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ABSTRACT

This report describes the purpose, funding, services, administration, and effectiveness of 145 programs administered by the U.S. Department of Education during fiscal year 1991; and briefly covers planned studies. It outlines 35 Office of Elementary and Secondary Education, 4 Office of Bilingual Education and Minority Languages Affairs, 36 Office of Special Education and Rehabilitative Services, 14 Office of Vocational and Adult Education, 37 Office of Postsecondary Education, and 19 Office of Educational Research and Improvement programs. "National Goals Addressed" subsections are included, where appropriate, concerning how the Department's programs help to implement the six National Education Goals. A few chapters contain "Performance Indicators" subsections. One major Department of Education initiative has been to seek ways to enhance accountability in U.S. education at all levels. This report summarizes evaluation results concerning what helps program participants increase their achievement or improve their performance. It also describes management improvement initiatives and reforms, and changes in priorities under the Department's accountability initiative. Data concerning the Chapter 1 Local Education Agency Program, the Chapter 1 Migrant Education Program, Impact Aid: Maintenance and Operations; mathematics and science education; bilingual education programs; national educational improvement partnerships; Allen J. Ellender fellowships; and student financial aid programs are highlighted. Numerous tables and references are included throughout the document. (RLC)

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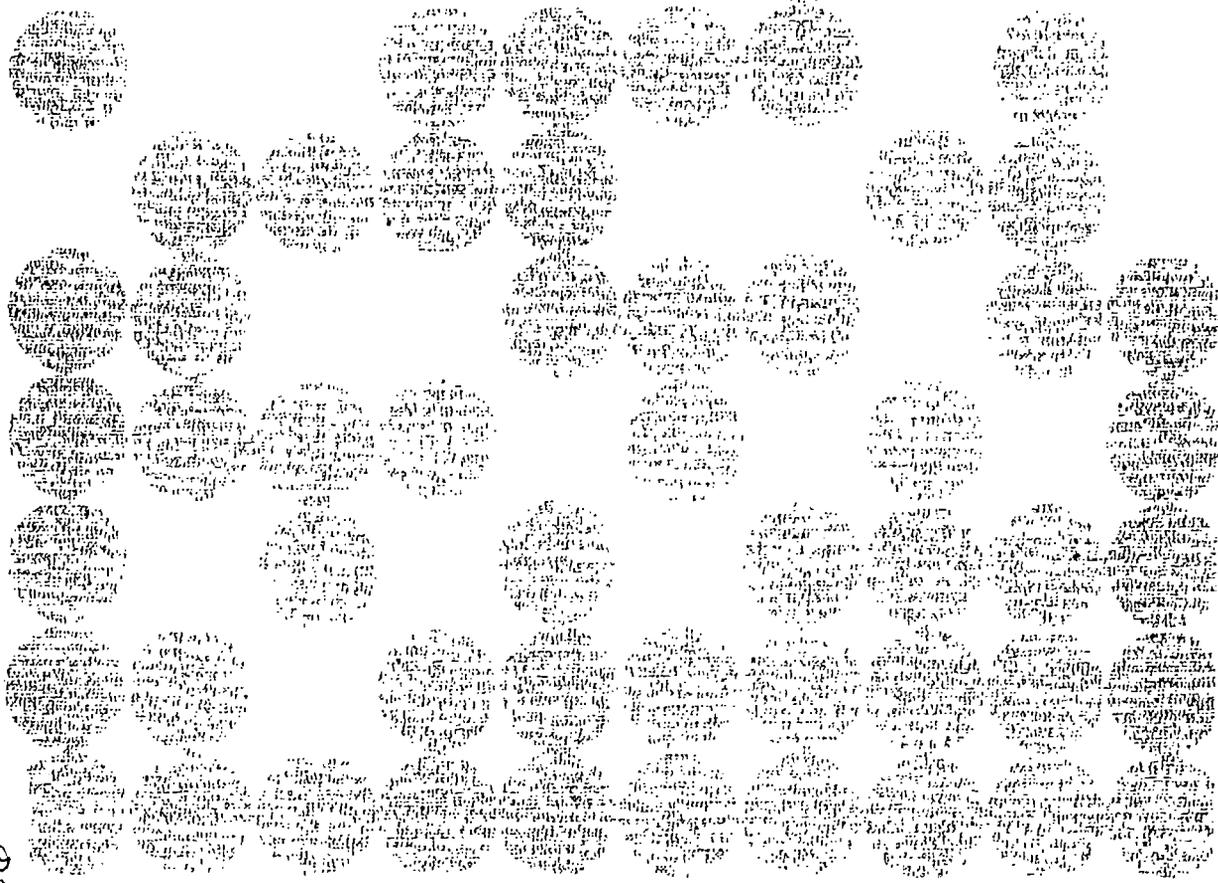
ANNUAL EVALUATION REPORT



Fiscal Year 1991

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ANNUAL EVALUATION REPORT

FISCAL YEAR 1991

LAMAR ALEXANDER, SECRETARY
U.S. DEPARTMENT OF EDUCATION

OFFICE OF POLICY AND PLANNING

FOREWORD

This is the 21st annual report to the Congress on federally funded education programs and the twelfth such report submitted by the Department of Education. The Annual Evaluation Report responds to the Congressional mandate in Section 417(a) and (b) of the General Education Provisions Act, as amended. This year, there is information on 145 programs administered by the Department during fiscal year 1991. The report covers the purpose, funding, services, administration, and effectiveness of those programs. It briefly describes planned studies. The information in the report was current as of the end of fiscal year 1991.

There is again a subsection in program chapters, where appropriate, on "National Goals Addressed." This subsection responds to the need for information on how the Department's programs are helping to implement the six National Goals for education adopted by the President and Governors in September 1989. Additional information on Departmental activities supporting implementation of the National Goals may be found in the "Highlights" section and the special index for the National Goals.

In a few chapters, there is a new subsection on "Performance Indicators." The Office of Policy and Planning, in collaboration with the Office of Human Resources and Administration and the Office of Management and Budget/Chief Financial Officer, is leading an effort to develop performance indicators for a pilot group of Departmental programs. We plan to expand that effort subsequently to a larger number of programs, and to present the results in future editions of this report.

One of the major initiatives of the Department of Education has been to seek ways to enhance accountability in American education at all levels. The Department has intensified its efforts to identify what works best in Federal education programs. This report, as did last year's, summarizes evaluation findings on what helps program participants to increase their achievement or improve their performance. It also describes management improvement initiatives and reforms, and changes in priorities under the accountability initiative within the Department. We hope that those evaluation findings and management initiatives will contribute to making Federal programs work even better.

I welcome your suggestions on making the Annual Evaluation Report more useful in your work.

Bruno V. Manno
Assistant Secretary for
Policy and Planning

ACKNOWLEDGMENTS

In fiscal year 1991, the Planning and Evaluation Service (PES) in the Office of Policy and Planning continued the effort to improve the technical and editorial quality of the Annual Evaluation Report. Edward Glassman was again responsible for managing report preparation, with support from Barbara Murphy. Division Directors Valena Plisko, Ricky Takai, and Maureen McLaughlin, and Acting Division Director Robert Berls, reviewed all chapters on appropriate programs and prepared the "Highlights" Section. All analysts in PES contributed through writing and revising report chapters. Secretaries Brenda Long, Ann Nawaz, Sandy Wood, Yvonne Briscoe and Angela Clarke, typed numerous drafts of report chapters and prepared the final camera-ready copy for printing. Each program office helped with comments on draft chapters about its own programs. The Budget Service in the Office of Management and Budget/Chief Financial Officer, the Office of General Counsel, and the Office of Legislation and Congressional Affairs, made valuable corrections in draft materials for the entire report. The Office of Public Affairs did the technical editing and prepared the index to the report. Public Affairs also prepared the special index for the National Goals adopted by the President and Governors.

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HIGHLIGHTS OF FY 1991 EVALUATION FINDINGS

Chapter 1 Local Education Agency Program (Chapter 101)

Chapter 1 provides financial assistance to local education agencies (LEAs) to meet the special needs of educationally deprived children who live in areas with high concentrations of children from low-income families. The 1988 Hawkins-Stafford amendments seek to improve further the educational opportunities of educationally deprived children by helping them succeed in their regular school program, attain grade-level proficiency, and improve achievement in basic and more advanced skills.

Targeting and Participation

While Chapter 1 disproportionately serves poor children, almost all districts and more than two-thirds of public elementary schools participate in the program. At the same time, many poor and low-performing children go unserved.

- o According to nationally representative data from the Prospects study, half of the children in high-poverty schools (with concentrations of 60 percent to 100 percent free or reduced-price lunch) and who score at the 40th percentile or below on CTBS 4 reading tests do not receive Chapter 1 services.
- o Over the past 12 years, funding changes in inflation-adjusted dollars have been reflected in changes in staffing and in the number of participants. Chapter 1 staffing (both teachers and aides) was at a program low in 1986. Though staffing has increased since then, it still remains well below pre-1981 levels.
- o Chapter 1 contains a cost-of-education factor designed to adjust for differential costs for schooling across States. The inclusion of the cost-of-education factor (per pupil expenditure) in the Chapter 1 formula results in a decrease of 17 percent in aid to the lowest-spending States and provides 24 percent more aid to the highest-spending States.

Program Administration

When Congress passed the program improvement requirements in Chapter 1, the mandate for both academic standards and accountability represented the cutting edge of education reform. However, Congressional intentions were undercut by a reticence to act and problems of implementation at the State and local levels.

- o In school year 1989-90, a majority of States (39) used the minimal achievement standard established in the Chapter 1 regulations (no gain or a loss in normal curve equivalents) to determine whether schools are in need of program improvement. These standards are considerably lower than national averages for the Chapter 1 program. Most districts followed the lead of their States. Thus, schools are identified for program improvement only if students make no achievement gains or actually

show a decline in their achievement. In school year 1991-92, 27 States still used the minimum achievement standard established in the Federal regulations, but 14 of these States also required the use of other desired outcomes in identifying schools for program improvement.

- o State education agencies (SEAs) reported that approximately half of the schools identified for program improvement "test out" after one year before implementation of their improvement plan.

Program Services

Chapter 1 remains primarily a reading and math program for elementary schoolchildren. Eighty-two percent of districts offered limited pull-out programs in 1990-91. There has been an almost 50 percent increase in the number of districts offering in-class instruction (62 percent in 1990-91 versus 37 percent in 1985-86). Between the 1989-90 and 1991-92 school years, there was a 233 percent increase in the number of schools participating in schoolwide projects. Still, schoolwide projects account for only about 4 percent of all Chapter 1 schools. Extended learning time opportunities were available in 9 percent of the Chapter 1 districts in the 1990-91 school year. Typically, Chapter 1 instruction is provided in small groups of students and focuses primarily on basic skills. However, instruction for Chapter 1 students can be disjointed and inconsistent in its focus.

- o In school year 1991-92, the median number of students served in Chapter 1 was six, up from a median of five students estimated in the last assessment. Services were typically provided for about 40 minutes a day, five days a week. These findings are about five to 10 minutes a day more than the median estimates reported in the 1987 National Assessment of Chapter 1 for reading and math, respectively.
- o Schools are relying more and more on the use of Chapter 1 instructional aides to deliver services. Unfortunately, aides are often academically unprepared to assist teachers with anything other than basic skills drill and practice.
- o The largest growth in parent involvement activities since the last assessment of Chapter 1 has been the dissemination of home-based education activities to reinforce classroom instruction.

Program Outcomes

In 1988-89, gains were reported in all grade levels for Chapter 1 students tested in reading and math on an annual test cycle (fall-fall or spring-spring). However, mandated State-reported data probably overstate the gains.

- o For Chapter 1 students tested in reading on an annual test cycle, gains were reported in all grades, with a high of 5 percentile points in grades two, three, and four and a low of 1 percentile point in grade 12. Overall, the largest gains were in grades two through six.

- o For Chapter 1 students tested in mathematics on an annual test cycle, gains were reported in all grades, ranging from 11 percentile points in grade two to 1 percentile point in 12th grade. The largest gains were in grades two through six.

Chapter 1 Migrant Education Program (Chapter 102)

The Migrant Education Program (MEP) provides financial assistance to State education agencies (SEAs) to establish and improve programs to meet the special education needs of migratory children of migratory agricultural workers or fishermen and to improve the interstate and intrastate coordination activities required of State and local migrant education programs funded under Chapter 1. It also provides financial assistance to SEAs or SEA consortia to improve the educational opportunities of migrant preschool children and parents through the integration of early childhood education and adult education into a unified program.

Targeting and Participation

- o The Migrant Education Program (MEP) served about 80 percent of all migrant students enrolled in school during the regular school year in 1990.
- o The population of students enrolled in the Migrant Education Program is forecasted to increase from an estimated 597,000 in 1990 to 790,000 in 2000. This is mainly attributable to the 1988 legislative amendments that changed the funding formula to offer incentives for serving preschoolers and 18- to 21-year-olds and to increased recruitment activities in some States.
- o Migrant students exhibit marked education-related disadvantages. A 1990 study showed that more than 80 percent were eligible for free or reduced-price meals; more than one-third were over-age for their grade; and 47 percent were eligible for the regular Chapter 1 program. Their teachers reported that 40 percent had oral English-language deficiencies large enough so as to interfere with their school work.
- o Recruitment is more active in projects with diminishing numbers of migrant students, according to 1990 site visits. Over 65 percent of MEP projects reported making extensive efforts to identify and recruit new students.

Program Administration

- o MEP projects are expanding to include preschool and post-high school age students in response to 1988 legislative changes. About one-half of the regular school year projects and nearly three-fourths of the summer-term projects reported offering MEP services to preschool children in 1990. In addition, about one-half of both regular year and the summer-term projects reported offering MEP services to students ages 18 to 21.

- o Most migrant students do not receive any supplemental services other than MEP. More than 70 percent of regular school year students reportedly did not receive instructional services from any compensatory program other than MEP. Approximately 24 percent of regular school year students received regular Chapter 1 instruction.

- o Although migrant students are staying in school longer, there are indications that their performance on standardized tests remains very low. The dropout rate for migrant students has declined from about 90 percent as reported in the early 1970s to between 45 percent and 64 percent in 1987. However, MEP students score poorly compared with other students on standardized tests. Post-test performance of MEP students generally fell in the second quartile in reading and mathematics in 1988-89, with reading scores being lower than mathematics.

Impact Aid: Maintenance and Operations (Chapter 109)

Impact Aid compensates local school districts for burdens placed on their resources by Federal activity, either through Federal tax-exempt ownership of property in the district (section 2 payments), or through the addition of "Federally connected children" to the number of students that it would ordinarily need to educate (section 3 payments). Federally connected children include "a" children, who both live on and have parents who work on Federal property, and "b" children, who either live on Federal property or have parents who work on it. Included in these categories are children living on or having parents who work on Indian lands, and children who have a parent who is on active duty in the uniformed services.

A 1988 study examined the distribution of Impact Aid funds to districts that differ in size, wealth, and spending, as measured by student enrollment, property valuation per pupil, and current operating expenditures per pupil. The study found that, in general, a larger than expected proportion of Impact Aid went to districts that were small, low in property wealth, or high in per-pupil expenditures.

Impact Aid is the largest single source of federal support for local education agencies serving Native American students, yet there have been complaints that the funds have not benefitted these students. According to testimony at 1990 hearings for the Indian Nations At Risk study, some school districts are not complying with the spirit of program requirements that districts involve tribal officials and parents of Indian children in the planning and implementation of education programs assisted with Impact Aid funds generated by Indian children. For example, there was testimony that districts scheduled meetings with Indian parents and communities at inaccessible times and places, did not provide timely notice of meetings, only solicited input in a perfunctory way, disregarded tribal views and recommendations, made ineffective use of funds, and failed to be accountable.

