commitment for Making Improvements

In June 1997, Congress reauthorized the Individuals with Disabilities Education Act, the successor legislation to the landmark Education for All Handicapped Children Act of 1975. Congress has gradually reinforced the legislation through the addition of amendments to expand services to infants and toddlers, to provide more systematic transition planning, and to strengthen the requirement to place children with disabilities in the least restrictive environment. The new provisions of 1997 focused in part on participation of children and youth with disabilities in large-scale assessments and the general education curriculum. These recent improvements have shifted the focus of the legislation from merely providing basic services to improving academic and educational outcomes of children with disabilities.

For families who want the best for their children, and for the children themselves, this study will ultimately lead to policy improvements in service delivery and outcomes.

This study (SLIIDEA) will examine how the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA) are being implemented by states, school districts, and schools. The study will address issues of interest to Congress and the public, including: 1) improving performance for students with disabilities; 2) supporting students with disabilities in the least restrictive environment; 3) facilitating the use of positive behavioral supports; 4) increasing positive parent involvement; and 5) promoting successful transitions for young children to school and young adults to post-school life.

The SLIIDEA study will collect data from all 50 states, as well as a nationally representative sample of districts and schools that serve children with disabilities, through a combination of surveys, interviews, classroom observations, and document review. The study will measure change over time by collecting data at several points over a five-year period, beginning in 2000. This longitudinal study will answer the following research questions: 1) how is IDEA being implemented?; 2) what is the status of each of the identified issues?; 3) what are the contextual factors influencing the implementation of the legislation?; 4) what is the relationship between implementation and the results?; 5) what are the intended and unintended outcomes of the legislation?; and 6) what are the critical and emerging issues in states, districts, and schools?

The results of the study will be important to several different audiences. For policymakers charting an improved course for children with disabilities, the study will report on the variations in implementation of the legislation at the state and local level. For local educators, the study will provide information they need to assure improvements in service coordination, accountability, procedural safeguards, behavioral interventions and supports, and access to a challenging curriculum. For families who want the best for their children, and for the children themselves, this study will ultimately lead to policy improvements in service delivery and outcomes. These include improved student performance, increased participation in the general curriculum, more effective transitions for young children to school and young adults from school to work, fewer incidences of dropouts, increased use of positive behavioral strategies, and reductions in disagreements between parents and the education system. Each fall, beginning in 2001, OSEP will report to Congress on the findings from this policy study. Issue briefs and summary reports, including the annual reports, will be broadly disseminated, and made available on the project's World Wide Web site.

Following are some preliminary findings from the SLIIDEA project, issued in February 2002.

### *Establishing Accountability Systems...<sup>1</sup>*

#### **Most States<sup>2</sup>**

- Established the same content standards for students with disabilities in math and reading (46 states)
- Required districts to administer a state-wide test (49 states)
- Allowed the use of presentation, setting, response, and timing accommodations to students with disabilities in state-wide tests (48 states)
- Issued reports with the performance results of students with disabilities on state-wide assessments (43 states)<sup>3</sup>
  - Report the results both aggregated with and separately from other students (44 states)
  - Report the results aggregated only (3 states)

#### **Fewer States**

- Issued reports on performance of individual schools that include student performance (43 states)
  - Included the number of students with disabilities who did not participate (22 states)
  - Included the number of students with disabilities who took alternate assessments (18 states)
  - Issued the performance results separately of students with disabilities (9 states)
- Distributed the results of school performance to school administrators (41 states)
- Required districts to distribute reports on school performance directly to parents (30 states)
- Established a policy specifying how the scores of students with disabilities must be reported on district-wide assessments (32 states)

<sup>1</sup> How well are schools, districts, and states are making progress toward improving the performance of children with disabilities in general scholastic activities and assessments?

<sup>2</sup> "Most" has been defined as 90 percent or more of states and districts.

<sup>3</sup> In 1999, Thurlow found 17 states public reported the performance of students with disabilities.

- Used student achievement data to help determine technical assistance (43 states) and rewards and sanctions (31 states)
- Reported the test scores both aggregated and separately from other students (26 states)

#### *District Use of Implementation Tools*

##### **Most Districts**

- Allowed use of accommodations for students with disabilities who participate in both state- and district-wide assessments (99 percent)
- Did not use performance results to determine rewards and sanctions to schools (1 percent)

##### **Fewer Districts**

- Established the same content standards for all students in reading and math (45 percent)
- Established the same performance standards for all students in reading and math (42 percent)
- Used student achievement test results for reading and math to determine technical assistance (53 percent), and of these, 45 percent offer technical assistance with only a focus on students with disabilities

For more information about SLIIDEA, contact Ellen Schiller at 301/913-0500, or e-mail at [eric\\_stickney@abtassoc.com](mailto:eric_stickney@abtassoc.com), or see their website at [www.abt.sliidea.org](http://www.abt.sliidea.org).



***I*NDIVIDUALS WITH DISABILITIES  
EDUCATION ACT (IDEA)**

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***Part D***  
***Support Programs***

**Subpart 2—  
Coordinated Research, Personnel Preparation,  
Technical Assistance, Support, and  
Dissemination of Information**

**Coordinated Technical  
Assistance, Support, and  
Dissemination of Information**

# Coordinated Technical Assistance, Support, and Dissemination of Information

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## APPROPRIATIONS (in thousands)

<i>Program</i>	<i>FY 1999 Appropriation</i>	<i>FY 2000 Appropriation</i>	<i>FY 2001 Appropriation</i>	<i>FY 2002 Appropriation</i>	<i>FY 2003 CEC Recommendation</i>
<i>TA/Dissemination</i>	\$44,556	\$45,481	\$53,481	\$53,481	\$131,690
<i>Parent Training</i>	\$18,535	\$18,535	\$26,000	\$26,000	\$64,018

## AUTHORIZING PROVISION

This program was authorized in June 1997 by P.L. 105-17, the Individuals with Disabilities Education Act Amendments of 1997. The Improving Early Intervention, Educational, and Transitional Services and Results for Children with Disabilities Through Coordinated Technical Assistance, Support, and Dissemination of Information program is located at IDEA, Part D, Subpart 2, Chapter 2, Sections 681-686.