Mathematics and Science Education (Chapters 126 and 613)

The Dwight D. Eisenhower Mathematics and Science Education State Grant Program provides financial assistance to State education agencies for elementary and secondary education and higher education, and to local education agencies, institutions of higher education, Territories, and the Bureau of Indian Affairs to improve the skills of teachers and the quality of instruction in mathematics and science in public and private elementary and secondary schools.

The program supports preservice and inservice training and retraining of teachers and other school personnel in the fields of math and science at the elementary and secondary levels.

- o More than 90 percent of all LEAs and approximately 1,500 institutions of higher education have participated in the program.
- o In most States, the allocation to districts amounts to an average of about \$30 per teacher. Districts typically do not support high-intensity training. The average (median) amount of training that the program provides per teacher in district-supported projects is six hours. Higher education-supported projects typically offer teachers longer training experiences, with an average (median) of 60 hours per teacher.
- o Statutory changes in 1990 require that districts receiving less than \$6,000 participate in a consortium with at least one other district. All districts are required to use funds in excess of the fiscal 1990 amount to train elementary and middle school teachers.

Bilingual Education Programs--Part A (Chapter 201)

Federal bilingual education programs assist local education agencies and other eligible grantees in the development and support of instructional programs for students with limited English proficiency (LEP).

Because definitions of limited English proficiency and funding mechanisms vary among local and State education agencies, it is not known exactly how many eligible students there are, how much is spent on them, or how many are served. Despite these uncertainties, however, we know that Title VII serves only a fraction of the total number of eligible students served nationwide, and contributes only a fraction of the nation's total expenditure on bilingual education programs and services.

Targeting and Participation

- o Title VII serves 310,000, or approximately 14 percent, of the 2.2 million students identified by States as limited English proficient. In 1988, Title VII served

approximately 13 percent of the 1.7 million students estimated by the Department to be limited-English-proficient.

- o Although limited-English-proficiency alone cannot be the basis for participation in Chapter 1, there are more LEP students served through Chapter 1 than through any other Federal program, including Title VII (Bilingual Education). A Chapter 1 survey taken in 1984 produced an estimated 530,000 Language Minority/LEP students receiving Chapter 1 ESL services.
- o Assessment instruments used to identify LEP and Chapter 1 students for eligibility are, at a very practical level, indistinguishable. For example, a low score on a test of English reading and writing could identify a student as eligible for Chapter 1 and also other language services.

Program Administration

The three-year funding limit directly affects the capacity of a local project to continue services and programs. The 25 percent cap on Special Alternative Instructional Programs (SAIP) has had no practical effect up to now. Limits on the amount of time students can remain in programs may not reflect the complexity and variation in language acquisition among different children.

- o A study of 500 Title VII projects found that anywhere from 39 percent to 68 percent of former Title VII services were maintained with local funds after Title VII funding ended. The types of services most often continued were collection and/or purchases of LEP instructional materials, services of classroom aides or tutors, and assessment and placement of LEP students. The types of services most often discontinued were the services of project directors and coordinators, the services of resource staff, inservice for faculty, and parent training.

Services

- o Contrary to expectations, the amount of time LEP students remain in immersion strategy, early-exit, and late-exit programs is about the same. In theory, both immersion and early-exit programs call for mainstreaming within two to three years. However, over two-thirds of the students in the immersion strategy and over three-fourths of the early-exit students are not mainstreamed after four years in their respective bilingual programs.
- o LEP students in either immersion strategy, early-exit, or late-exit programs improve their skills in English language and reading, and mathematics, as fast or faster than the norming population.
- o A passive learning environment characterizes classrooms across all programs, limiting opportunities to produce and develop language. Students produce language only when

working directly with a teacher and then only in response to teacher initiations. Teacher questions are typically low-level requests for simple information recall.

- o More parents of late-exit and early-exit students than parents of immersion-strategy students help with or monitor their children's homework.

Educational Improvement Partnerships -- National Programs

Inexpensive Book Distribution (Chapter 126)

The program supports and promotes the establishment of reading motivation programs, including the distribution of inexpensive books to students in order to encourage students to learn to read. Reading Is Fundamental, Inc., (RIF), a nonprofit organization, administers the program. Federal funds accounted for 81 percent of revenues to the national RIF office in FY 1990.

- o Although the number of children reached by the program is commensurate with its small size, there are marked differences by location. Federally funded projects serve 5 percent of all school-age children across the country. The highest proportion of school-age children served, 68 percent, is in the District of Columbia, where the program originated, followed by Vermont at 16 percent. The lowest proportions of school-age children are served by Federally funded projects in Georgia, Nebraska, and Nevada (1 percent).
- o Information is very limited on whether the Inexpensive Book Distribution Program is filling an otherwise unmet need.
- o Ninety-nine percent of staff operating Inexpensive Book Distribution projects are unpaid volunteers, which keeps operational costs low.

Allen J. Ellender Fellowships (Chapter 111)

The fellowships make a grant to the Close Up Foundation of Washington, D.C., for financial assistance to economically disadvantaged secondary school students and their teachers and economically disadvantaged older Americans and recent immigrants, to increase their understanding of the Federal Government.

While the Close Up Foundation has, since its inception, served low-income students, it has in recent years undertaken specific initiatives to reach "at-risk" students, such as low-income students; the socially disadvantaged; recent immigrants; Native Americans; inner-city youths; the geographically isolated; and the hearing, visually, or physically impaired. Close Up estimates that at least one-third of its participating schools have a student population with significant numbers of at-risk students.

- o The 66 percent increase in Ellender funds from \$2.4 million in 1988 to \$4.3 million in 1992 has not been matched by a corresponding increase in the number of fellowship recipients or total participants.
- o The Department of Education plays a relatively passive role in monitoring the grant, with the Close Up Foundation administering the program.
- o The costs of the Close Up Foundation's Washington Program for High School Students and Educators are similar to costs of other civic education programs that bring students to Washington, D.C. Costs for tuition only for the 1991-92 program year were \$698 per participant.
- o The amount of fellowship funds going to teachers is twice as much as the amount going to students in the Washington Program for High School Students and Educators.

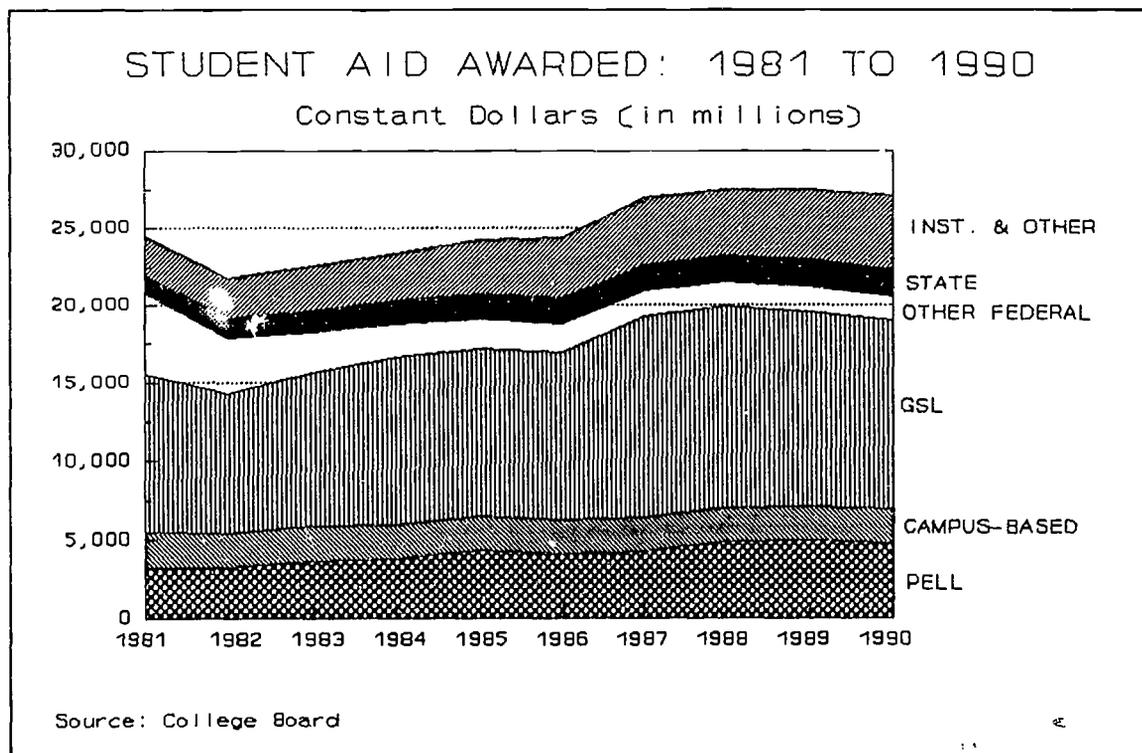
Student Financial Aid Programs (Chapters 501-507)

During academic year 1990-91, almost \$28 billion in aid was provided to help students attend postsecondary institutions. These funds were provided by Federal and State government and by private sources, for the most part postsecondary institutions. The Federal government was the largest single source of aid, funding approximately three-quarters of the total.

As shown in Figure 1, overall student aid has grown relatively slowly in real terms since 1981, increasing 10 percent in constant dollars. The increase was greatest for aid provided by institutions and other sources (98 percent). State aid also increased rapidly--43 percent in constant dollars over the period.

Total Federal aid stayed constant in real terms over the period but there was a dramatic shift in the source of this aid. Aid available to the general public (referred to as Title IV aid)--Pell Grants, Campus-Based Aid, and Guaranteed Loans--increased 23 percent in constant dollars while, due to changes in the law, specially directed aid--social security and veterans benefits--fell over 70 percent in constant dollars.

FIGURE 1



Title IV aid is directed at providing needy students with financial help in attending college. One would expect, therefore, that poorer students would be much more likely to receive Title IV aid. As shown in Table 1, data from the recently released 1990 National Postsecondary Student Aid Study (NPSAS) reveals that this is the case:

- o Sixty-five percent of dependent undergraduate students with family incomes below \$10,000 participated in the Title IV programs as compared to 16.4 percent of dependent students with family incomes of \$30,000 and above. Among independent undergraduates, 50.6 percent of those with incomes under \$10,000 received Title IV aid compared to 17.8 percent of those with incomes of \$10,000 and over.

Table 1 also reveals that slightly over one-quarter of all students received Title IV aid during 1989-90. However, participation differed greatly depending on the type of school the student was enrolled in and whether the student was enrolled part-time or full-time. Specifically:

- o Students at proprietary schools were much more likely to receive Title IV aid. Almost three-fourths of proprietary school students received Title IV aid compared to less than 40 percent of students enrolled in any other type of school. This pattern was found for both independent and dependent students and at different income levels.
- o Full-time students were four times as likely to receive Title IV aid as part-time students (42.2 percent compared to 10.7 percent).

TABLE 1

PERCENTAGE OF STUDENTS PARTICIPATING
IN THE TITLE IV STUDENT AID PROGRAMS

	ALL	INST. TYPE				STATUS	
		2-YR. PUB.	4-YR. PUB.	PRIV.	PROP.	FULL- TIME	PART- TIME
ALL	27.3	14.8	25.9	36.5	74.3	42.2	10.7
GRADUATE	17.1	NA	12.9	23.6	61.4	33.7	5.7
UNDERGRADUATE	28.8	14.8	29.5	40.8	74.4	43.1	11.7
DEPENDENT*	28.7	13.8	27.9	43.8	65.9	34.8	11.7
INCOME							
UNDER \$10,000	65.0	47.5	68.2	73.6	86.1	73.4	39.8
\$10,000-\$29,999	41.6	17.9	46.2	64.8	74.1	52.2	13.4
\$30,000 & OVER	16.4	4.9	15.0	30.7	44.8	20.2	5.6
INDEPENDENT*	29.0	15.5	32.6	36.3	78.6	59.0	11.7
INCOME							
UNDER \$10,000	50.6	33.0	50.0	59.8	85.2	67.4	26.9
\$10,000 & OVER	17.8	9.1	20.4	24.7	70.0	48.8	7.4

* Undergraduates only

Source: 1990 National Postsecondary Student Aid Study

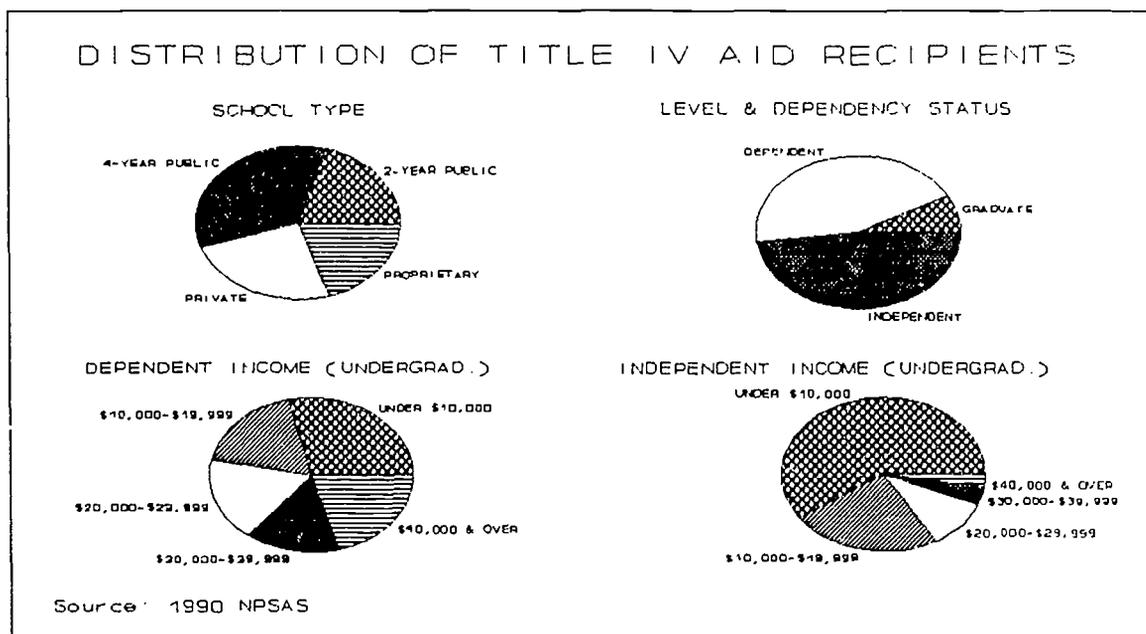
Another way to evaluate the targeting of Federal aid is to analyze the percentage of aid going to different income groups. Data from NPSAS (see figure 2) reveals that Title IV aid is well-targeted on lower-income students:

- o Twenty-eight percent of undergraduate dependent Title IV aid recipients had family incomes of less than \$10,000 with 64 percent having incomes below \$30,000. Among independent undergraduates receiving Title IV aid, almost 60 percent had incomes of under \$10,000. However, 21 percent of dependent Title IV aid recipients had incomes of \$40,000 and over. Only six percent of independent Title IV aid recipients had incomes of \$30,000 and over.

Figure 2 also reveals the percentage of Title IV aid recipients by school type and level and dependency status:

- o More Title IV aid recipients attended four-year public institutions (34.2 percent) than any other type. Title IV aid recipients were relatively equally divided among the other types of schools.
- o Graduate students comprised a small proportion of Title IV aid recipients (7.8 percent). Among undergraduates, independent students comprised a majority of the recipients (52.1 percent).

FIGURE 2



Student Loan Defaults

Loan default volume and collections on defaulted loans continued to rise in 1991:

- o For FY 1991, total default costs were \$3.2 billion, an increase of approximately \$750 million over FY 1990.
- o Collections increased nearly \$200 million from \$871 million in FY 1990 to almost \$1.1 billion in FY 1991. However, as of September 30, 1991 there was an estimated \$11 billion in outstanding defaults remaining uncollected.

The Department of Education has implemented regulations that would withdraw eligibility to participate in the GSL program from institutions with a cohort default rate of 35 percent or greater for three consecutive fiscal years. As of September 30, 1991, 178 schools had been identified as subject to elimination from the GSL program. Appeals were made by 96 schools and all but 78 were rejected. The remaining 18 appeals were still under review.