National technical assistance, support, and dissemination activities are necessary to ensure that Parts B and C are fully implemented and achieve quality early intervention, educational, and transitional results for children with disabilities and their families. The purpose of this program is to ensure that:

- A. Children with disabilities and their parents receive training and information on their rights and protections under this Act, in order to develop the skills necessary to effectively participate in planning and decision making relating to early intervention, educational, and transitional services and in systemic-change activities.
- B. Parents, teachers, administrators, early intervention personnel, related services personnel, and transition personnel receive coordinated and accessible technical assistance and information to assist such persons, through systemic-change activities and other efforts, to improve early intervention, educational, and transitional services and results for children with disabilities and their families.

- C. On reaching the age of majority under state law, children with disabilities understand their rights and responsibilities under Part B, if the state provides for the transfer of parental rights under Section 615(m) (Transfer of Parental Rights at Age of Majority). This program contains four authorities: Parent Training and Information (PTI) Centers; Community Parent Resource (CPR) Centers; Technical Assistance for Parent Training and Information Centers; and Coordinated Technical Assistance and Dissemination. There are no separate authorization levels for these four authorities. These are discussed separately below.

### A. PARENT TRAINING AND INFORMATION (PTI) CENTERS— SECTION 682

The application process and specific activities for PTI's are as follows:

#### Distribution of Funds

The Secretary may make grants to, and enter into contracts and cooperative agreements with, parent organizations to support parent training and information centers to carry out activities. The Secretary shall make at least one award to a parent organization in each state, unless an application of sufficient quality to warrant approval is not received. Selection of a PTI center shall ensure the most effective assistance to parents including parents in urban and rural areas.

Parent organization is defined as a private non-profit organization (other than an institution of higher education) that has a board of directors—the majority of whom are parents of children with disabilities—and includes individuals working in the fields of special education, related services, and early intervention and includes individuals with disabilities. In addition, the parent and professional members are broadly representative of the population to be served or have (1) a membership that represents the interests of individuals with disabilities and has established a special governing committee that meets the above requirements; and (2) a memorandum of understanding between the special governing committee and the board of directors of the organization that clearly outlines the relationship between the board and the committee of the decision-making responsibilities and authority of each.

The board of directors or special governing committee of each organization that receives an award under this Section shall meet at least once in each calendar quarter to review the activities for which the award was made. Each special governing committee shall directly advise the organization's governing board of its view and recommendations. When an organization requests a continuation award under this Section, the board of directors or special governing committee shall submit to the Secretary a written review of the parent training and information program conducted by the organization during the preceding fiscal year.

### **Kinds of Activities Supported**

Each PTI center shall:

1. Provide training and information that meets the needs of parents of children with disabilities living in the area served by the center, particularly underserved parents and parents of children who may be inappropriately identified.
2. Assist parents to understand the availability of, and how to effectively use, procedural safeguards under this Act, including encouraging the use, and explaining the benefits, of alternative methods of dispute resolution, such as the mediation process described in Section 615(e).
3. Serve the parents of infants, toddlers, and children with the full range of disabilities.

4. Assist parents to: better understand the nature of their children's disabilities and their educational and developmental needs; communicate effectively with personnel responsible for providing special education, early intervention, and related services; participate in decision-making processes and the development of individualized education programs under Part B and individualized family service plans under Part C; obtain appropriate information about the range of options, programs, services, and resources available to assist children with disabilities and their families; understand the provisions of this Act for the education of, and the provision of, early intervention services to children with disabilities; and participate in school reform activities.
5. In states where the state elects to contract with the PTI center, contract with SEAs to provide, consistent with subparagraphs (B) and (D) of Section 615(e)(2), individuals who meet with parents to explain the mediation process to them.
6. Network with appropriate clearinghouses, including organizations conducting national dissemination activities under Section 685(d), and with other national, state, and local organizations and agencies, such as protection and advocacy agencies, that serve parents and families of children with the full range of disabilities.
7. Annually report to the Secretary on (a) the number of parents to whom it provided information and training in the most recently concluded fiscal year; and (b) the effectiveness of strategies used to reach and serve parents, including underserved parents of children with disabilities.

In addition, a PTI center may: (a) provide information to teachers and other professionals who provide special education to children with disabilities; (b) assist students with disabilities to understand their rights and responsibilities under Section 615(m) on reaching the age of majority; and (c) assist parents of children with disabilities to be informed participants in the development and implementation of the state's improvement plan.

## **B. COMMUNITY PARENT RESOURCE CENTER—SECTION 683**

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The application process and specific activities for CPR centers are as follows:

### **Distribution of Funds**

The Secretary may make grants to, and enter into contracts and cooperative agreements with local parent organizations to support PTIs that will help ensure that underserved parents of children with disabilities—including low-income parents, parents of children with limited English proficiency, and parents with disabilities—have the training and information they need to enable them to participate effectively in helping their children with disabilities.

A local parent organization means a parent organization, as defined in Section 682(g), that either: (a) has a board of directors of whom the majority are from the community to be served; or (b) has as a part of its mission, serving the interests of individuals with disabilities from such community and a special governing committee to administer the grant, contract, or cooperative agreement, of whom the majority of members are individuals from such community.

### **Kinds of Activities Supported**

Each CPR center shall:

1. Provide training and information that meets the needs of parents of children with disabilities proposed to be served by the center;
2. Carry out the activities required of PTI centers;
3. Establish cooperative partnerships with the PTI centers;
4. Be designed to meet the specific needs of families who experience significant isolation from available sources of information and support.

## **C. TECHNICAL ASSISTANCE FOR PTI CENTERS—SECTION 684**

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The Secretary may, directly or through awards to eligible entities, provide technical assistance for developing, assisting, and coordinating parent training and information programs carried out by PTI and CPR centers.

### **Kinds of Activities Supported**

Technical assistance may be provided in areas such as:

1. Effective coordination of parent training efforts;
2. Dissemination of information;
3. Evaluation by the center of itself;
4. Promotion of the use of technology, including assistive technology devices and services;
5. Reaching under served populations;
6. Including children with disabilities in general education programs;
7. Facilitation of transitions from: (a) early intervention services to preschool; (b) preschool to school; and (c) secondary school to post-secondary environments; and
8. Promotion of alternative methods of dispute resolution.

## **D. COORDINATED TECHNICAL ASSISTANCE AND DISSEMINATION—SECTION 685**

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### **Distribution of Funds**

The Secretary shall, by competitively making grants or entering into contracts and cooperative agreements with eligible entities, provide technical assistance and information through such mechanisms as institutes, regional resource centers, clearinghouses, and programs that support states and local entities in capacity building, to improve early intervention, educational, and transitional services and results for children with disabilities and their families, and address systemic-change goals and priorities.

This Section includes the following activities: systemic technical assistance; specialized technical assistance; and national information dissemination. There are no individual authorizations for each of these activities.

### **Kinds of Activities Supported**

1. Systemic technical assistance includes activities such as the following:
  - a. assisting states, local educational agencies (LEAs), and other participants in partnerships established under the State Improvement grants with the process of planning systemic changes that will pro-

- mote improved early intervention, educational, and transitional results for children with disabilities;
  - b. promoting change through a multi-state or regional framework that benefits states, LEAs, and other participants in partnerships that are in the process of achieving systemic-change outcomes;
  - c. increasing the depth and utility of information in ongoing and emerging areas of priority identified by states, LEAs, and other participants in partnerships in the process of achieving systemic-change outcomes;
  - d. promoting communication and information exchange among states, LEAs, and other participants in partnerships, based on the needs and concerns identified by the participants in the partnership, rather than on externally imposed criteria or topics, regarding practices, procedures, policies, and accountability of the states, LEAs, and other participants in partnerships for improved early intervention, educational, and transitional results for children with disabilities.
- 2. Specialized technical assistance include activities that:
  - a. focus on specific areas of high-priority need that are identified by the participants, which require the development of new knowledge, or the analysis and synthesis of substantial bodies of information not readily available, and will contribute significantly to the improvement of early intervention, educational, and transitional services and results for children with disabilities and their families;
  - b. focus on needs and issues that are specific to a population of children with disabilities, such as the provision of single-state and multi-state technical assistance and in service training to: (i) schools and agencies serving deaf-blind children and their families; and (ii) programs and agencies serving other groups of children with low-incidence disabilities and their families; or
  - c. address the post-secondary education needs of individuals who are deaf or hard-of-hearing.
- 3. National Information Dissemination includes activities relating to:

- a. infants, toddlers, and children with disabilities and their families;
- b. services for populations of children with low-incidence disabilities, including deaf-blind children, and targeted age groupings;
- c. the provision of post-secondary services to individuals with disabilities;
- d. the need for and use of personnel to provide services to children with disabilities, and personnel recruitment, retention, and preparation;
- e. issues that are of critical interest to SEAs and LEAs, other agency personnel, parents of children with disabilities, and individuals with disabilities;
- f. educational reform and systemic-change within states; and
- g. promoting schools that are safe and conducive to learning.

For purposes of National Information Dissemination activities, the Secretary may support projects that link states to technical assistance resources, including special education and general education resources, and may make research and related products available through libraries, electronic networks, parent training projects, and other information sources.

## RELATIONSHIP TO IDEA PRIOR TO P.L. 105-17

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Prior to the 1997 reauthorization of IDEA, there were three separate support programs that had similar purposes/priorities. They are listed below as they appeared in IDEA prior to the 1997 reauthorization. For informational purposes they are listed with their FY 1997 appropriations (in millions) as follows:

• Regional Resource Centers	\$ 6.64
• Parent Training	\$15.54
• Clearinghouses	<u>\$ 1.99</u>
<b>TOTAL</b>	<b>\$24.17</b>

## CEC RECOMMENDS

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CEC recommends an appropriation of \$131,690 million for the Coordinated Technical Assistance and Dissemination Program for FY 2003. In addition CEC recommends an appropriation of \$64,018 million for the Parent Training and Information Centers for FY 2003.

These funding levels are necessary to ensure the continuation of critical activities in the areas of parent training and information, coordinated technical assistance, and support and dissemination of information. The last reauthorization of IDEA called for greatly expanded information and technical assistance at the school building and local community levels, including community parent resource centers, as well as enhanced support for teachers. Mechanisms such as clearing-houses, resource centers, and technical assistance systems are critical to these activities.

## State-Wide PTI Serving Families and Professionals of Children with Special Needs (in the Educational Setting)

West Virginia Parent Training and Information – State-Wide PTI Serving Families and Professionals of Children with Special Needs (in the Educational Setting) West Virginia Parent Training and Information, Inc. (WVPTI) will provide support, training, and information to West Virginia's families of individuals with disabilities. WVPTI will conduct a "grassroots" approach to training and collaboration, a service delivery system that has been very successful in reaching West Virginian families.

The project activities will accomplish the following goals: 1) provide information and support designed to assist West Virginia's families of a child with a disability in understanding the nature and needs of their child's disability and strengthen their ability to access services and participate in decision making; 2) assist West Virginia parents of children with disabilities to participate fully in the educational decision-making process by providing a comprehensive menu of workshops, conferences, audiotapes, and videotapes; 3) provide specific information, training, and support designed to assist West Virginia families in extremely rural areas or isolated by other conditions; and 4) provide culturally appropriate information, training, and support designed to strengthen the ability of West Virginia's diverse and traditionally underserved/unserved population of parents to understand and participate in making educational decisions.

The demand for WVPTI-developed materials through information requests, resource databases, and the WVPTI World Wide Web Page ([www.wvpti.org](http://www.wvpti.org)) supports the need for their continued development and use. All of the project's workshop manuals are available on audiotape for any audience, and many parent materials are written at a low reading level.

For more information about the West Virginia Parent Training and Information, Inc. (WVPTI), contact Pat Haberbosch, WVPTI, Inc., 371 Broadus Ave., Clarksburg, WV, 26301; phone: 304-624-1436; E-mail: [WVPTI@aol.com](mailto:WVPTI@aol.com)

**WVPTI will conduct a "grassroots" approach to training and collaboration, a service delivery system that has been very successful in reaching West Virginian families.**

The IDEA National Resource Cadre is an innovative initiative established by the ILIAD (IDEA Local Implementation by Local Administrators) and ASPIIRE (Associations of Service Providers Implementing IDEA Reforms in Education) Partnerships, in collaboration with their partner associations, in order to facilitate the implementation of the Individuals with Disabilities Education Act amendments of 1997 (IDEA '97).