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OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

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**EDUCATION OF DISADVANTAGED CHILDREN (CHAPTER 1, ESEA)
FORMULA GRANTS TO LOCAL EDUCATION AGENCIES
(CFDA No. 84.010)**

I. PROGRAM PROFILE

Legislation: Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, as amended in the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297 (expires September 30, 1993).

Purpose: Chapter 1 provides financial assistance to local education agencies (LEAs) to meet the special needs of educationally deprived children who live in areas with high concentrations of children from low-income families. The 1988 Hawkins-Stafford amendments seek to improve further the educational opportunities of educationally deprived children by helping them succeed in their regular school program, attain grade-level proficiency, and improve achievement in basic and more advanced skills.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1967	\$1,015,153,000	1985	\$3,200,000,000
1970	1,219,166,000	1986	3,062,400,000
1975	1,588,200,000	1987	3,453,500,000
1980	2,731,682,000	1988	3,829,600,000
1981	2,611,387,000	1989	4,026,100,000
1982	2,562,753,000	1990	4,768,258,000
1983	2,727,588,000	1991	5,557,677,000
1984	3,003,680,000		

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Services provided by Chapter 1 are designed to help students succeed in the regular school program, attain grade-level proficiency, and improve achievement in basic and more advanced skills (Goals 2, 3, 4, and 5). In recent years the program office has emphasized increasing participation and services at the kindergarten and prekindergarten levels (Goal 1).

Population Targeting

In school year 1989-90, Chapter 1 served about 5.3 million children; 94 percent were enrolled in public schools. Chapter 1 participation is concentrated primarily (72 percent) in the elementary grades. In terms of racial/ethnic classification, 42 percent of participants are white, 28 percent are black, 26 percent are Hispanic, and the remaining 5 percent are American Indian/Alaskan Native, or Asian/Pacific Islander. There has been a small but steady increase in the percent of Hispanic participants since 1985-86 with a concomitant decline in white participants over the same time period (III.1).

Based on data from the 1987-88 school year data collection of the Schools and Staffing Survey, approximately 95 percent of all public school districts provide Chapter 1 services, including 85 percent of the school districts in which no more than 1 in 10 students is eligible for free or reduced-price lunch. Virtually all of the very needy districts - those in which more than half of the students qualified for free or reduced-price lunch - received Chapter 1 funds, and while these districts accounted for only 16 percent of the Chapter 1 districts, they served about 38 percent of the public school Chapter 1 students (III.2).

Nationwide, about 60 percent of public schools and 20 percent of non-public schools enroll students who are served in Chapter 1 programs. Public schools with high concentrations of poor children are more likely to have Chapter 1 programs than are schools with small percentages of poor students. Nevertheless, a large proportion of non-needy schools provide Chapter 1 services: 45 percent of the least needy elementary schools are Chapter 1 schools; the corresponding figures for middle/junior high schools and for senior high schools are 31 percent and 25 percent, respectively. These "least needy" schools are those in which no more than 1 in every 10 students is eligible for free or reduced-price lunch.

The Chapter 1 Implementation Study, in its interim report (III.3), noted these findings for school year 1990-91:

- o Chapter 1 serves one-quarter of all preschools and kindergartens, three-quarters of all elementary schools, and two-fifths of secondary schools serving grades 7-12.
- o The distribution of Chapter 1 students compared with all students by district size is basically equivalent, with a somewhat higher proportion of Chapter 1 students

found in the larger districts. While 35 percent of Chapter 1 students are in the largest districts, only 28 percent of all students attend school there.

- o The number of public school students in Chapter 1 shows a predominance of enrollments in urban areas (38 percent) and rural areas (35 percent), with the smallest proportion in suburban areas (27 percent). In urban school districts, the enrollment among all students was greater than that of Chapter 1 students, while in rural districts, the reverse was true.
- o A larger proportion (45 percent) of Chapter 1 students is found in the highest poverty quartile (21 percent poor and higher) districts.

Services

In 1988-89, more than 70 percent of all Chapter 1 participants received reading instruction, and 46 percent received mathematics instruction. Twenty-one percent received other language arts instruction and 14 percent received other instructional services (III.1).

Key findings about program services from the interim report of the Chapter 1 Implementation Study (III.3) for the school year 1990-91 are as follows:

- o Chapter 1 is primarily an elementary school program offering instruction in reading and mathematics. In the elementary grades, although Chapter 1 continues its focus as a supplemental reading program, the mathematics segment is substantial.
- o More than 90 percent of districts offered reading in the elementary grades and 66 percent offered mathematics. At the middle school and junior high school levels, reading and mathematics are offered in almost the same proportions (41 percent and 35 percent, respectively). Where high school programs are offered, similar proportions offered reading and mathematics (14 percent and 10 percent, respectively).
- o Service delivery models remain traditional with 82 percent of districts offering programs with limited pullout instruction in 1990-91. There has been a 67 percent increase in the number of districts offering in-class instruction (62 percent in 1990-91 versus 37 percent in 1985-86). Almost one-fourth of districts offered extended pullout programs, and 12 percent offered replacement projects.
- o Districts also reported using add-on instructional models. Nine percent of the districts offered add-on projects during the regular school year, and 11 percent offered summer add-on projects. Furthermore, 4 percent of districts offered schoolwide projects.

- o Chapter 1 instruction in reading/language arts and in mathematics is typically provided for about 40 minutes a day, five days a week in the elementary grades. These findings are about five to ten minutes a day more than the median estimate of 35 and 30 minutes a day (for reading and mathematics, respectively) estimated in the 1987 National Assessment of Chapter 1.

The Chapter 1 Implementation Study's interim report (III.3) that described the staffing characteristics of Chapter 1 programs found:

- o An increase in the number of full-time equivalent (FTE) Chapter 1 teachers and aides reported by districts since 1985-86 (4.4 to 5.0 teachers and 4.3 to 9 aides, respectively). These increases may reflect increased appropriations for Chapter 1 over the five years.
- o Most Chapter 1 instruction provided by teachers working alone or assisted by an aide; nearly two-thirds of all districts used instructional aides in Chapter 1 instruction.
- o Twenty percent of districts with aides who provide instruction on their own, without supervision from a Chapter 1 or regular classroom teacher, a substantial increase from only 7 percent in 1985-86.
- o Only 6 percent of the largest districts (25,000 students or more) with no aides, compared to 47 percent of the smallest districts (fewer than 2,500). Even though large school districts more often used aides in their Chapter 1 programs, small districts were more likely to use unsupervised aides.

After the Supreme Court's decision in Aguilar v. Felton in 1985, the number of private school students served with Chapter 1 funds declined, from 184,500 in school year 1984-85 to 128,000 in school year 1985-86, but by 1989-90, the number had risen to 151,948 (III.1).

The GAO, in an August 1987 report, reviewed the impact of the Aguilar v. Felton decision on 15 school districts that varied in size and geographic setting, and on the number of students attending private, sectarian schools (III.4). The GAO review indicated that, since implementing new service delivery methods was costly, districts across the country generally settled on one or more of several common service delivery methods--public schools, neutral sites (stores, houses, libraries, etc.), mobile vans, portable classrooms, and computers.

In 1990-91, the most prevalent alternative method districts used to serve Chapter 1 students attending private schools was to provide computer-assisted instruction in the private school (32 percent). Mobile vans were used 29 percent of the time. Twenty-four percent of private sectarian students received Chapter 1 services at neutral sites. Twelve percent of private sectarian school students received Chapter 1 services at a public school site and 2 percent received Chapter 1 services through other means (III.3).

With regard to parent involvement, provisions in the 1988 Hawkins-Stafford Amendments specify that consultation with parents be organized, systematic, ongoing, informed, and timely; clarify that allowable parental involvement activities may be supported with Chapter 1 funds; and require that parental involvement occur in the planning, design, and implementation of programs.

Since the Hawkins-Stafford Amendments were passed, districts have expanded their parent involvement activities. Close to three-quarters of districts disseminate home-based education activities (compared to 46 percent in 1987-88). In addition, districts have increasingly used liaison staff to work with parents and other programs providing adult literacy services.

Technical Assistance Centers (TACs), authorized under Section 1436(d), P.L. 100-297, provide technical assistance to State education agencies (SEAs) and local education agencies (LEAs) in evaluation and program improvement. An evaluation of the TACs in FY 1988 (III.5), prior to the implementation of the 1988 amendments, concluded that the TACs were effective in many areas including:

- o helping familiarize LEAs with research findings on effective schools and classrooms.
- o promoting greater coordination between Chapter 1 and regular instruction.
- o acting as a reference service for virtually all their State and local clients.
- o gaining the confidence of SEAs and LEAs by developing close working relationships.

The TACs were cited by one-third of local school districts as a source for assistance in program improvement (III.3).

Program Administration

Program accountability is a major feature of the Hawkins-Stafford Amendments, with provisions to promote program improvement, target resources where needs are greatest, provide additional flexibility, strengthen parental involvement, and improve services for children enrolled in private schools. Evaluation findings with regard to these areas are summarized below.

Targeting funds. The new provisions define areas with high concentrations of children from low-income families; restrict the "grandfathering" of formerly eligible areas to one year; and require funds to be directed to children in greatest need of special assistance as determined through an annual needs assessment, to be in greatest need of special assistance.

For FY 1991, under Section 1006, \$555.8 million was specifically allocated to local education agencies in counties with especially high concentrations of children from low-income families. At the local level these funds are an indistinguishable portion of the local

grant. The FY 1992 appropriation for Chapter 1 basic and concentration grants was \$6.1 billion--a 33 percent increase (after adjusting for inflation) over the 1980 funding level.

Concentration Grants are not highly concentrated in the poorest States; however, the concentration effect may be more apparent at the district level (III.7).

Program improvement. Under Section 1405, program improvement funds are allocated to the States based on a statutory formula; however, program resources can only be used for direct educational services in schools implementing Chapter 1 program improvement plans. In FY 1991, \$14.8 million was appropriated for this purpose.

Regulations implementing the 1988 amendments require the local education agency to identify unsuccessful projects and improve them; consider achievement in both basic and more advanced skills when assessing project success; and assure that time and resources will be allocated for frequent and regular coordination of the curriculum and activities between Chapter 1 projects and the regular instructional program.

Since the 1989-90 school year, approximately 10,000 schools have been identified for program improvement. Among districts with schools identified for program improvement, 27 percent rated the accuracy of the identification process as good, 41 percent rated it fair, and 32 percent rated it poor. Districts that used multiple measures rather than relying on standardized test scores alone to identify schools for improvement were more likely to rate the process as highly accurate (III.3).

In 1989-90 and still in 1991-92, 27 States only required the use of Normal Curve Equivalent (NCE) gain scores for purposes of identification of schools for program improvement, with NCE scores serving as both the aggregate achievement standard and the desired outcome measure. Equally important, the 27 SEAs set the minimal Federal standard of no gain or a loss in NCEs to identify schools in need of improvement. Sixteen States identified schools on a higher standard -- 1 or 2 NCEs, but these standards are considerably lower than national averages for the Chapter 1 program (III.8 and III.9).

Most districts, following the lead of their States, set their performance standards at the minimum level required by law -- an achievement gain of greater than zero. Therefore, schools are identified for program improvement only if students make no achievement gains or actually decline in their achievement. Sixty-five percent of districts adopted other desired outcomes in addition to the achievement score gains on norm-referenced tests, such as sustained gains on tests (41 percent), a minimum percentile gain on a standardized test (35 percent) and teacher checklists (35 percent) (III.3).

Although multiple measures are neither encouraged nor widely used, the Implementation Study recommended greater reliance on multiple measures of performance with a composite score for identifying schools in need of improvement.

As of 1990-91, fewer than one-third of districts (28 percent) had completed the development of procedures for identifying students who have not shown gains after two successive years in the program.

Services to private school participants. In 1985, the U.S. Supreme Court held in Aguilar v. Felton that Chapter 1 personnel may not provide instructional services on the premises of religiously affiliated private schools. Instructional services for those children must be provided at sites that are neither "physically nor educationally identified with the functions of the private school."

To offset the costs of providing alternative delivery systems, Congress authorized a category of "capital expenses" in the Hawkins-Stafford Amendments. "Capital expenses" are expenditures for noninstructional goods and services that are incurred as a result of implementing alternative delivery systems to comply with the Felton requirement. For FY 1989 and FY 1990, \$19.8 million and \$25.6 million were appropriated, respectively. About one-fifth of the districts that have Chapter 1 private school students applied for and received funds for capital expenses. Most funds went for the purchase of property and transportation costs (III.3). Under Section 1017, Capital Expenses, \$36.1 million was appropriated in FY 1991.

Outcomes

Achievement data for school year 1989-90 were reported to the Department by 46 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs. Annual test scores were available for more than 1,635,499 Chapter 1 students in grades 2 through 12 who received reading instruction and for 991,998 who received mathematics instruction (III.1).

For Chapter 1 students tested in reading on an annual test cycle (fall-fall or spring-spring), gains were reported in all grades, with a high of 5 percentile points in grade 2 and a low of 3 percentile points in grades 5, 9, 11, and 12.

For Chapter 1 students tested in mathematics on an annual test cycle, gains were reported in all grades, ranging from 12 percentile points in grade 2 to 3 percentile points in grade 8. The largest gains were in grades 2 through 6.

The Study of Academic Instruction for Disadvantaged Students (III.7) indicates that students exposed to the most alternative forms of instruction that emphasize comprehension and meaning in math, reading, and writing are likely to perform better at the end of the school year (fall-spring) than their counterparts instructed with more traditional basic skill methods. However, an analysis of achievement patterns over a 12-month period (fall to fall) shows that achievement gains dissipate over the summer months (summer fall-off).

Children exposed to classroom instruction emphasizing understanding and meaning did not display a significantly poorer mastery of basic skills in mathematics, reading, or writing.

This study indicates that students who initially perform least well (bottom third) benefit from alternative kinds of instruction (instruction emphasizing understanding and problem solving) as much as, or more than, other students.

Management Improvement Strategies

Program flexibility is widely promoted by the Department's Compensatory Education Program. Copies of Chapter 1 Flexibility: A Guide to Opportunities in Local Projects were disseminated to every public school by the Chapter 1 office in an effort to inform educators of the flexibility in the Federal law (III.10). Provisions in the 1988 amendments allow a local education agency to reserve up to 5 percent of its funds for innovative projects and permit the use of Chapter 1 funds to upgrade the entire educational program in schools with high concentrations of children from low-income families (schoolwide projects) without matching contribution of State and local funds. The new provisions also allow for an alternative assessment procedure after approval by the Department.

Very few innovation projects are in operation: in school year 1990-91, only 3 percent of districts operated such projects, and in 1989-90, only 97 districts, or less than 1 percent were in operation. In 1990-91, schoolwide projects are now found in 4 percent of districts (up from 1 percent in 1985-86) and total 1362 projects. Strategies commonly employed by schoolwide projects are reduced class size, supplemental services that have flexible selection procedures, and staff development (III.3).

In 1989-90, SEAs established policies in several areas related to the new program requirements: innovation projects (38 SEAs), coordination with regular instructional program (36 SEAs), schoolwide projects (35 SEAs), parent involvement (30 SEAs), and identification of students not making gains (28 SEAs). Committees of Practitioners commented on initial drafts of the State program improvement plan and SEA rules or policies; many Committees also helped decide on the final contents of the plan or rules. Some Committees discouraged SEAs from setting high standards for schools in need of improvement. The groups were composed primarily of administrators (III.8).

FY 1991 was the eighth year of the Secretary's Initiative to Improve the Education of Disadvantaged Children. As part of this initiative, State education agencies were asked to identify, for possible national recognition, projects or programs that demonstrate successful strategies for helping disadvantaged children upgrade their academic performance. The Department received 164 nominations, of which 105 were selected for recognition and national dissemination. Altogether, 784 projects have been recognized to date. Volume VI of the Effective Compensatory Education Sourcebook, to be published in 1992, will contain profiles of outstanding programs recognized by the Department in 1991.