The Cadre is comprised of individuals identified through a rigorous process by the associations partnering with ILIAD and ASPIIRE. The Cadre serves as a resource for providing timely and accurate information on IDEA '97 to a variety of audiences.

The Cadre is supported by the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP) to assist in the shared implementation of IDEA '97. ILIAD and ASPIIRE work with the Families and Advocates Partnership for Education (FAPE) and the Policymaker Partnership (PMP) to collaborate in delivering a common message about IDEA '97.

Members of the Cadre serve as representatives of the ILIAD/ASPIIRE Projects as well as the other two IDEA Partnership projects, FAPE and PMP. In addition, the Cadre represents their professional association. The ILIAD and ASPIIRE Partnerships have provided the necessary flexibility to the partner associations in determining the roles their Cadre may perform in providing timely and accurate information about IDEA '97. As a result, the roles of the Cadres vary and could include:

- *Directing constituents to materials about IDEA '97*
- *Serving as an IDEA '97 point person for the building, district, or association*
- *Leading professional development sessions on IDEA '97*
- *Providing information about IDEA '97 to colleagues/or stakeholders*
- *Providing technical assistance*
- *Providing materials and resources designed to build capacity and sustainability of effective instructional strategies*
- *Utilizing the IDEA Partnership's materials in various professional activities.*
- *Reviewing IDEA Partnership materials and products*
- *Serving as a resource for State affiliates*
- *Assisting in determining emerging issues*





### What's working?

Charles Nelson, high school special education teacher/department chair of the Arkansas Association of Classroom Teachers, is an NEA Cadre member who shares these words of wisdom. "All children truly can learn regardless of what they've been labeled, with tailor-made IEPs-individual education plans-that can bring out the best in every child. The Cadre is part of the support mechanism that helps the child succeed, as it offers consultants, access to information, or staff training and seminars."

Fred Brown, National Association of Elementary School Principals, states, "ILIAD has broadened my knowledge of IDEA. If I don't know the answer, I now know who to refer our members to and what resources are available to help them. The Principal's Guide for Administrators that we developed with ILIAD has helped principals avoid some of the pitfalls associated with implementing the law."

Leslie Jackson, ASPIRE Liaison, AOTA says: "The Cadre positions us to positively influence decisions about the need for OT services under IDEA including addressing children's psychosocial needs and school violence...it also increases AOTA's visibility with federal and state agencies with an interest in children's needs."

Brenda Brodeck, a member of the AOTA Cadre, reports after a presentation at a two-day conference to occupational therapists that "those that attended were impressed with the information and feel a renewed sense of trying to change what is happening in their own back yards. The materials were well done and the volume of things being produced is a godsend...They were relieved to have vetted information."

Stephen Walker, a CEC Cadre member from Northern Kentucky University, included the use of the IDEA Practices website in the Council for Educational Diagnostic Services Communiqué Newsletter. He also created a link from his web page at NKU to the IDEA Practices site and assigned students to go to the site for information.

Shirley Schwartz, Council of the Great City Schools, shared that they have always worked with other groups to get information and so on, out to our members. "However, ILIAD has given us a much more formalized and systematic way to do so which has been very helpful..."

Julie K. Moore, a special education teacher and a member of the NEA Cadre, said, "I have set up a literature circle format for the special services staff at my district. We read/watch/discuss materials from the partnership with special education teachers, general education teachers, speech/language clinicians, and principals. In Washington State we have a working Special Education cadre that incorporates the materials provided by the partnerships into the state material."

CAPE Cadre member, Reverend Joseph Sileo, conducted training for 28 professionals from the Dayton Area Catholic Schools, Diocese of Cincinnati. Participants received information on accessing the general curriculum and serving diverse learners within the general education classroom.

Anne Miller, National Association of Secondary School Principals, "One of the biggest benefits of the ILIAD Partnership is the access to the resources, which are among the richest sets of resources I have seen as far as content, depth, and availability. The training forums highlight best practices which have been very helpful in providing our members with exemplars and role models."

The 20 members of the Council for Children with Behavioral Disorders trained over 500 people by disseminating brochures, CD-roms, copies of the "Making Assessment Accommodations Toolkit" through 30 training sessions in the following states: New Hampshire, Missouri, Florida, Washington, Michigan, Colorado, and North Carolina.

One of the ILIAD partners said, "Collaboration with ILIAD has been very valuable and should be maintained and even expanded, if possible. You can't force collaboration, people have to have a reason to do it and figure it out on their own. There should be conscious effort to plan for ways to promote collaboration in the future. Because we are a part of ILIAD, we have opportunities to deal with these needs."

Dick Cunningham, Council of Administrators of Special Education, said, "The ILIAD Project gave us the flexibility we needed to identify our own needs as a member organization. It allowed us to very quickly bring model practices to the attention of our membership...pointing them in the right direction in terms of proven best practices."

Non-special education organizations have reported a definite increase in their understanding of IDEA and their ability to provide information on the law to their members. "I was an elementary principal for 23 years and never fully understood IDEA. Now, I have a deeper understanding of it."

Lisa Thomas, Senior Associate at the American Federation of Teachers, writes: "I personally am excited about the direction our Cadre is heading, and with ASPIRE's continued leadership, guidance, and support, I know that our goal of creating an infrastructure that will support factual, on-going information dissemination of IDEA will not only be met, but exceed the expectations of the IDEA partnership goals!"

## REDUCING INAPPROPRIATE PLACEMENTS IN SPECIAL EDUCATION IN CHARLOTTE, NORTH CAROLINA: 100 BLACK MEN OF CHARLOTTE, INC., AND BRIARWOOD ELEMENTARY SCHOOL

Six urban chapters of 100 Black Men of America, Inc., have joined with a local school and other community resources to reduce inappropriate placements of students of color in special education. These pilot efforts have been initiated under the auspices of the IDEA Policymaker Partnership (PMP) of the National Association of State Directors of Special Education.

A primary partner of PMP in support of IDEA '97, 100 Black Men of America, Inc., is a service organization with a long history of mentoring children and youth and promoting education, health and wellness, economic development, and violence prevention. The six pilot projects are activities of chapters in Baltimore, Charlotte, Jacksonville (FL), Las Vegas, Memphis, and San Antonio. They are called the Wimberly Projects in memory of the late Mr. William Wimberly, a vice president of The 100 who was instrumental in their development.

The project of 100 Black Men of Charlotte, Inc., was established earliest and is in its second year of collaboration with Briarwood Elementary School (schoolwide Title I), where 75% of students receive free or reduced-price lunches, and more than half live in one-parent homes. The participants are 27 African American males in grades 1-4, nominated by teachers and school administrators because their academic, attendance, and/or behavioral issues are potentials for referral to special education. The goal of the project is to reduce this likelihood.

A set of interventions was developed jointly with Briarwood's administration and staff. At a twice-weekly 2-hour after-school program, the children receive tutoring in reading and math from two specialists who are compensated by 100 Black Men of Charlotte, and they also learn to use computers and to play chess. Afterward they ride home on a bus provided by the Charlotte-Mecklenburg Schools. Mentoring by members of The 100 complements the academic interventions. Students are organized in four groups, which compete for best attendance, best grades, and fewest disciplinary actions. Rewards include school recognition, pizza parties, and year-end ceremonies for students, parents, and teachers.

100 Black Men of Greater Charlotte has arranged with the OSEP-funded Exceptional Children's Assistance Center to provide training for families of participating students on exercising their rights, on effective parent-school partnerships, and on helping their children prepare for statewide performance assessments, as well as a series of sessions on Black parenting skills. In addition, there is a continuing sequence of workshops for all Briarwood faculty and staff on effective classroom strategies, learning styles, and cultural diversity. Through the efforts of The 100 these workshops have been led by experts from the Urban League of the Central Carolinas, The Institute on Race Relations, UNC at Charlotte, the Mecklenburg County Office of Minority Affairs, and the Briarwood student services specialist. Through The 100's partnership with

Results for the first year (2000-2001) showed that 22 of the 24 students participating at that time had moved an average of 1+ grade level in reading, 3 gained three grade levels, and 6 gained two grade levels.

UNC at Charlotte, a doctoral intern in special education is giving Briarwood teachers support in the use of inclusive strategies.

Results for the first year (2000-2001) showed that 22 of the 24 students participating at that time had moved an average of 1+ grade level in reading, 3 gained three grade levels, and 6 gained two grade levels. Further, 50% of teachers referred fewer discipline problems than in the prior year; 33% referred the same number; 17% referred more; and the principal reported fewer discipline referrals schoolwide. By the end of the year, 5 of the 24 participating students had been referred for special education evaluation, and three were placed. These placements involved students with the most significant learning and behavioral problems in the group. The student services specialist reported fewer referrals for evaluation schoolwide in 2000-2001 than in the prior year. Parents and teachers give their workshops high ratings.

Contact: Dr. Rudy Jackson (Davidson College), Project Director for 100 Black Men of Greater Charlotte, 3052 Whitcomb St, Charlotte, NC 28269; 704-894-2704; email: [rujackson@davidson.edu](mailto:rujackson@davidson.edu)

Ms. Olivia Givens, Principal, and Mr. Larry Huber, Student Services Specialist, Briarwood Elementary School, 1001 Wilann Drive, Charlotte, NC 28215; 704-343-6475; Fax: 704-343-6525.

***I*NDIVIDUALS WITH DISABILITIES  
EDUCATION ACT (IDEA)**

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***Part D***  
***Support Programs***

**Subpart 2—  
Coordinated Research, Personnel Preparation,  
Technical Assistance, Support, and  
Dissemination of Information**

**Technology Development,  
Demonstration, and Utilization;  
and Media Services**

# Technology Development, Demonstration, and Utilization; and Media Services

## APPROPRIATIONS (in thousands)

FY 1999 Appropriation	FY 2000 Appropriation	FY 2001 Appropriation	FY 2002 Appropriation	FY 2003 CEC Recommendation
\$34,523	\$35,910	\$38,710*	\$37,710	\$92,830

\* Includes \$11 million in one-time appropriations for special projects

## AUTHORIZING PROVISION

This new program was authorized in June 1997 by P.L. 105-17, the Individuals with Disabilities Education Act Amendments of 1997. The Technology Development, Demonstration, and Utilization; and Media Services is located at IDEA, Part D, Subpart 2, Chapter 2, Section 687.

## PURPOSE

To support activities so that:

- A. Appropriate technology and media are researched, developed, demonstrated, and made available in timely and accessible formats to parents, teachers, and all types of personnel providing services to children with disabilities to support their roles as partners in the improvement and implementation of early intervention, educational, and transitional services and results for children with disabilities and their families.
- B. The general welfare of deaf and hard-of-hearing individuals is promoted by:
  1. Bringing to such individuals an understanding and appreciation of the films and television programs that play an important part in the general and cultural advancement of hearing individuals;
  2. Providing, through those films and television programs, enriched educational and cultural experiences through which deaf and hard-of-hearing individuals can better understand the realities of their environment; and
  3. Providing wholesome and rewarding experiences that deaf and hard-of-hearing individuals may share.
- C. Federal support is designed:
  1. To stimulate the development of software, interactive learning tools, and devices to address early intervention, educational, and transitional needs of children with disabilities who have certain disabilities;
  2. To make information available on technology research, technology development, and educational media services and activities to individuals involved in the provision of early intervention, educational, and transitional services to children with disabilities;
  3. To promote the integration of technology into curricula to improve early intervention, educational, and transitional results for children with disabilities;
  4. To provide incentives for the development of technology and media devices and tools that are not readily found or available because of the small size of potential markets;
  5. To make resources available to pay for such devices and tools and educational media services and activities;
  6. To promote the training of personnel to: (a) provide such devices, tools, services, and activities in a competent manner; and (b) to assist children with disabilities and their families in using such devices, tools, services, and activities; and



7. To coordinate the provision of such devices, tools, services, and activities (a) among state human services programs; and (b) between such programs and private agencies.

## FUNDING

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The Secretary shall make grants to, and enter into contracts and cooperative agreements with, eligible entities to support activities described in the following. This program contains two separate authorities: Technology Development, Demonstration, and Utilization; and Educational Media Services. There are no separate authorization levels for these two authorities.