Three Chapter 1 meetings attended by more than 1,000 people were held in the spring of 1991. The meetings focused on providing guidance on effective strategies for starting or

strengthening preschool programs, for implementing program improvement activities, and in identifying schools in need of improvement.

A Study of Programs Involving College Students as Tutors in the Elementary and Secondary Grades, required by Section 6204, P.L. 100-297, collected nationwide survey data on college tutoring programs that serve disadvantaged elementary/secondary school students. The study examined the structure and effectiveness of tutoring programs in the United States and other countries and the feasibility of adapting these or other programs to increase the effectiveness of present Chapter 1 services for educationally disadvantaged students (III.11).

III. SOURCES OF INFORMATION

1. A Summary of State Chapter 1 Participation and Achievement Information for 1988-89 (Rockville, MD: Westat Corporation, 1991); required reports submitted annually by SEAs to the U.S. Department of Education.
2. Anderson, J.I. "The Distribution of Chapter 1 Services: Which School Districts and Schools Serve Students in Chapter 1?" (Washington, DC: U.S. Department of Education, 1992).
3. The Chapter 1 Implementation Study Interim Report (Cambridge, MA: Abt Associates, 1992).
4. Compensatory Education: Chapter 1 Services Provided to Private Sectarian School Students (Washington, DC: U.S. General Accounting Office, 1987).
5. Evaluation of the ECIA Chapter 1 Technical Assistance Centers (TACs) (Washington, DC: Policy Studies Associates, Inc., 1988).
6. Barro, S.M. The Distribution of Federal Elementary-Secondary Education Grants Among the States (Washington, DC: SMB Economic Research, Inc., 1991)
7. The Study of Academic Instruction for Disadvantaged Students (Menlo Park, CA: SRI International, 1992).
8. State Administration of the Amended Chapter 1 Program (Washington, DC: Policy Studies Associates, Inc., 1990).
9. State Administration of the Amended Chapter 1 Program (Washington, DC: Policy Studies Associates, Inc., 1992).
10. Chapter 1 Flexibility: A Guide to Opportunities in Local Projects (Washington, DC: U.S. Department of Education, 1992).
11. Study of Programs Involving College Students as Tutors in the Elementary and Secondary Grades (Washington, DC: Policy Studies Associates, 1989).
12. Birman, B. The Current Operation of the Chapter 1 Program, Final Report from the National Assessment of Chapter 1 (Washington, D.C.: U.S. Department of Education, 1987).

IV. PLANNED STUDIES

A number of studies were begun or continued in FY 1991, including the following:

- o 1992 National Assessment of Chapter 1. Legislation enacted in the spring of 1990 requires the Department to conduct a comprehensive national assessment of the Chapter 1 program. The law requires information on a number of topics related to the basic grants program in addition to information on the Even Start and Migrant Education programs. The information required on the Chapter 1 basic grants program includes the following: implementation of the provisions in the statute relating to participation of private school children, program improvement, parental involvement, schoolwide projects, and coordination with other programs. The legislation also requires descriptions of funds allocations to schools, recipients of services, the types of services delivered, and the background and training of teachers and staff. Information is also required on program outcomes such as student achievement, student attendance, behavior, and grades, and the development of curricula that are effective in instructing students in basic and more advanced skills. The Department was required to submit an interim report to Congress by June 30, 1992, and a final report by December 1, 1992.
- o Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity. The Chapter 1 Longitudinal Study will assess students' success through significant participation in Chapter 1. Success will be measured in terms of basic and higher order skills; avoidance of behavioral problems such as delinquency, truancy, and dropping out; employment and earnings; and enrollment in postsecondary education. The study contractor is implementing the plans developed in the design phase of the Longitudinal Study by collecting, analyzing and reporting on all data. The contract was awarded in April 1991. Approximately 400 field staff were trained and the first wave of data collection for 3rd and 7th grade cohorts, their parents, teachers, principals, and district Chapter 1 coordinators has been completed. There are approximately 400 schools in the study and 28,000 students. Data on first graders were collected in the fall of 1991.
- o Special Strategies in Chapter 1 Programs accompanies the Chapter 1 Longitudinal Study. Two contracts were awarded, one that focuses on urban sites and one that concentrates on suburban and rural sites. The purpose of these case studies is to provide additional information on appropriate strategies that support success for Chapter 1 children.
- o Chapter 1 Resource Study. The study will examine, in 120 selected schools in six States, how Chapter 1 resources are used in relation to other available Federal, State, and local resources for education, especially State compensatory education program resources. A specific consideration will be whether and to what degree Chapter 1 provides particular services in high-poverty schools in fiscally poor school systems, that are normally provided through State and local funds in schools in more affluent districts. Components of the study include surveys and resource data collection in 120 schools and intensive case studies in 25 of these schools.

- o Chapter 1 Follow-up State Survey. This follow-up survey will collect information on State-level implementation of the new program requirements under the Hawkins-Stafford amendments in school year 1991-92. It will update information collected in the 1990 State Survey of Chapter 1 programs. Particular attention will be paid to program improvement activities, schoolwide projects, parent involvement, and program coordination. New questions will be asked regarding Federal oversight of the program.
- o The Chapter 1 Implementation Study. The purpose of this study is to describe implementation of the Hawkins-Stafford Amendments. This three-year study looks primarily at the district and school levels, through a mail survey in school year 1990-91 of a nationally representative sample of 1600 LEAs, and site visits to a nested sample of 9 SEAs, 27 LEAs, and 54 schools, and a mail survey in school year 1991-92 of a nationally representative sample of approximately 1000 schools. The study will collect, in addition to information on implementation of Hawkins-Stafford, basic descriptive information on staff and student characteristics and program administration at the local level. It will replicate items from the 1987 National Assessment (III.12) so that trend data can be included in the study findings.
- o Schoolwide Project Survey. This study will provide current information on the operation, effectiveness, and technical assistance needs of Chapter 1 schoolwide projects. All schoolwide projects and the districts in which they are located were surveyed by mail in the fall of 1991. Information was collected on schoolwide project planning, the relationship of Chapter 1 program improvement status to the schoolwide project, program features of the schoolwide project and any changes in services to Chapter 1 students, and project evaluation results to date, including the evaluation method used to meet the mandated accountability requirements.
- o A Descriptive Study of the Chapter 1 Migrant Education Program. This major descriptive study will provide a current, nationally representative description of the Migrant Education Program for use by Federal, State, and local program decision makers. Questions to be addressed by the study focus on the targeting of services to students, the services provided, communications and information sharing across projects and programs, program expenditures, and program administration.
- o Even Start Evaluation. This multi-year evaluation is mandated in legislation and will assess the effectiveness of the Even Start program in providing services to special populations, adult education services, parent training, home-based programs involving parents and children, coordination with related programs, and staff training. The study will describe the operations and implementation of the Even Start program; assess the implementation of the Even Start program; assess short- and long-term effects of the Even Start model; and assist exemplary local

projects in applying to the National Diffusion Network (NDN) to serve as models for national dissemination. There are four components: a national evaluation information system of data collected from all 122 projects; intensive descriptive data and outcome data collection from 10 sites selected for an in-depth study; technical assistance to local projects in NDN application; and general technical assistance to projects in additional local evaluation activities, if any.

- o Surveys of Chapter 1 Services to Private School Students. Two mail surveys to local education agencies and private sectarian schools will gather detailed data on the number of private school participants in Chapter 1, the number of eligible private school participants, the types of services non-public school participants receive, and the effectiveness of these services. The impact of Felton will also be assessed in terms of participation and services. The 1987 National Assessment of Chapter 1 was unable to capture many of these private school variables because Felton had so recently been implemented. This study will allow the Government to better gauge services to non-public-school participants.

- o The Identification of Effective Practices for At-Risk Students is a component of an international study of children and youth at-risk initiated by the Organization for Economic Cooperation and Development (OECD) with participation by the Department. The objective of the U.S. study are to (1) document the education deficiencies to be overcome in the U.S.; (2) compare our Nation's experience in compensatory education with those of other countries; and (3) highlight effective strategies for serving the educationally at-risk populations in Chapter 1 and related programs.

V. CONTACTS FOR FURTHER INFORMATION

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Program Studies : Adriana de Kanter, (202) 401-1958

**MIGRANT EDUCATION PROGRAM (MEP) (CHAPTER 1, ESEA)
 FORMULA GRANTS TO STATE EDUCATION AGENCIES TO MEET
 THE SPECIAL EDUCATION NEEDS OF MIGRATORY CHILDREN, AND
 MIGRANT EDUCATION EVEN START PROGRAM (MEES)
 (CFDA Nos. 84.011 AND 84.214A)**

I. PROGRAM PROFILE

Legislation: Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, Title I, Chapter 1, Part B and Part D, Subpart 1 (20 U.S.C. 2741-2749 and 20 U.S.C. 2781-2783) (expires September 30, 1993).

Purpose: To provide financial assistance to State education agencies (SEAs) to establish and improve programs to meet the special education needs of migratory children of migratory agricultural workers or fishermen and to improve the interstate and intrastate coordination activities required of State and local migrant education programs funded under Chapter 1. To provide financial assistance to SEAs or SEA consortia to improve the educational opportunities of migrant preschool children and their parents through the integration of early childhood education and adult education into a unified program.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1967	\$ 9,737,847	1985	\$264,524,000
1970	51,014,000	1986	253,149,000
1975	91,953,000	1987	264,524,000
1980	245,000,000	1988	269,029,000
1981	266,400,000	1989	272,145,000 ^{1/}
1982	255,744,000	1990	283,170,000 ^{2/}
1983	255,744,000	1991	296,089,000 ^{3/}
1984	258,024,000		

- ^{1/} Includes an appropriation of \$445,000 for the Migrant Education Even Start program.
- ^{2/} Includes an appropriation of \$726,000 for the Migrant Education Even Start program.
- ^{3/} Includes an appropriation of \$1,493,000 for the Migrant Education Even Start program.

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Migrant Education program (MEP) funds instructional and support services that serve educationally disadvantaged migrant children at preschool, elementary, and secondary school levels and in both the regular school year and in summer programs. These services support school readiness, increasing the school graduation rate, competency in subject matter, and achievement in science and mathematics (Goals 1,2,3, and 4). The Migrant Education Even Start program (MEES) supports preschool projects which increase readiness to learn in school, and adult education programs which promote adult literacy for migrant parents (Goals 1 and 5).

Performance Indicators

- o The dropout rate for migrant students has declined from approximately 90 percent as reported in the early 1970s to between 45 percent and 64 percent in 1985-86.
- o Annual test scores for regular term MEP students in 16 States in school year 1988-89 showed the following results:
 - MEP students score poorly relative to other students on standardized tests. Posttest performance of MEP students generally fell in the second quartile for reading and mathematics.
 - Positive normal curve equivalent (NCE) scores were reported for all but two grades in reading and all but three grades in mathematics.
 - Annual changes from pre- to post-test ranged from -0.3 to 1.8 normal curve equivalents (NCE) in reading and from -1.3 to +3.1 NCE in mathematics.

Population Targeting

Data on MEP students are available from three major sources: 1) the Migrant Student Record Transfer System (MSRTS)¹ data base, 2) annually submitted State performance reports, and 3) a new descriptive study of the program. MSRTS provides data on students eligible for, although not necessarily receiving, MEP-funded services. State performance report data, which are based on the number of students receiving MEP-funded services, may include duplicated counts across States. In addition, the Descriptive Study of the Chapter 1

¹The MSRTS is a national computer network that facilitates the transfer of education and health records among school districts to help provide continuity of services to migrant students. Eligibility data from this network also are used as the basis for federal funding.

Migrant Education Program (III.3) provides comprehensive data on services for migrant students enrolled in school on March 1, 1990, for the academic year, and at the end of the first two weeks of summer school, 1990.

According to data from MSRTS, almost 600,000 children were identified as eligible and enrolled on the MSRTS in calendar year 1990 (III.1).

According to information from the annual State performance reports, over 380,000 students in school year 1988-89 participated in services funded through the MEP. States with more than 10,000 participants were California, Texas, Florida, Arizona, Michigan, Oregon, and Washington. Together, these States accounted for 69 percent of the total number of program participants. States with fewer than 100 participants were West Virginia and South Dakota (III.2).

An estimated 454,800 identified migrant students were enrolled in school in March 1990, and an estimated 160,200 were in 1990 summer-term MEP projects, according to the descriptive study. About 39 percent of regular school year and 45 percent of summer-term migrant students were currently migratory. About 74 percent of the migrant students were Hispanic. Another 19.5 percent were white, 3.7 percent Asian, 2.8 percent African-American, and 0.6 percent American Indian or Alaskan Native. Their reported countries of birth were: U.S.--67 percent; Mexico--28.6 percent; Other--4.4 percent. Twelve percent of the students were in preschool or kindergarten; 56 percent in grades 1-6; and 32 percent in grades 7-12 (III.3).

Migrant students exhibit marked disadvantage. For example: their teachers report that 40 percent have oral English language deficiencies large enough so as to interfere with their school work. Over 80 percent of the migrant students were eligible for free or reduced-price meals; more than one-third were over age for their grade; and 47 percent were eligible for the regular Chapter 1 program (III.3).

Overall, the reading achievement level of 45 percent of migrant students is estimated to be below the 35th percentile. While a number of migrant students have economic or educational disadvantages, the fact that many of them suffer from multiple disadvantages places them particularly at-risk of educational failure (III.3).

One study suggests that, both historically and currently, a number of the most needy migratory children are not being identified:

- o "In addition to classic migrants, there appear to be a set of migrants who do not have home base locations in the normal sense...[such as the] "Biker" migrants in Idaho....These groups include family units with children who are in desperate need of a good education....We don't know their numbers or the patterns of work they follow" (III.4).

- o The current system for allocating funds and the Federal capping of the MEP appropriation discourage the enrollment of some migrant children in the program. In cases where a given State's allocation shrinks from year to year, such "nonessentials" as active identification and recruitment are reduced to protect standard educational services. This is especially true in the States that are home bases for migrants. The children most in need of the services, the ones who are most isolated and who move most frequently, are the ones most likely to be ignored by "laissez-faire" recruitment efforts (III.4).

According to an audit by the Department of Education's Office of the Inspector General, the statutory definition of an eligible migratory child allows a significant number of children to be counted and served as migrants even though their education has not been interrupted (III.5).

A program analysis based on case studies reported that effective migrant projects actively recruit migrant students. Recruitment techniques include intensive door-to-door canvassing of the migrant community; establishing relations with employers, health providers and social service agencies; and encouraging word-of-mouth advertising through the families of already recruited migrant children (III.6).

The case studies of effective projects indicated that direct access to MSRTS is critical so that information on student needs can reach those responsible for needs assessment and student selection as quickly as possible once a student is recruited and enrolled (III.6).

Services

In FY 1991, the Department awarded \$285,598,000 in State MEP grants to 49 States, the District of Columbia, Puerto Rico, and the Northern Marianas; \$8,998,000 in interstate/intrastate coordination contracts, including MSRTS, to five States; and \$1,493,000 in Migrant Even Start grants to nine SEAs (III.7). MEP projects offer instruction and support services during both the regular school year and the summer term.

Just over 80 percent of migrant students enrolled in regular school year MEP projects received MEP instructional or support services; 60 percent of currently migratory and 50 percent of formerly migratory students received MEP instruction (III.3).

Reading, other language arts, and mathematics are the most common instructional services (see Table 1). Migrant students also receive support services through MEP. For the 1990 regular school year, the major support activities included home-school liaison services, medical or dental screening and treatment, and guidance or counseling (III.3).