## KINDS OF ACTIVITIES SUPPORTED

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- A. **Technology Development, Demonstration, and Utilization** supports activities such as:
  1. Conducting research and development activities on the use of innovative and emerging technologies for children with disabilities;
  2. Promoting the demonstration and use of innovative and emerging technologies for

- children with disabilities by improving and expanding the transfer of technology from research and development to practice;
3. Providing technical assistance to recipients of other assistance under this Section, concerning the development of accessible, effective, and usable products;
4. Communicating information on available technology and the uses of such technology to assist children with disabilities;
5. Supporting the implementation of research programs on captioning or video description;
6. Supporting research, development, and dissemination of technology with universal-design features, so that the technology is accessible without further modification or adaptation; and
7. Demonstrating the use of publicly-funded telecommunications systems to provide parents and teachers with information and training concerning early diagnosis of, intervention for, and effective teaching strategies for, young children with reading disabilities.

B. **Educational Media Services** supports activities such as:

1. Educational media activities that are designed to be of educational value to children with disabilities;
2. Providing video description, open captioning, or closed captioning of television programs, videos, or educational materials through September 30, 2001; and after FY 2001 providing video description, open captioning, or closed captioning of educational, news, and informational television, videos, or materials;
3. Distributing caption and described videos or educational materials through such mechanisms as a loan service;
4. Providing free educational materials, including textbooks, in accessible media for visually impaired and print-disabled students in elementary, secondary, post-secondary, and graduate schools;
5. Providing cultural experiences through appropriate nonprofit organizations, such as the National Theater of the Deaf, that: (a) enrich the lives of deaf and hard-of-hearing children and adults; (b) increase public awareness and understanding of deafness and of the artistic and intellectual achievements of deaf and hard-of-hearing persons; or (c) promote the integration of hearing, deaf, and hard-of-hearing persons through shared cultural, educational, and social experiences; and

6. Compiling and analyzing appropriate data relating to the activities described in paragraphs 1 through 5.

## RELATIONSHIP TO IDEA PRIOR TO P.L. 105-17

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Prior to the 1997 reauthorization of IDEA, there were two support programs that had similar purposes/priorities. They are listed below as they appeared in IDEA prior to the 1997 reauthorization. For informational purposes, they are listed with their FY 1997 appropriations (in millions) as follows:

• Special Education Technology	\$9.99
• Media and Captioning Services	<u>\$20.03</u>
TOTAL	\$30.02

## CEC RECOMMENDS

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CEC recommends an appropriation of \$92,830 million in FY 2003. This authority contains both the technology and media services programs. Activities under media services—including video description and captioning—are vital to ensure information accessibility for all Americans. The potential of technology to improve and enhance the lives of individuals with disabilities is virtually unlimited. Progress in recent years has demonstrated the need for intensified support to facilitate technological development and innovation into the twenty-first century.



## EIGHT-YEAR-OLD MINNESOTA GIRL CAN "TALK" ON HER OWN NOW

Eight-year-old Laura Hamel recently talked to her grandparents on the telephone. The casual conversation was not routine. It was a symbol of Laura's new ability to communicate and a glimpse toward her independence. Laura has cerebral palsy that affects her speech, fine motor skills, and vision.

"Mentally, she's fast," said her mother, Clara. "I knew she was a smart girl. We had to find a way for her to express it."

The way was augmentative communication technology, the means by which Laura spoke to her grandparents. The augmentative device is a laptop-sized Freestyle computer, by Assistive Technology. Laura's mother and professionals working with Laura enter content into the computer. Laura selects the phrases and words she wants to say, and the computer speaks them in an audible little girl voice.

Laura received the device last spring and uses it to participate in classroom discussion and for homework assignments, as well as for communicating and learning at home. The result: In June, she brought home the best report card ever.

Obtaining the right technology for Laura took several years and the involvement of several organizations. Clara and Joel Hamel began their search for a device for Laura when she was very young. They realized they needed to find a better way to help her communicate. Several years later, a United Cerebral Palsy (UCP) organization in Illinois, where they were living, gave the family several catalogs on communication devices and told them about a communications conference scheduled for the area. The family attended the conference with Laura. She tried several devices there, settling on the Freestyle computer that seemed to address her current and potential needs. Then, in 1998, before they could obtain the computer for Laura, the Hamels moved to Minnesota.

Shortly after the Hamels settled in Apple Valley, school district community services information introduced the family to PACER. The process to obtain augmentative equipment for Laura began again. It was a collaborative effort that involved several resources, including PACER.

"Clara came to PACER's Computer Resource Center for a consultation," said Janet Peters, coordinator of the center. "We tried different devices and talked about the Freestyle, but we didn't have one. After more research, it looked like the Freestyle would, indeed, be a good match for Laura."

Deciding on the piece of equipment was only the first step. Traversing the funding channels was more complicated. A therapist at Gillette Hospital, with whom the family was also working, told them it probably would be easier for Laura to obtain the Freestyle device through Medicaid rather than private insurance. However, Medicaid will not pay for augmentative devices without



documenting their effectiveness. The Freestyle manufacturer loans devices only to schools or hospitals - not to individual families. Without access to the device, the Hamels had no way to document Laura's use of it.

PACER stepped in again. As a member of the Alliance for Technology Access, PACER qualified for loan of the equipment. When PACER obtained the computer, Laura used it, and Medicaid received the documentation. Medicaid approved funding, and Laura received her device in May.

PACER stayed in the picture as Laura became accustomed to using the device. "PACER provided us with the expertise needed to learn how to operate the device when we ran into snags," said Clara. "For instance, we needed an interface for the switch Laura uses, and PACER provided us with information on how to obtain one. Then PACER loaned us an interface so that Laura had continual use of the device while we waited for her equipment to arrive."

Although Laura is now adept at using the augmentative device, the Hamels said they will continue their PACER connection. They use the Computer Resource Center Software Lending Library regularly and find its materials helpful. "Laura will be able to borrow the software to do homework assignments, projects, and entertainment," said Clara.

The augmentative device has changed Laura's and their life, said the Hamels. For one thing, it eased her parents' schedules. "Before her computer came, Laura would want me to go to school with her to be her interpreter. I had to speak for her. The computer gave her a whole new realm of independence," said Clara.

They are thrilled for Laura and her new freedom, said the Hamels, but they have encountered a new challenge since Laura began "talking."

"Laura now says what Laura wants to say, not always what I want her to," laughed Clara. "But she's doing it on her own- and that's how it should be."

#### **CRC offers support, resources to families**

Laura Hamel was one of 100 children with disabilities to have a consultation at PACER's Computer Resource Center (CRC) last year.

The CRC and its equipment look quite different than they did when the center opened 13 years ago. Two facts, however, remain:

- The CRC contains state-of-the-art computer equipment, assistive devices, and software to make computers accessible to individuals with disabilities, so that they can communicate and learn.
- The CRC offers high-quality, personalized service, provided by expert staff, to families of children and young adults with disabilities.

The CRC offers:

**Assistive Technology Information and Referral.** Parents and others can obtain information about the availability and cost of products, dealers,

repair, equipment modification, and how to obtain new and used adaptive equipment. Information about funding resources to purchase adaptive equipment and local assistive technology assessment providers is also available.

**Individual consultations.** An appointment (made in advance) allows a person with disabilities to learn about and try assistive devices and software programs before the family invests in a technology purchase. The consultation is not a formal assistive technology assessment. A free individual consultation at the PACER CRC is a starting point in exploring the range of assistive technology available to help a child.

**Software Lending Library.** It has more than 1,700 pieces of software and assistive devices. Families receive personal instruction and an opportunity to use devices and programs at home before making a purchase. The library's small annual membership fee can be waived for parents in cases of economic hardship.

**Free, public workshops.** The events tell parents and professionals how computers can be adapted for children with disabilities and offer other technology information.

**In-depth in-services.** Events for teachers and other professionals address technology issues affecting students with disabilities. There is a charge for in-service trainings.

**SUPER Service.** The free PACER SUPER (Still Useful Product and Equipment Referral) Service connects buyers and sellers of assistive technology. Minnesota's STAR (System of Technology to Achieve Results) Program funds it. SUPER Service information is updated weekly.

**Computer Monitor.** The newsletter carries articles on technology and is free to families and professionals. Call CRC at PACER to be added to the mailing list.

The CRC has several national affiliations. They include:

- Alliance for Technology Access (ATA). The ATA is composed of 47 technology centers for families of children with disabilities nationwide.
- The Family Center on Technology and Disability (FCTD). The FCTD is a national collaborative of five organizations that provides support on using technology to organizations serving families of children with disabilities. The U.S. Department of Education, Office of Special Education Programs (OSEP) funds it. The coordinating office is United Cerebral Palsy Association (UCPA). The web site is [www.ucpa.org/fctd/](http://www.ucpa.org/fctd/).

For information and copies of the Computer Monitor newsletter, see PACER's website at [www.pacer.org/crc/](http://www.pacer.org/crc/) or call PACER Center at (612) 827-2966.

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**E**DUICATION OF GIFTED  
AND TALENTED CHILDREN

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*(The Jacob K. Javits Gifted  
and Talented Students Act of 1988)*

# Gifted and Talented

## APPROPRIATIONS (in thousands)

FY 1999 Appropriation	FY 2000 Appropriation	FY 2001 Appropriation	FY 2002 Appropriation	FY 2003 CEC Recommendation
\$6,500	\$6,500	\$7,500	\$11,250	\$171,250*

\* Includes funds for current activities under Jacob Javits Act as well as for proposed State Block Grant under ESEA

## AUTHORIZING PROVISION

The Jacob K. Javits Gifted and Talented Students Education Act of 1988 is authorized under the Elementary and Secondary Education Act of 1965, Title X, Part B, as amended by the No Child Left Behind Act of 2001, P.L. 107-110. The program is authorized at "such sums."

## PURPOSE

The purpose of this Act is to build the nation's capacity to meet the special education needs of gifted and talented students in elementary and secondary schools. The program focuses on students who may not be identified and served through traditional assessment methods, including economically disadvantaged individuals, those with limited English proficiency and individuals with disabilities.

## FUNDING CONSIDERATIONS

During the 1994 reauthorization of the Act, the purposes of the program were expanded while the authorization level was cut from \$20 million to \$10 million for FY 1995. Between 1992 and 2000, the appropriation deflated from \$9.7 million to \$6.5 million. Congress subsequently increased the appropriation to \$7.5 million for FY 2001 and \$11.25 million for FY 2003; however, these modest increases fall far short of what is needed to address significant areas of concern in gifted edu-

cation. Moreover, the Bush Administration's 2003 budget proposal eliminates funding for all activities included under the Jacob Javits Act beginning in FY 2003. At a time when the Council for Exceptional Children, the Association for the Gifted, and the Division for Culturally and Linguistically Diverse Exceptional Learners are focusing efforts on disproportionate representation in gifted programs, the Administration proposes gutting the program, which severely undermines current efforts to address this serious issue. This is unacceptable and demonstrates disregard for under served populations of gifted and talented children by an administration that claims to be concerned about equity and educational opportunity for all.

Fortunately, both the House and Senate included the Act in the 2001 reauthorization of the Elementary and Secondary Education Act. It is unclear, however, whether the Congress will continue its commitment to meeting the educational needs of children with gifts and talents and oppose the President's proposal to eliminate funding for these vital programs.

## KINDS OF ACTIVITIES SUPPORTED

The "Javits Act" provides grants for demonstration projects and a national research center. The demonstration projects are for personnel training; encouraging the development of rich and challenging curricula for all students; and supplementing and making more effective the expendi-

ture of state and local funds on gifted and talented education. The National Center for Research and Development in the Education of the Gifted and Talented Children and Youth conducts research on methods of identifying and teaching gifted and talented students, and undertakes program evaluation, surveys, and the collection, analysis, and development of information about gifted and talented programs.

In addition, as part of the most recent reauthorization of the Elementary and Secondary Education Act, Congress authorized additional activities under the Act to include block grants for use by state and local educational agencies to provide professional development, direct services and materials to students, technological approaches to providing for learning needs of gifted students, and technical assistance to school districts.