About half of regular-school-year projects and almost three-fourths of the summer-term projects reported currently offering MEP services to preschool children. In addition, about half of both the regular year and the summer-term projects reported currently offering MEP

services to students ages 18 through 21. (Legislative changes in 1988 included both these age groups in the funding formula.)

Programs offered during the summer differ markedly from regular-year programs. Instead of funding services that supplement and complement the basic education program, agencies that operate MEP summer school projects take on responsibilities much like those of school districts during the regular year. Projects offer regular instruction or individualized tutoring in English, language arts, mathematics, science, and social studies. They also provide transportation, meals, and physical education classes. The predominant mode of instruction during the regular school year is to have additional teachers or aides assist in the regular classroom, or to pull migrant students out of the classroom for supplemental instruction. Summer-term projects, however, are most likely to place students in special classes of predominantly migrant students (III.3).

The case studies of effective migrant projects (III.6) indicate that effective projects employ the following strategies:

- o extended-day and after-school activities -- including homework centers (where teachers/aides are available to help students with homework assignments) and extra tutorial assistance that cannot be easily accommodated during the regular school day;
- o flexible course offerings and part-time study combined with work opportunities -- to better serve secondary students in danger of dropping out;
- o establishment of preschools at migrant work camp sites; and
- o integration of services through the sharing of teachers' aides across compensatory education programs.

The case studies of effective migrant projects also indicate that such projects typically have well-qualified and dedicated staff, including a project director who is a strong leader yet is willing to provide staff with leeway for innovation and who has access to the highest levels of district administration (III.6).

Table 1
Percentage of Migrant Students Receiving MEP Instructional
Services, by Instructional Category²
1990

Instructional Service	Percentage of Regular School Year Students		Percentage of Summer-Term Students	
	Currently Migratory	Formerly Migratory	Currently Migratory	Formerly Migratory
Reading	45.5	32.5	86.5	83.7
Other Language Arts	26.0	21.3	81.3	75.4
Mathematics	25.9	23.8	75.8	79.6
Science	7.7	5.3	29.8	48.0
Social Science	7.1	5.5	32.6	34.7
Vocational/Career	1.0	2.2	25.8	33.0
Cultural Enrichment	4.3	1.5	58.5	57.9
Preschool Training	1.2	0.5	16.7	10.5
Health	1.8	2.4	16.5	14.3
Basic Skills/Tutoring	1.6	3.1	3.5	3.3
Other	0.7	3.9	7.8	6.6
Any of the Above	60.0	49.8	98.6	97.4

Source: III.3

²The percentages of students receiving services in the regular-year and in the summer term were calculated differently, so direct comparisons should not be made. In the regular term, the students receiving MEP services in a district were compared to the total number of eligible children then resident in the district. For the summer term (for which attendance is voluntary), the percentage was obtained by comparing the number of children in the district receiving a particular service to the number participating in the summer MEP program.

In school year 1988-89, the MEP funded over 11,000 full-time equivalent (FTE) staff in the regular school term; in the summer term, 10,500 FTE staff were funded by the MEP (III.1).

In 1988-89, the ratio of MEP teachers and aides to regular-term migrant participants was 1:43.1; the ratio of teachers and aides to summer-term participants was 1:16.9. The ratio of total MEP staff to migrant participants was 1:30.1 in the regular term and 1:11.9 in the summer term (III.1).

Table 2

1988-89 Migrant Education Program Staffing in FTEs by School Term

	<u>Regular Term</u>	<u>Summer Term</u>		
<u>FTE Staff</u>				
TOTAL	11,065	(100%) ³	10,295 ⁴	(100%)
Administrative	396	(4%)	452	(4%)
Teachers	2,598	(24%)	3,896	(37%)
Teacher Aides	5,124	(46%)	3,539	(34%)
Curriculum Specialists	207	(2%)	169	(2%)
Support	538	(5%)	567	(5%)
Recruiters	749	(7%)	494	(5%)
MSRTS Data Entry Specialists	576	(5%)	308	(3%)
Other	878	(8%)	1,108	(11%)

Source: III.1.

In 1990, about one-fourth of regular-school-year projects and one-third of summer-term projects reported providing migrant education program instruction to all eligible students. Reasons for not serving eligible students, in order of prevalence, were: students lacked demonstrated need; students' needs were being met by other programs; services were offered only in certain schools, or to certain ages or grade levels. More than 40 percent of the projects also reported "other" reasons such as inadequate funds or insufficient staff (III.3).

In addition to MEP, some migrant students also receive services from other special programs. About 29 percent of regular school year migrant students were reported to receive additional compensatory instructional services for an average of about nine hours per week. About 24 percent of them received regular Chapter 1 instruction. Over 70 percent, however, reportedly did not receive instructional services from any compensatory program other than MEP (III.3).

³Percentages add to 101% because of rounding.

⁴Percentages add to 101% because of rounding.

Program Administration

According to an ethnographic study of the effects of migration on children, the isolation of the migrant child from the rest of the community in which the child lives can be extreme and requires a greater emphasis on outreach activities than do programs for other populations (III.8). The study cautioned that "too many programs believe that outreach is something you can live without. Yet, without outreach, the most isolated and most needy migrants will have no access to the program. At best, the services start going to settled-out migrants, who have less need" (III.9).

Recruitment

Site visits in conjunction with the 1990 descriptive study found that migrant children were generally identified through the regular school-district enrollment process. If it appeared likely that the student was migrant, MEP recruiters followed up with a home visit. In addition, MEP staff maintained lists of students from the previous year and recertified them through home visits. Projects with diminishing numbers of migrant students were most likely to emphasize recruitment, and their staff canvassed door to door to find students. In well-established projects, parents often served as informal recruiters with new families. In other cases, employers gave lists of workers to the MEP recruiter. The study found that summer projects gave less attention to identification and recruitment than did the regular school year projects that were visited (III.3).

Over 65 percent of MEP projects reported making an extensive effort to identify and recruit previously unidentified students; 3 percent of regular school year projects and 7 percent of summer-term projects reported that they made little or no effort. On average, regular school year projects reported that they recruited 44 previously unidentified students during the year; summer-term projects reported an average of 58 new students. About 50 percent of the local projects employed one recruiter; about 25 percent employed from two to five, and about 6 percent employed more than five. Most of the recruiters worked part-time on recruitment, also serving as teachers, aides, or in other MEP roles (III.3).

Findings from the 1987 case studies of six States and ten local projects also identified various problems related to current local practices, MSRTS, and student mobility that reduce the likelihood that migrant students with disabilities will be identified and served appropriately. These problems include the lack of local expertise with Federal and State regulations regarding services to students with disabilities; either lengthy or limited procedures for identification, assessment, and remediation of children's needs; and limited space on the MSRTS student record to record information on disabling conditions and treatments (III.10).

Project Management

Fifteen States employed State directors in 1990 whose sole responsibility was to direct the MEP. In the remaining States, directors spent on average 37 percent of their working time on MEP. While a number of State education agencies (SEAs) dealt directly with local projects, in other States--particularly the larger ones--MEP regional organizations acted as intermediaries. In such situations, the division of responsibility was split between State and regional offices, or delegated mainly to the regional office. The frequency of assistance to local projects appeared to be greater in those States with regional offices (III.3).

In most cases, local projects had considerable autonomy in the design of their service delivery activities, but in some States SEA priorities were imposed on the localities, according to local officials. Local projects reported general satisfaction with the level of technical assistance received from the State and other sources. Well over half of the projects reported that their technical assistance needs were completely met (III.3).

About 80 percent of the local MEP projects were administered by a single school district; roughly 15 percent were administered by a regional office of an SEA. About half of the summer-term MEP projects reported MEP to be the only compensatory education program operating during the summer in the service area of the school district(s) served by the project (III.3).

MSRTS and Other Sources of Information

To obtain information on the grade-level placement of a newly enrolled migrant student, staff were most likely to consult records from the prior school (66 percent for regular school year projects and 45 percent for summer-term projects). This was followed by information from parents or students (44 percent for regular school year and 49 percent for summer-term projects). Some 16 percent of regular school year projects noted they used MSRTS; 35 percent of summer-term projects identified MSRTS as the source of information (III.3).

Over 80 percent of regular-year and 56 percent of summer-term projects reported getting information on children's instructional needs from school records. MSRTS was used for this purpose for only 27 to 30 percent of the projects. Case study data also confirmed survey findings reported above: MSRTS was rarely the initial or primary medium of communication about individual students. The visited sites appeared more likely to use MSRTS or a similar system if they had a large percentage of currently migratory students who were experiencing educational disruption (III.3).

Two reported impediments to using MSRTS records locally were the delay in obtaining information and the burden of using the system. In some cases, for example, sites lacked a computer terminal. The average turnaround time for receipt of data by school staff was 6 days for regular school year projects and 7.4 days for summer-term projects. Lack of local terminals was a major contributing factor (III.3).

Because of poor attention to the completeness, accuracy, and timeliness of data made available through the MSRTS, its data files on individual students may contain out-of-date information, or no information, for many variables of interest. Moreover, because only about 1,800 operating agencies receive MEP subgrants, the information on eligible migrant children who move to a location without a project may not be updated until the children reach another school district with an MEP project and a link to MSRTS (III.7).

A 1991 report on MSRTS released by the National Commission on Migrant Education described many of the problems noted above. The Commission recommended the following:

- o Significantly reduce the migrant student's MSRTS record to essential data on school enrollment and health status.
- o Increase direct access of local educators to MSRTS.
- o Provide a role for migrant students and their families in MSRTS.
- o Conduct a technical assessment of MSRTS with an independent research agenda.
- o Design data-quality procedures in MSRTS to ensure completeness, accuracy, and security of student information.
- o Mandate, by 1993, State compliance with MSRTS requirements before the Department approves applications for migrant programs (III.11).

Project Expenditures

States reported SEA-level MEP expenditures for the 1988-89 school year (including summer 1989) of \$21 million. This included funding from all sources, including carryover funds, but excluded funds provided through subgrants to local projects. Major SEA-level expenditures were for administration (42 percent), instructional and support services (35 percent), MSRTS (9 percent), identification and recruitment (7 percent), and interstate/intrastate coordination (4 percent) (III.3).

At the local level, the total reported budgets were just under \$300 million. Major local project expenditures were for instructional services (about 62 percent), support services (about 12 percent), administration (8 percent), MSRTS (6 percent), and identification and recruitment (5 percent). Local projects reported receipt of in-kind contributions, gifts, and other fiscal assistance valued at about \$11 million (III.3).

Outcomes

An FY 1990 reanalysis of 1978-79 summary data from the Research Triangle Institute (RTI) study indicates that the reading and mathematics pretest scores for currently and formerly

migrant students in grades 2, 4, and 6 are not significantly different, indicating that currently and formerly migrant children appear to be equally disadvantaged (III.12).

The dropout rate for migrant students has declined from approximately 90 percent as reported in the early 1970s to between 45 percent and 64 percent in 1985-86 (III.13). (Nationally, approximately one-quarter of students fail to graduate.)

In school year 1988-89, 16 States (out of the 48 with programs during the regular school term) reported achievement data based on an annual test cycle for the regular term. Over 30,000 MEP students tested in reading and over 17,000 MEP students tested in mathematics. Seventeen States (out of 46 with summer programs) also reported achievement data for the summer term on over 6,700 MEP students tested in reading and almost 6,300 MEP students tested in mathematics (III.1).

Data on annual testing of regular-term MEP students showed the following results (III.1):

- o MEP students score poorly relative to other students on standardized tests. Posttest performance of MEP students generally fell in the second quartile in reading and mathematics, indicating that a majority of all U.S. students scored better than students in the MEP.
- o Math performance was generally higher than reading performance.
- o Positive normal curve equivalent (NCE) scores resulted in all but two grades in reading and all but three grades in mathematics.
- o Annual changes from pre- to post-test ranged from -0.3 to 1.8 NCE in reading and from -1.3 to +3.1 NCE in mathematics.

The 1988 statute requires SEAs and LEAs to evaluate and report the findings of their evaluations at least every two years. The Department is also required to report evaluation results to Congress at least that often (III.14).

Management Improvement Strategies

The Department has begun the process of competing a contract for the MSRTS. (Previously, the contract has been a sole source award.) The Department, in conjunction with the General Services Administration, is funding a study that will examine MSRTS's functions, operations, and problems; review recommendations from groups such as the National Commission on Migrant Education; present alternatives for making the system more efficient and cost-effective; and develop technical specifications for use in the contract redesign.

Early in 1992, ED disseminated copies of a Policy Manual that provides, in a question-and-answer format, detailed guidance on implementing the statutory and regulatory requirements of the program (III.15).

During FY 1991, the Department continued support under the interstate/intrastate coordination program. The activities include three Migrant Program Coordinating Centers (PCCs) which provide training and assistance in issues of interstate and intrastate coordination related to curriculum and instruction, program management, evaluation, and program improvement; and a national program of credit exchange and accrual to assist migrant secondary students in meeting high school graduation requirements (III.1). The Department also funded a coordination project designed to give educational and support services referrals to migrant families at a stop-over site in Hope, Arkansas.

In FY 1991, the Department began a study of the costs of migrant summer school projects in order to develop recommendations for a revised summer-school funding formula that is better keyed to the summer-school needs of currently migratory children. Results of that study will be available in 1992 and will be considered before publishing any formal proposal to adopt another adjusted formula.

III. SOURCES OF INFORMATION

1. A Summary of State Chapter 1 Migrant Education Program Participation and Achievement Information for 1988-89, (Draft), Volumes I and II (Washington, DC: Westat, 1991).
2. Synthesis of Available Research and Databases on the Migrant Education Program, Volume II, the Migrant Student Record Transfer System (Washington, DC: Applied Systems Institute, 1988).
3. Descriptive Study of the Chapter 1 Migrant Education Program (Washington, DC: U.S. Department of Education, 1992).
4. An Ethnography of Migrant Farmworkers Educational Opportunities (Harrisburg, PA: Pennsylvania Department of Education, 1987).
5. Changes Needed in Allocating Migrant Education Program Funds, Audit Control No. 09-40004 (Washington, DC: U.S. Department of Education, 1987).
6. Handbook of Effective Migrant Education Projects, Vol. 1: Findings; Vol. 2: Case Studies (Arlington, VA: Development Associates, Inc., October 1989).
7. Program files.

8. The Effects of Migration on Children: An Ethnographic Study (Harrisburg, PA: Pennsylvania Department of Education, 1989).
9. R.T. Trotter, "An Ethnographic Study of Migrant Farmworker Educational Opportunities" (Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA, 1988).
10. Case Studies of the Migrant Education Program (Washington, DC: Policy Studies Associates, Inc., July 1987).
11. Keeping Up With Our Nation's Migrant Students (Bethesda, Maryland: National Commission on Migrant Education, 1991).
12. Report on the Department of Education's Review of Chapter 1 Migrant Education Data (Washington, DC: U.S. Department of Education, 1990).
13. Migrant Attrition Project: Executive Summary (Oneonta, NY: State University of New York at Oneonta, 1987).
14. The Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297 (Washington, DC: U.S. Congress, 1988).
15. Migrant Education Program Policy Manual, (Washington, DC: U.S. Department of Education, 1992).
16. Migrant Education Program; Final Regulation FEDERAL REGISTER, Vol. 54, No. 203, Monday, October 23, 1989, pp. 43220-43250.
17. A Study of Categorical Program Participation of Chapter 1 Students (Olympia, WA: Superintendent of Public Instruction, 1986).
18. Quarterly Status Reports, Audit Control No. 09-40004 (Washington, DC: U.S. Department of Education, 1990).
19. Texas Survey of the Utilization of the MSRTS System: Evaluation Report (Austin, TX: Powell Associates, 1986).
20. Non Regulatory Guidance (NRG) Part 6-Identification and Recruitment and Part 8-Education Program Eligibility Criteria (Washington, DC: U.S. Department of Education, March 8, 1990).

21. National Identification and Recruitment: Administrator's Guide, Recruiter's Guide, and Reference Supplement (Harrisburg, PA: Pennsylvania Department of Education, March 1989).
22. National Migrant Evaluation Committee Report (San Antonio, TX: National Association of State Directors of Migrant Education, 1990).

IV. PLANNED STUDIES

In FY 1992, the Department will analyze and report on State-reported participation and achievement data for the 1988-89 and 1989-90 school years. The Department is also planning to fund several interstate/intrastate coordination grants to demonstrate effective practices.

V. CONTACTS FOR FURTHER INFORMATION

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Program Studies : Elizabeth Farquhar, (202) 401-1958

**FORMULA GRANTS TO STATES FOR
NEGLECTED OR DELINQUENT CHILDREN
(CFDA No. 84.013)**

I. PROGRAM PROFILE

Legislation: Elementary and Secondary Education Act of 1965, Chapter 1, Part D, Subpart 3 as amended (20 U.S.C. 2801) (expires September 30, 1993).

Purpose: To provide financial assistance for compensatory education to State agencies directly responsible for providing free public education to children in institutions for neglected or delinquent (N or D) children, children attending community day programs for neglected or delinquent children and juveniles in adult correctional institutions.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1967	\$2,262,000	1985	\$32,616,000
1970	16,006,000	1986	31,214,000
1975	26,821,000	1987	32,616,000
1980	32,392,000	1988	32,552,000
1981	33,975,000	1989	31,616,000
1982	32,616,000	1990	32,791,000
1983	32,616,000	1991	36,107,000
1984	32,616,000		

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

Services provided by the N or D program are designed to help students continue their education while they are housed in a State facility (Goal 2). Classes are usually offered in mathematics, reading, and language arts (Goals 3 and 4). The program is intended to increase the literacy of program participants, many of whom are over 18-years-old, to better prepare them to gain employment and become productive citizens after leaving the correctional facilities (Goal 5).

Performance Indicators

- o Approximately half of the eligible population in participating facilities receive Chapter 1 N or D services. Facilities most often use scores on standardized tests to determine which youth are in greatest need of services. However, there is little variation in demographic characteristics or pre-institutional experiences between Chapter 1 students and eligible but nonparticipating students.
- o Close to half (42 percent) of Chapter 1 N or D participants were high school dropouts prior to receiving N or D services in State facilities. On average, the highest grade participants have completed is three years below the highest grade normally completed by other youth of their age group.
- o In N or D programs, the curricular sequencing and materials are matched to each student's skill deficiencies; however, the instructional methods used are the same for all students. Instructional strategies are typically drill and practice, with a curriculum structured around workbooks, outdated texts, and materials geared towards younger students. Teachers often lack strategies for instructing multi-ability-level classes of students.
- o The qualifications of teachers in Chapter 1 N or D programs are comparable to those of teachers nationwide. Approximately 38 percent of Chapter 1 N or D teachers hold a master's or higher degree.
- o Program administrators at the State and facility level report several administrative problems associated with the Chapter 1 N or D program. They include lack of fit between the Chapter 1 N or D program and the primary areas of responsibility of staff, at both the State and facility levels.
- o One-half of Chapter 1 N or D participants continue their education when they leave the correctional facility by enrolling in school. However, many who enroll subsequently drop out. Younger program participants and those in juvenile facilities are more likely to enroll in school and stay enrolled than older youth and those in adult correctional facilities. The information provided to participants in correctional facilities prior to their release has little influence on whether they continue their education.
- o Approximately 76 percent of participants are employed within 10 months after participation, primarily in low level minimum wage jobs. Two-thirds of the participants who had been in the community at least five months had held more than one job since their release.
- o Slightly less than 10 percent of the participants are reinstitutionalized 10 months after release, although 30 percent had contact with the law during the same time period.

Population Targeting

Approximately 53,500 participants were served in the 1988-89 school year. Some 62 percent of those served were in institutions for delinquent children, 33 percent were in adult correctional facilities, and 4 percent were in institutions for neglected children.

To be eligible for Chapter 1 N or D services, youth must be entitled to a free public education not above grade 12, under age 21, lacking a high school diploma or its equivalent, have an average stay of at least 30 days in the institution and be enrolled for at least 10 hours a week in an organized program of instruction supported by non-federal funds.

Fifty-six percent of the participants were 17 through 21 years old; 89 percent were males; and 49 percent of the participants were black, 34 percent white, 15 percent Hispanic, 1 percent American Indian or Alaska Native, and 1 percent Asian or Pacific Islander (III.1).

The National Study of the Chapter 1 N or D Program (III.2) collected data on the N or D program in juvenile and adult correctional facilities. It found that:

- o Approximately half of the eligible population in participating juvenile and adult correctional facilities receive Chapter 1 N or D services.
- o Facilities most often use scores on standardized tests to determine which youth are in greatest need of services. However, there is little variation between Chapter 1 students and eligible but nonparticipating students in demographic characteristics or pre-institutional experiences.
- o Chapter 1 participants in juvenile facilities are more likely to be younger, to have been in school at the time of commitment, and to intend to return to school after release than participants in adult facilities.
- o The average age of Chapter 1 participants in correctional facilities is 17.5. The average age of participants in juvenile facilities is 17, whereas for those in adult correctional facilities, the average age is 20.

Services

Chapter 1 programs for N or D children generally provide supplementary reading, language arts, and mathematics instruction. In the 1988-89 school year, supplementary instruction in reading was provided to 68 percent of the participants; supplementary instruction in math was provided to 66 percent. A pullout model of small classes is used most frequently.

Findings from the Study of the Chapter 1 N or D program include the following:

- o Chapter 1 N or D participants spend an average of five hours per week in Chapter 1 reading classes and five hours per week in Chapter 1 mathematics classes in juvenile facilities. In adult facilities, they spend the same amount of time in reading classes, but slightly less time (four hours) per week in Chapter 1 mathematics classes (III.2).
- o Teacher-developed materials, workbooks, practice sheets, and textbooks are used in most Chapter 1 N or D classes. The curricular sequencing and materials are matched to each student's skill deficiencies; however, the instructional methods used are the same for all students (III.3).

Program Administration

The Study of the Chapter 1 N or D program (III.3) found that:

- o Administration of the Chapter 1 N or D program is complicated by the number and diversity of staff and the relatively low time commitments these staff have made to administering the program. The SEA, the State agency (SA), and one or more staff at participating facilities are all involved in program administration, yet on average spend less than half of their time on N or D responsibilities.
- o The SEAs review and approve SA applications, provide occasional technical assistance, and monitor the program.
- o The SAs play the key role in administering the program. They develop programs, allocate funds to participating facilities, conduct on-site monitoring of programs, provide technical assistance, and oversee program operations.
- o Facility-level administrators implement policies and procedures established by the SA.
- o Juvenile facilities are more likely to participate in the Chapter 1 N or D program and to have more participants per facility than adult correctional facilities.
- o Chapter 1 N or D funds account for 10 percent of total education funding at participating facilities. However, the Chapter 1 program assumes a more substantial role in the overall education program at juvenile facilities where it represents 14 percent of all education funding, than in adult facilities where it represents only 5 percent of total education funding.
- o Chapter 1 is an important source of funding for computer purchases, staff training and development, and instructional aides. The Chapter 1 N or D funds provide 43 percent of the facilities' expenditures for computer-related purchases, 21 percent of expenditures for staff training and development, and 47 percent of expenditures for instructional aides.

- o Program administrators at the State and facility levels report several administrative problems associated with the Chapter 1 N or D program. They include:
 - lack of fit between Chapter 1 N or D and the primary areas of responsibility of staff, at both the State and facility levels;
 - a poor fit between Federal regulations and the context of corrections education. (For example, the age limit of 21 constrains services in adult facilities, where many students older than 21 would benefit from the program but stop receiving Chapter 1 N or D services when they turn 21. Also, evaluation requirements are not seen as appropriate, given the high turnover of students.);
 - burden imposed by recordkeeping and paperwork requirements; and
 - inadequate funding.

Outcomes

The Chapter 1 N or D Study (III.4) examined the post-release experiences of Chapter 1 N or D participants through two follow-up interviews conducted 5 months and 10 months after participants were first interviewed during the site visits. Findings from the 50 percent of participants the study was able to recontact include the following:

- o One-half of Chapter 1 N or D participants continue their education when they leave the correctional facility by enrolling in school. However, many of those who enroll subsequently drop out. Younger program participants and those in juvenile facilities are more likely to enroll in school and stay enrolled than older youth and those in adult facilities.
- o The information provided to youth while in the facility on how to continue their education or training after release appears to have little influence on whether or not they do so.
- o Following release, most participants return to their families in the community they came from prior to institutionalization.
- o Most participants found jobs after being released. At the first followup, among the released youth studied, 67 percent were employed, while at the second followup, 76 percent were employed. The employment rate was virtually the same for youth from juvenile facilities and adult correctional facilities. Study data suggest, however, that the youth who find work have problems holding a job. For example, two-thirds of the youth studied who had been in the community at least five months had held more than one job since their release. For those who find work, the work is low paying. The youth work an average of 35 hours a week and the average hourly wage was \$4.75.

- o Slightly less than 10 percent of participants had been reinstitutionalized by their second post-release interview.

Management Improvement Strategies

The Study of the Chapter 1 N or D program (III.3) identified the following characteristics of effective practices and improvement strategies in Chapter 1 N or D programs:

- o Facility administrators view education as a primary institutional goal. Education administration is structured separately from corrections administration.
- o State education administrators support the N or D program and facilitate communication with SA administrators. State agency administrators, in turn, facilitate communication with educational administrators at the facility level.
- o Both SEA and SA staffs contribute to effectiveness by conducting regular audits, establishing and maintaining high State standards, supporting staff efforts, and assisting in preparing the Chapter 1 application.
- o Chapter 1 funds are used as seed money for designing and implementing innovative programs.
- o Effective programs coordinate instruction between the Chapter 1 and regular programs. Techniques used include:
 - diagnostic assessment processes involving Chapter 1 and regular program staff and joint review of test scores;
 - joint planning between Chapter 1 staff and regular education program staff and coordination of content and skills instruction; and
 - additional in-class instruction for Chapter 1 students by regular education teachers, and joint development of plans for each student's learning objectives.
- o Team teaching and cooperative learning strategies are used to integrate objectives for the regular and Chapter 1 students and to diminish the visible distinction of lower-achieving students.
- o Motivational approaches such as awards, certificates, contests, use of high-interest materials, and promotion of students to the position of "teacher's helper" are used in effective programs.
- o Effective programs continuously monitor student progress through frequent teacher-student interaction.

III. SOURCES OF INFORMATION

1. A Summary of State Chapter 1 Participation and Achievement Information for 1988-89 (Washington, DC: Westat, Inc., 1991).
2. Unlocking Learning: Chapter 1 in Correctional Facilities. Descriptive Study Findings: National Study of the Chapter 1 Neglected or Delinquent Program (Rockville, MD: Westat, Inc., 1991).
3. Unlocking Learning: Chapter 1 in Correctional Facilities. Effective Practices Study Findings: National Study of the Chapter 1 Neglected or Delinquent Program (Rockville, MD: Westat, Inc., 1991).
4. Unlocking Learning: Chapter 1 in Correctional Facilities. Longitudinal Study Findings: National Study of the Chapter 1 Neglected or Delinquent Program (Rockville, MD: Westat, Inc., 1991).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Mary Jean LeTendre, (202) 401-1682

Program Studies : Daphne Hardcastle, (202) 401-1958

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EVEN START PROGRAM
(CFDA No. 84.213)

I. PROGRAM PROFILE

Legislation: Title I, Chapter 1, Part B of the Elementary and Secondary Education Act, as amended by P.L. 100-297 (20 U.S.C. 2741-2749) (expires September 30, 1993).

Purpose: The Even Start program supports family-centered educational programs that involve parents and children in a cooperative effort to help parents become full partners in the education of their children and to assist children in reaching their full potential as learners. To accomplish this, the program funds competitive discretionary grants to local education agencies that must coordinate with other local programs providing services relevant to Even Start families.¹

Congress also expects the program to yield information of use to policymakers and to States and local agencies planning family education programs. The Even Start legislation requires annual independent evaluations of all projects and requires projects to apply to the National Diffusion Network for consideration as dissemination sites based on their evaluation findings.

Funding History:

<u>Fiscal Year</u>	<u>Appropriation</u>
1989	\$14,820,000
1990	24,201,000
1991	49,770,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Even Start program addresses two national goals. First, the projects work with families with both an eligible child and adult. The projects provide early childhood education for the children and instruct the parents in ways to develop their child's school readiness and to support the child in school. This component of the program supports Goal 1, school readiness. In addition, Even Start projects provide or arrange for adult basic skills training for the parents. This activity directly supports Goal 5, adult literacy.

^{1/} The FY 1992 appropriation for Even Start of \$70,000,000 exceeded the level at which Even Start becomes a State grant program. In FY 1992, grants will be made to State education agencies which will in turn provide subgrants to local education agencies.

Performance Indicators

Beginning with the first year of implementation for Even Start, school year 1989-90, a national evaluation was funded to assess the program's implementation and outcomes.

The national evaluation found that the first year's implementation successfully introduced the key features of the new Even Start legislation. First, Even Start projects served the intended population--a very poor, educationally disadvantaged population with about 71 percent of families with incomes under \$10,000. Second, the projects provided comprehensive services to participating families, including not only three core services (early childhood education, adult basic skills education, and parenting education) but also a range of services such as child care, transportation, help with dealing with social service agencies, and other services designed to reduce barriers to participation.

Finally, projects provided services for their families by collaborating with a variety of other agencies, including Head Start, Chapter 1 preschool, and local Adult Education programs. The projects used Even Start funds to "fill in the gaps," as is required in the legislation.

Population Targeting

Even Start is aimed at families where one or both of the parents need basic skills education and which have at least one child ages 1 through 7^{2/}. In addition, the child must reside in a Chapter 1-participating attendance area. In most cases, qualifying parents either did not graduate from high school and need adult basic skills education or General Education Development (GED) training, or have limited English proficiency and need English as a Second Language instruction.

During the program's first year:

- o More than 2,800 families received services, including 4,500 adults and 4,800 children. Even Start served the intended population: All of the participating households had at least one child between the ages of one and seven, and 78 percent of adults who participated in core services had not completed high school.
- o Even Start families are very poor. About 71 percent of Even Start families had an income under \$10,000. Job wages were the primary source of income for only 52 percent of families; government assistance was the primary source for 48 percent.

^{2/}Amendments to Even Start in P.L. 102-73 changed the eligibility requirement for children to permit children ages birth through 7 to participate. This change took effect in school year 1991-92.

- o About 50 percent of the Even Start families described themselves as couples with children, 40 percent were single parents, and 10 percent described themselves as extended families or having other living arrangements.
- o The age distribution of adult participants is as follows: 11 percent were 21 years old or younger, 47 percent ages 22 through 29, and 33 percent ages 30 through 39.
- o Most adult participants were female (82 percent).
- o Racial/language distribution for adults and children was: white (39 percent), black (35 percent), Hispanic (15 percent), Native American (7 percent), and Asian/Pacific Islander (3 percent).
- o English was the primary language for 79 percent of the adults, while Spanish was the primary language for 15 percent.
- o Projects reported that 4 percent of the adults and 7 percent of the children had disabilities.

Services

Even Start provides three core services -- early childhood education, training for parents in how to support the educational growth of their children, and adult basic skills instruction.

A local program must provide some home-based instructional services to the parents and children together. Programs must also coordinate with other relevant programs, including Chapters 1 and 2 of the Elementary and Secondary Education Act, the Adult Education Act, the Education of the Handicapped Act, the Job Training Partnership Act, the Head Start program, volunteer literacy programs, and others.

Programs must provide special training to ensure that staff have the skills necessary to work with the parents and children.

In 1990-91, 120 Even Start projects received continuation funding and 114 new Even Start projects began, for a total of 234 projects (III.2).