## **CEC RECOMMENDS**

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While the quality of most projects funded through the program have been quite good, the dwindling appropriations threaten to make this program

insignificant. This would be very unfortunate, as the work carried out under this program has greatly increased our national understanding of how to address the needs of under served gifted students. The work of the research center has answered many questions, but raised others that must be answered by future study in order to fulfill the mission of the Act. Federal projects that develop and demonstrate best practices in training, developing curricula and programs, and implementing educational strategies must continue to lead the way for states, districts, and schools. In order to regain the momentum that was lost under the Clinton Administration and subsequently undermined further by the Bush Administration's proposal to eliminate funding for the program, an expenditure of \$171,250 million is needed in FY 2003 to maintain the current activities under the Jacob Javits Act, as well as provide grants to states to support programs, teacher preparation, and other services designed to meet the needs of the Nation's gifted and talented students.

What happens to a bright child who is born in rural isolation and poverty? A child with outstanding potential whose family is unable to provide enriching experiences to prepare him for school? If this child is fortunate enough to attend a school where teachers have participated in training supported by the Jacob K. Javits program for gifted and talented, the prospects for his future brighten.

Marquellous is a very active little boy; he asks a lot of questions and really likes to get into things. In the past, if I had a student like this, and I have had several, I would have felt that this behavior meant he had problems - not that he was gifted! Before working with project U-STARS (Using Science Talents and Abilities to Recognize Students), teachers in this rural school tended to focus on the problems their students exhibited - not on the potential that they had. The shift in thinking that the teachers have made opens a whole new world to their students.

Project U-STARS uses science as the platform to help kindergarten through second grade teachers recognize and respond to their students' needs. Science is ideal because of its high interest topics and hands-on activities. Through science, teachers are able to integrate reading, math, writing and

art. The focus on science also allows teachers to see their students' abilities in problem solving, and this shows up a variety of non-verbal strengths. Marquellous's high energy and curiosity made science a natural fit and his success with science activities showed his teacher the true level of his abilities to learn, to think, and to shine.

The Javits program brought opportunities to Marquellous's school. His teacher participated in intense personnel preparation, attending over 180 hours of workshops and collaborating with other teachers to develop engaging materials for her classroom. She was one of 30 teachers who formed the U-STARS teaching cadre. The U-STARS teachers learn how to recognize potential in children from culturally diverse and economically disadvantaged families. They discover how to set-up classrooms to engage students and motivate them to want to learn, and they find out how to create emotionally safe environments where children know that their potential is valued. In U-STARS classrooms, teachers have stopped viewing their students as "at risk" and have started viewing them as "at potential," and for students like Marquellous, it has made all the difference!

Mary Ruth Coleman, Ph.D.

Director, Project U-STARS

Frank Porter Graham Child Development Institute, UNC-CH

Before working with project U-STARS (Using Science Talents and Abilities to Recognize Students), teachers in this rural school tended to focus on the problems their students exhibited - not on the potential that they had.

## GEORGIA STUDENT WITH MUSCULAR DYSTROPHY IS AN INSPIRATION TO OTHERS

Adam Steadman is a senior at Southeast Whitfield High School in Dalton, Georgia. He has lived in Dalton all of his life with his parents, older sister, and younger brother.

Adam's parents became concerned about their son when he was unable to climb steps and had difficulty jumping and hopping. Adam was referred by his pediatrician to the Emory Clinic in Atlanta, where he underwent several days of testing. A muscle biopsy and blood work confirmed a diagnosis of Duchenne's Muscular Dystrophy a month before Adam turned 4 years old.

Adam was one of the first children in Whitfield County to receive preschool services. He began speech and preschool services after he was diagnosed with Muscular Dystrophy. Later, Adam attended Antioch Elementary School where he continued to receive speech therapy, qualified for orthopedically impaired services, and qualified for physical therapy services. In the second grade, Adam also qualified for the gifted program. He has continued with a combination of special education services and gifted education services throughout his career.

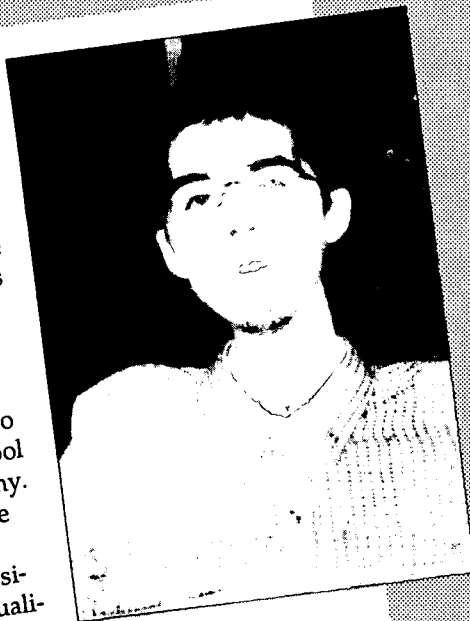
As Adam's school career continued, his disease also continued to progress. By second grade Adam needed the assistance of a manual wheelchair to help him travel long distances. When he was ten years old, he had surgery at Vanderbilt to help him stand and walk. He also wore braces on his legs for extra support. He followed up at Vanderbilt with a spinal fusion. Adam was unable to stand or walk after back surgery and in the fifth grade he received his first electric wheelchair. Shortly before Adam turned eighteen, he had a feeding tube inserted in his stomach to help with his nourishment. After a long battle with pneumonia, when he was eighteen, he and his family made the decision to have a tracheotomy.

Adam has benefited greatly from his loving family and the support he has received through all of his services, gifted and special education. He has participated in many gifted education field trips, including a trip last year where he visited several colleges such as the University of Georgia, North Georgia, and West Georgia. He has been extremely successful in all of his honors and IB classes. Although over the course of the years his needs have changed, so has the educational program he has been served under.

Currently Adam is receiving orthopedically impaired services and regular education hospital homebound services through the school system. Each day is a new day with new challenges. He has a remarkably strong sense of self and is a wonderful inspiration to many. Although Adam is limited physically because of his disease he is not limited in spirit. He is a great example of how education can nurture a willing mind!

Benita Brock  
Gifted Resource Teacher  
Southeast Whitfield High School

Tera Ross  
Special Education Teacher  
Southeast Whitfield High School







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