Core services delivered

- o In general, Even Start projects took advantage of the fact that adult education and early childhood education services exist in most communities and arranged for these core services to be provided through cooperating agencies. Even Start projects used their own funds to design and deliver parenting education and "adult/child together" activities, and support services.

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- o Over 90 percent of the projects provided services to prepare adults to obtain a GED, about 80 percent provided adult basic education, and 54 percent provided English as a second language instruction. However, only about 30 percent of the projects provided these services on their own; about 20 percent shared responsibility with cooperative agencies, and 30 percent delegated full responsibility to an external agency.
- o Most Even Start projects provided a wide range of parenting education services in the first year, including training in behavior management, child development, the role of parents in education, school routines, health and nutrition, life skills, and other topics. About half of the projects provided the instruction directly, 25 percent shared responsibility with other agencies or organizations, and 10 percent delegated responsibility to other agencies.
- o For early childhood education, over 60 percent of the projects enrolled some of their participating children in Head Start, almost 40 percent enrolled children in a Chapter 1 pre-K program, and almost 80 percent also provided some other preschool option. For children old enough to be in public school, 76 percent of the projects participated in joint planning activities with the schools. Very few of the projects provided early childhood education directly. Most used cooperating agencies for this service.
- o Almost all of the projects (over 90 percent) reported that they had provided a wide range of core services for parents and children together by the end of the first reporting period of the first year. Activities included reading and story telling, developing school readiness skills, social development and play, development of gross motor skills, work with numbers, and arts and crafts. More than 80 percent reported providing health and nutrition services, and about 60 percent reported computer-related activities.

Support services

- o Transportation, family advocacy assistance, and child care were the most commonly provided support services. These services were typically funded through the Even Start budget. Other support services, such as health care and child protective services, were more often provided by cooperating agencies.
- o About 36 percent of children and 28 percent of adults who participated in core services made no use of support services.

Cooperative arrangements

- o Collaboration with other agencies was a key focus for Even Start projects, with the 73 projects funded in the first year of the program entering into 869 cooperative

arrangements to provide core services. The most frequent arrangements were with other units within the public schools, local governmental agencies, postsecondary institutions, community-based organizations, and Head Start programs.

Program Administration

Even Start is a complex program which requires time to implement fully. In the first year, local projects reported a number of implementation problems, including difficulties in working with cooperating agencies, finding staff, lack of transportation for families, and recruiting families.

While 40 percent of the families enrolled in Even Start participated in all three core services during the first year, differences in the speed with which individual projects implemented core services and differences in the commitment of family members to full participation in Even Start services meant that there were large differences among Even Start projects with respect to the extent of participation.

Only three projects had all of their families at the fullest level of participation during the 1989-90 program year. However, nearly half of the projects had more than 60 percent of their families fully participating. Adult basic education was the core service with the greatest amount of variability in implementation; participation for early childhood education was higher; and parenting education was delivered by more projects to higher proportions of their clients.

Management Improvement Strategies

The Even Start legislative authority requires independent annual evaluations of the local programs, including assessment of program effectiveness using rigorous methodology and application for participation in the National Diffusion Network to disseminate effective practices. To respond to this requirement, the Department of Education funded a national evaluation contractor to work collaboratively with the projects in evaluation data collection and analysis. The Department also provided extra funds to each grantee for evaluation activities. The contractor analyzes data reported by all projects and collects and analyzes data in an in-depth study of 10 sites.

The evaluation contractor provides regular feedback to the projects on their progress and prepares annual reports for dissemination to Congress and interested persons. The Department also holds annual conferences with local project directors and evaluators to discuss the findings of the evaluations and review the need for any changes in the evaluation system.

III. SOURCES OF INFORMATION

1. National Evaluation of the Even Start Family Literacy Program, First Year Report
(Cambridge, MA: Abt Associates, Inc., October 1991)
2. Program files.

IV. PLANNED STUDIES

A national evaluation of the Even Start program started in January 1990 and will provide a final report to Congress in September 1993. The first year report is available.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Tish Rennings (202) 401-0716

Program Studies : Nancy Rhett (202) 401-3630

**FEDERAL, STATE, AND LOCAL PARTNERSHIP
FOR EDUCATIONAL IMPROVEMENT
(CFDA No. 84.151)**

I. PROGRAM PROFILE

Legislation: Chapter 2 of Title I of the Elementary and Secondary Education Act (ESEA) of 1965, as amended (20 U.S.C. 2911 et seq.) (expires September 30, 1993).

Purpose: To help State education agencies (SEAs) and local education agencies (LEAs) improve elementary and secondary education, meet the special educational needs of at-risk students, and support effective schools programs. SEAs and LEAs have discretion over the design and implementation of Chapter 2 programs.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1982	\$442,176,000	1987	\$500,000,000
1983	450,655,000	1988	478,700,000
1984	450,655,000	1989	462,977,000
1985	500,000,000	1990	457,198,000
1986	478,403,000	1991	449,884,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

The Chapter 2 program provides support for early childhood education programs to foster children's readiness to learn in school (Goal 1). The program also supports the costs of educational resources, professional development, and instructional activities across all content areas (Goal 3), including math and science (Goal 4). Finally, the program's purposes specifically highlight the authority to support programs for students at risk of dropping out to increase the school graduation rate (Goal 2), and for programs of health education and activities to make schools free of drugs and violence (Goal 6).

Population Targeting

The statute contains no specified targeting provisions. However, SEAs are required to distribute funds to LEAs based on a State-determined formula that is adjusted for those districts whose students' educations have a higher than average cost. SEAs and LEAs also have discretion to target Chapter 2 funds on groups such as students at risk of failure in school and of dropping out, students participating in gifted and talented and early childhood education programs, and education personnel who could benefit from staff development.

In the past, Chapter 2 activities tended to serve all types of students, focusing neither on particular grade levels nor on particular student groups. However, some districts targeted Chapter 2 activities to particular types of students; for instance, gifted and talented students benefitted from curriculum development, whereas economically and educationally disadvantaged students tended to receive instructional services (III.1).

Services

The 1986 national evaluation of the Chapter 2 program under the Education Consolidation and Improvement Act found that districts tended to use their Chapter 2 monies to fund the following diverse types of activities (III.1):

- o computer applications (including hardware and software);
- o libraries/media centers (including materials and equipment); and
- o curriculum development, staff development, instructional services, and student support services.

Chapter 2 fully or partially supported the introduction of computer technology into three-quarters of the Nation's school districts (III.1).

Private school children also benefitted from Chapter 2 services, particularly through the provision of library materials and computer equipment and supplies (III.1).

Program Administration

An examination of States' Chapter 2 applications, containing budgeted amounts for FY 1989, provided data on planned uses of funds by SEAs (III.2):

- o SEAs reserved nearly \$91 million for their use; of that, \$15 million (17 percent) was for Chapter 2 administration and \$76 million (83 percent) for Chapter 2 program activities.
- o Funds for program activities at the State level were divided among the six targeted assistance areas in the following manner:

- 42 percent for schoolwide improvement programs, including "effective schools" programs;
 - 16 percent for programs for at-risk students;
 - 15 percent for professional development programs;
 - 12 percent for special programs including technology education, gifted and talented education, early childhood education, and community education;
 - 8 percent for programs to acquire and use educational materials to improve instruction; and
 - 7 percent for programs to enhance student achievement and personal excellence, including health, physical education, and the creative arts.
- o Forty-four of 52 States budgeted a total of \$22,615,903 for effective schools programs. The remaining eight received a waiver from the requirement to spend at least 20 percent of SEA funds for this purpose.
 - o Twenty-six States budgeted more than the minimum required for effective schools programs, with nine States budgeting more than 40 percent of their Chapter 2 funds.

III. SOURCES OF INFORMATION

1. A National Study of Local Operations Under Chapter 2 of the Education Consolidation and Improvement Act of 1981 (ECIA) (Menlo Park, CA: SRI International, January 1986).
2. Program files.

IV. PLANNED STUDIES

Beginning with data from the 1989-90 school year, the Secretary of Education must annually submit a report to Congress on the use of funds, the types of services furnished, and the students served under the program.

In October 1992, the Secretary of Education must submit a report to Congress on the effectiveness of Chapter-2-supported activities, based on the evaluations conducted by States.

During FY 1990, the Department contracted with SRI International for a statutorily mandated national study of effective schools programs to describe such programs and the effects of Federal, State, and local policies and funding sources on such programs. The study will focus in particular on the use of Chapter 2 State funds to support and leverage effective schools strategies. The study will also attempt to assess the impact of such programs on students and schools. Study results will be available by January 1993.

During FY 1991, the Department contracted with Policy Studies Associates and SRI International for a national evaluation of the implementation of the Chapter 2 program. The study will describe how Chapter 2 funds are used at the State and local levels, characterize the nature of the activities (pilots, ongoing, innovative), and assess how the Chapter 2 program is supporting education reform and the six national education goals.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Lee Wickline, (202) 401-1062

Program Studies : Barbara Coates, (202) 401-1958

GENERAL ASSISTANCE TO THE VIRGIN ISLANDS
(No CFDA number)

I. PROGRAM PROFILE

Legislation: Section 4501 of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 3141) (expires September 30, 1993).

Purpose: To provide general assistance to improve public education in the Virgin Islands.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1980	\$3,000,000	1986	\$4,784,000
1981	2,700,000	1987	5,000,000
1982	1,920,000	1988	4,787,000
1983	1,920,000	1989	4,730,000
1984	1,920,000	1990	4,391,000
1985	2,700,000	1991	4,366,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

As this program provides general assistance, it does not address any specific goal but can be applied to all goals.

Population Targeting

In fall 1990, public elementary and secondary school enrollment was approximately 21,750 in the Virgin Islands (III.1). These students tend to have extremely high educational needs relative to the needs of students in the States. According to an index based on educational deficiencies that includes several student and family background characteristics, the Virgin Islands ranks first among all States and the District of Columbia in educational needs (III.2). The National Assessment of Educational Progress (NAEP) 1990 mathematics assessment shows the Virgin Islands ranking last on eighth-grade math proficiency. Teachers of eighth-grade math in the Virgin Islands were twice as likely as teachers nationally to say they

got some or none (as opposed to all) of the resources they needed; two-thirds (66 percent) of the teachers in the Virgin Islands indicated this response on the NAEP questionnaire (III.3).

Services

Services include general maintenance and repair of school buildings; asbestos abatement; classroom construction; and the provision of textbooks, materials, and supplies (III.4).

III. SOURCES OF INFORMATION

1. Common Core of Data Survey, unpublished tabulations (Washington, DC: National Center for Education Statistics, U.S. Department of Education, 1991).
2. Analysis of Factors Relating to Federal General Assistance to the Virgin Islands (Washington, DC: Pelavin Associates, Inc., 1988).
3. The State of Mathematics Achievement, (Washington, DC: National Center for Education Statistics, U.S. Department of Education, 1991).
4. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Lee E. Wickline, (202) 401-1062

Program Studies : Daphne Hardcastle, (202) 401-1958

**CIVIL RIGHTS TECHNICAL ASSISTANCE AND TRAINING
(CFDA No. 84.004)**

I. PROGRAM PROFILE

Legislation: The Civil Rights Act of 1964, Title IV, Public Law 88-352, (42 U.S.C. 2000c-2000c-2, 2000c-5) (no expiration date).

Purpose: To award grants to State education agencies (SEAs) and desegregation assistance centers (DACs) to enable them to provide technical assistance, training, and advisory services at the request of public school districts in the preparation, adoption, and implementation of plans for the desegregation of public schools and the development of effective methods to cope with education problems associated with desegregation on the basis of race, sex, and national origin.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1967	\$8,028,000	1985	24,000,000
1970	17,000,000	1986	22,963,350
1975	26,700,000	1987	23,456,000
1980	45,667,000	1988	23,456,000
1981	37,111,000	1989	23,443,000
1982	24,000,000	1990	21,451,000
1983	24,000,000	1991	21,329,000
1984	24,000,000		

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program focuses on how school districts can achieve the six National Goals within integrated public school environments.

Population Targeting

School districts requesting assistance in dealing with education problems associated with desegregation.

Services

SEAs and DACs provide technical assistance and training to school districts upon request, to help them deal with problems related to desegregation. Typical activities might include disseminating information on successful education practices and legal requirements related to nondiscrimination on the basis of race, sex, and national origin in educational programs; training designed to develop educators' skills in specific areas, such as the identification of race and sex bias in instructional materials; and technical assistance in the identification and selection of appropriate educational programs to meet the needs of limited-English-proficient students.

According to on-site monitoring reports on 15 of 63 projects funded in FY 1989, quarterly requests for technical assistance and/or training have increased. This is, in part, the result of the combined Magnet Schools/Title IV conference held in 1989. Centers may vary considerably in size and staff needs, reflecting differences in requests for assistance from eligible school districts. In the west and northwest, grantees reported 301 requests from school districts. The northeast region received over 4,121 requests for assistance. Awards are made based on the level of activity, in the past and anticipated, in the region. It is estimated that approximately 40 percent of the project funds are used for technical assistance and approximately 60 percent are used for training.

Program Administration

SEAs apply for grants to provide services statewide in one or more of the three desegregation assistance areas. Pursuant to regulatory changes implemented in 1987, the number of DACs was reduced from 40 to 10 and each DAC was required to provide comprehensive assistance in all three desegregation assistance areas. In addition, DACs compete for multi-year awards. Currently, of the 10 regional DACs, five are administered by institutions of higher education and five by nonprofit organizations.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Janice Williams-Madison, (202) 401-0344

Program Studies : Barbara Coates, (202) 401-1958

**FOLLOW THROUGH--GRANTS TO LOCAL EDUCATION AGENCIES AND
OTHER PUBLIC AND PRIVATE NONPROFIT AGENCIES, ORGANIZATIONS
AND INSTITUTIONS TO PROVIDE COMPREHENSIVE SERVICES TO LOW-
INCOME CHILDREN IN KINDERGARTEN AND THE PRIMARY GRADES**

(CFDA No. 84.014)

I. PROGRAM PROFILE

Legislation: The Follow Through Act, Title VI, P.L. 97-35, as amended (42 U.S.C. 9861-77) (expires September 30, 1994).

Purpose: To sustain and augment, in kindergarten and the primary grades, the gains that children from low-income families make in Head Start and other preschool programs of similar quality by (1) providing comprehensive services that will help these children develop to their full potential; (2) achieving active participation of parents; (3) producing knowledge about innovative educational approaches specifically designed to assist these children in their continued growth and development; and (4) demonstrating and disseminating effective Follow Through practices.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1968	\$15,000,000	1985	\$10,000,000
1970	70,300,000	1986	7,176,000
1975	55,500,000	1987	7,176,000
1980	44,250,000	1988	7,133,000
1981	26,250,000	1989	7,262,000
1982	19,440,000	1990	7,171,000
1983	19,440,000	1991	7,265,000
1984	14,767,000		

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Follow Through grants provide comprehensive educational support for low-income children who have participated in Head Start or other similar quality preschool programs. This support continues in kindergarten and the primary grades and is designed to help ensure that gains acquired in the early years are not lost. Providing continued comprehensive support to children supports Goals 2 and 3.

Population Targeting

In FY 1991, the Department of Education funded 42 projects (10 sponsors and 30 LEAs and 2 research grants). The program gave priority to LEA projects operating in Chapter 1 schools designated as schoolwide projects; as a result, 20 of the LEA grants were awarded to districts serving children in schoolwide projects. These projects were awarded for a three- to five- year period.

A local Follow Through project must serve primarily low-income children enrolled in kindergarten and primary grades who have participated in a full-year Head Start or similar preschool program, including other federally assisted preschool programs of a compensatory nature.

At least 60 percent of the children enrolled in each project must be from low-income families and at least 60 percent of the children must have had preschool education. Schoolwide project schools must enroll at least 75 percent of their children from low-income families. When Follow Through is operating in a Chapter 1 schoolwide project, no restriction is imposed regarding the percent of participants from low-income families or with previous preschool experience.

Services

Typically, projects--

- o implement an innovative educational approach specifically designed to improve the school performance of low-income children in kindergarten and the primary grades;
- o are implemented in regular classrooms and provide supplementary or specialized instruction and education-related services to all students in the classroom;
- o orient and train Follow Through staff, parents, and other appropriate personnel;
- o provide for the active participation of Follow Through parents in the development, conduct, and overall direction of the local project;
- o provide health, social, nutritional, and other support services to aid the continued development of Follow Through children; and
- o demonstrate and disseminate information about effective Follow Through practices for the purpose of encouraging adoption of those practices by other public and private schools.

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A review, commissioned by the program, of Follow Through from 1967 to 1987 (III.1) indicates that:

- o Follow Through students have demonstrated gains that at least match, and often exceed, national and population-specific norms. The former Joint Dissemination Review Panel (JDRP) of the Department of Education validated 48 local Follow Through projects representing a total of 13 different Follow Through model programs. Student achievement is one of the primary criteria used for validation.
- o Follow Through students tended to experience less grade retention, lower dropout rates, and fewer special education placements in their later years compared to siblings and other comparison groups who had not had opportunities for early intervention.
- o The program has been widely disseminated by the Follow Through grantees. This diffusion of model programs has affected the education of more than two million children over a period of two decades.
- o The collaboration of local schools/districts and researchers has led to the development and application of diverse and creative solutions that bridge the gap between theory and practice.
- o Follow Through projects show high levels of parental involvement in a variety of activities. These include membership on Parent Advisory Committees; participation in classrooms as observers, volunteers, and paid employees; and home visits and other contact between school personnel and families for the purpose of sharing instructional material/activities. Participation in education-related and community decision making can be directly linked to some increases in student achievement.

Program Administration

In FY 1991, the Follow Through program, under regulations published in the Federal Register on April 12, 1991, funded 40 projects.

III. SOURCES OF INFORMATION

1. Margaret C. Wang and Eugene A. Ramp. The National Follow Through Program: Design, Implementation, and Effects (Philadelphia, PA: November 1987).
2. Margaret C. Wang and Herbert J. Walberg. The National Follow Through Program: Lessons from Two Decades of Research Practice in School Improvement, (unpublished) October 1988, ED 336191.
3. Program files.

IV. PLANNED STUDIES

In FY 1991, each project was required to submit a final report in an OMB-approved format. The program office uses these reports as documentation for closing out the grant. A Follow Through grantee is using the reports to develop a sourcebook that will include descriptions of each project funded, a description of the accomplishments of the three-year effort, and an analysis of the evaluation data submitted in the final report from each project. The sourcebook will be available in FY 1992.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Mary Jean LeTendre, (202) 401-1682

Program Studies : Elois M. Scott, (202) 401-1958

**IMPACT AID:
MAINTENANCE AND OPERATIONS
(CFDA No. 84.041)**

I. PROGRAM PROFILE

Legislation: P.L. 81-874, as amended (20 U.S.C. 236-241-1 and 242-244) (expires September 30, 1993).

Purpose: Impact Aid is intended to compensate local school districts for burdens placed on their resources by Federal activity, either through Federal ownership of property in the district (which, because it is tax-exempt, may decrease funds available for education), or through the addition of "federally-connected children" to the number of students that it would ordinarily need to educate. Federally-connected children include "a" children, those who both live and have parents who work on Federal property, and "b" children, those who either live on Federal property or have parents who work on Federal property. Included in these categories are children living on or having parents who work on Indian lands, and children who have a parent who is on active duty in the uniformed services.

Section 2 provides aid to districts with federally-owned property, based on the Department of Education's estimate of the local revenue that the local education agency (LEA) would have received from the eligible Federal property if that property had remained on the tax rolls.

Section 3 provides aid to districts with federally-connected children; the amount varies with the classification of the children and is highest for "a" children, who presumably create the greatest burden on local resources. Higher payments are made for children living on Indian lands and for children with disabilities. Payments are also increased for districts with higher proportions of federally-connected children, i.e., 15 percent or more "a" children in the district or 20 percent or more "b" children. A minimum of 3 percent or 400 children in average daily attendance in a district must be federally-connected for a district to be eligible to receive aid.

In addition, Section 6 schools, primarily for children of military families who reside on Federal property, are currently operated and funded by the Department of Defense (DoD).

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1951	\$ 28,700,000	1984	\$580,300,000 <u>2/</u>
1965	332,000,000	1985	675,000,000
1970	507,900,000	1986	665,975,000 <u>3/</u>
1975	636,016,000	1987	695,000,000
1980	792,000,000 <u>1/</u>	1988	685,498,000
1981	706,750,000	1989	708,396,000
1982	437,000,000	1990	717,354,000
1983	460,200,000	1991	754,361,000

1/ Includes \$20 million supplemental appropriation for disaster assistance.

2/ Includes \$15 million supplemental appropriation for disaster assistance.

3/ Includes \$20 million supplemental appropriation for disaster assistance.

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Since Impact Aid funds provide general aid to eligible school districts, these funds can support a variety of activities that promote any or all of the six National Goals.

Population Targeting

Impact Aid is paid directly to eligible school districts and becomes part of their general operating funds. The only restriction on its use is that the extra payments made on behalf of children with disabilities must be used for special educational services designed to meet the needs of those children. In addition, disaster assistance funds must be used for allowable and approved costs related to a Presidentially-declared disaster.

One of the most pressing problems in the Impact Aid program is inequity in the distribution of Section 3 payments. First, payments are made for many children who do not impose a real burden on their school district, diverting scarce Federal resources away from districts that are more truly burdened by Federal activities. There is no evidence that "b" children, those who either live on Federal property or have parents who work on Federal property, represent a substantial burden to their school district that is not otherwise compensated by the economic activity generated by the Federal presence. Because appropriations have historically been well below total entitlements and payments must be pro-rated, payments for "b" children divert scarce funds from districts with "a" children, who represent a far greater burden on their district. To improve the equity of Section 3 allocations, ED has proposed legislation to provide payments only for "a" children.

Further, several statutory provisions have the effect of inequitably providing substantially larger payments to districts with only slightly more Section 3 students. Districts that meet the eligibility threshold are compensated for all of their federally-connected students, while districts that fall just below the threshold receive nothing. Again, because payments are typically pro-rated below full entitlement levels, this provision shifts money to districts that just barely meet the threshold at the expense of districts that are more heavily impacted by Federal activities. Similarly, districts that have high concentrations of federally-connected students ("super a" and "sub-super a" districts) are currently entitled to a higher payment rate for all of their federally-connected students. To improve equity in the distribution of Section 3 funds, ED has proposed amendments that would compensate districts only for students in excess of the thresholds.

A 1988 analysis (III.4) examined the distribution of Impact Aid funds to districts that differ in size, wealth, and spending, as measured by student enrollment, property valuation per pupil, and current operating expenditures per pupil. The study found that, in general, a larger than expected proportion of Impact Aid goes to districts that are small, low in property wealth, or high in per-pupil expenditures:

- o Districts with fewer than 2,000 students made up 17.5 percent of total school enrollment but received over 35 percent of program funding, while districts with enrollments of over 25,000--about 26 percent of total enrollment--received about 16 percent of program funding.
- o Almost half of the funds go to districts with low property wealth (those in the lowest quartile); however, districts with high property wealth (in the upper quartile) receive a significant share (17 percent) of program funding.
- o School districts in the highest quartile of expenditures in the States received nearly 2.5 times as much Impact Aid as districts in the lowest quartile of expenditures. The highest-expenditure districts alone received about \$211 million, while districts in the highest two quartiles received \$362 million--about 63 percent of program funds.
- o The highest-expenditure districts, with 25 percent of total enrollment, received over 37 percent of program funding, whereas the lowest-expenditure districts, with 24 percent of enrollment, received only about 15 percent of program funding.

Funds under Section 3(a) were concentrated in districts with high expenditures, low property values, and small enrollments, whereas funds under Section 3(b) are relatively evenly distributed across districts with high and low expenditures and are heavily concentrated in school districts with large enrollments.

- o For Section 3(a), districts in the highest expenditure quartile received nearly 3.5 times as much funding as districts in the lowest quartile: \$179.3 million compared with \$52.9

million. The districts in the two highest quartiles together received more than \$290 million, about 67 percent of program funding.

- o The lowest quartile in property wealth received 55 percent of Section 3(a) funds; the two highest quartiles combined received 32 percent of these funds.

However, because Section 3(a) represented over 75 percent of total Section 3 funding in FY 1985, overall a larger share of funding went to high-expenditure districts than would be expected from the proportion they represent among Impact Aid districts.

Because this study did not examine the distribution of Impact Aid relative to other district revenues, no conclusion was reached on whether high-expenditure districts would have high revenues without Impact Aid. Further study would be needed to determine whether Impact Aid recipients tend to be high-expenditure districts due to other Federal, State, and local resources, or whether their relative affluence is largely due to Impact Aid revenues.

Services

In FY 1991, 2,539 school districts received Section 3 payments totaling \$724,108,000 and 260 districts received Section 2 payments totaling \$16,590,000, which became part of the general operating funds of the districts. In addition, 36 school districts received disaster assistance totaling \$8,100,000.

Program Administration

Calculating Section 2 entitlements currently requires a cumbersome computation of a "need-based entitlement," based on current revenue, expenditures, total assessed value of real property in the district, and estimated current assessed value of the Federal property, as well as a "maximum entitlement," based on estimated current assessed value of Federal property and the district's tax rate. The lesser of the two entitlements is then pro-rated to determine the actual payment. Because the fiscal data needed to compute the need-based entitlement do not become available until after the fiscal year for which the payments are made, Section 2 payments are delayed for many months. Furthermore, the need-based entitlement calculation has little effect on the actual amount of final payments. To improve the efficiency of Section 2 administration and allow more timely payments, ED has proposed legislation to base Section 2 payments solely on maximum entitlement.

Management Improvement Strategies

To improve the efficiency of operations, the Impact Aid program is preparing operating manuals detailing program procedures on Payments, Construction, Maintenance and Operations, and Property. All manuals will contain the new procedures for automatic clearinghouse/electronic funds transfer.

A study of the Impact Aid program's computer system was conducted in 1989. The study recommended that the system be reorganized and updated to improve the efficiency of information processing and to increase access to data for program staff. The study described two alternative types of computer systems that would achieve the desired improvements (III.5). After reviewing these recommendations, the Department decided to redevelop the entire system over the course of three fiscal years. Automation of front-end data preparation, entry and error-correction was completed in December 1990, in time for receipt of FY 1991 applications. System outputs were redeveloped in FY 1991 and additional work will include redevelopment of internal processing in FY 1992.

The President's budget for FY 1992 and FY 1993 proposed a legislative change that would authorize the program to use previous year student counts and related data to calculate current year payments. This change would enable the program to award funds six to eight months earlier than under currently authorized provisions, and, although not accepted by the Congress for FY 1992, the proposal is likely to be raised again. In addition, the President's budget requested that no funds be appropriated for the Disaster Assistance program (Section 7) and that responsibility be transferred to the Federal Emergency Management Agency (FEMA); this change has been approved and implemented.

III. SOURCES OF INFORMATION

1. Review of Selected Impact Aid Recipients to Determine Burden of Federal Activities and Need for Federal Aid [prepared for the Office of Planning, Budget and Evaluation, U.S. Department of Education] (Washington, DC: Pelavin Associates, Inc.); Joel D. Sherman and Orestes I. Crespo, Case Study: Highland Falls--Fort Montgomery Central School District (October 1985); Joel D. Sherman and Mark A. Kutner, Case Study: Bourne Public Schools, Bourne, Massachusetts (August 1986); Joel D. Sherman, Mark A. Kutner, and Orestes I. Crespo, Case Study: Bellevue Public Schools, Bellevue, Nebraska (August 1986); Joel D. Sherman, Case Study: Douglas School District (August 1986); Joel D. Sherman and Orestes I. Crespo, Case Study: Randolph Field Independent School District (August 1986).
2. General Accounting Office, DoD Schools: Funding and Operating Alternatives for Education of Dependents (Washington, DC: U.S. Government Printing Office, December 1986).
3. Susan Bodilly, Arthur Wise, and Susanna Purnell, The Transfer of Section 6 Schools: A Case by Case Analysis [prepared for the Office of the Assistant Secretary of Defense/Force Management and Personnel] (Santa Monica, CA: The RAND Corporation, July 1988).
4. Joel D. Sherman, Analysis of the Wealth of School Districts that Receive Impact Aid [prepared for the Office of Planning, Budget and Evaluation, U.S. Department of Education] (Washington, DC: Pelavin Associates, April 1988).

5. Dave Naden, Office of Impact Aid Computer System: Feasibility Study [prepared for the Office of Planning, Budget and Evaluation, U.S. Department of Education] (Washington, DC: Decision Resources Corporation, 1989).

IV. PLANNED STUDIES

In FY 1992, ED is commissioning a set of papers on topics related to the implementation of Section 5(d)(2), which allows States with school finance systems that ED has certified as "equalized" to reduce State aid to school districts that receive Impact Aid. Authors will be asked to: 1) analyze and critique the current standards used to certify a state as equalized; 2) develop a set of ideal standards and measures for certifying states as equalized; 3) suggest incentives the Federal Government could use to encourage greater equalization in State school finance systems; 4) address standards of equalization emerging from recent school finance litigation; 5) consider alternative measures of school resources and inputs; 6) examine cost of education adjustments to educational expenditures; and 7) examine measures of equalization that incorporate the problem of educational overburden in large, urban school districts.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Charles Hansen, (202) 401-3637

Program Studies : Stephanie Stullich, (202) 401-1958

**IMPACT AID:
CONSTRUCTION
(CFDA No. 84.040)**

I. PROGRAM PROFILE

Legislation: P.L. 81-815, as amended (20 U.S.C. 631-647) (expires September 30, 1993).

Purpose: Impact Aid provides funds for the construction of urgently needed minimum school facilities in districts whose enrollments have been substantially increased during a four-year period by Federal activities (section 5) or in financially needy districts that have large amounts of Indian lands or educate a substantial number of children living on Indian lands (sections 14a and b). Funds are also provided for districts that have a substantial number of children living on Federal property or have a substantial portion of other Federal (tax-exempt) property (section 14c). In addition, funds are provided for construction and repair of schools for children residing on Federal property (usual military installations) where State and local tax revenues cannot be spent for their education or a suitable education cannot be provided for those children (section 10).

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1951	\$74,500,000	1984	\$20,000,000
1965	58,400,000	1985	20,000,000
1970	14,766,000	1986	16,747,500
1975	20,000,000	1987	22,500,000
1980	33,000,000	1988	22,978,000
1981	50,000,000	1989	24,700,000
1982	19,200,000	1990	14,998,000 ^{1/}
1983	80,000,000	1991	26,349,000

^{1/} Congress did not appropriate funds for sections 5 and 14(c).

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Because Impact Aid school construction funds are used by the eligible school districts to provide local facilities, these funds indirectly support a variety of school-based educational activities that may promote any or all of the six National Goals.

Population Targeting

The program has not been fully funded since 1967 and the limited annual appropriations have caused interest in the program to decline so that only 38 new applications, on average, are received each year. Even so, appropriations fall far short of the Federal share of estimated costs for approved applications, resulting in a substantial backlog of eligible unfunded projects (III.2). Current program priority lists include hundreds of unfunded construction applications totalling over \$200 in originally estimated need.

A 1987 study by the Departments of Education and Defense surveyed the construction and repair needs of educational facilities on U.S. military bases (Section 10) and recommended policies to deal with these needs. The study found that 124 existing on-base school facilities had renovation and repair needs totalling an estimated \$183 million, including schools owned or operated by the Department of Defense (\$93 million), the Department of Education (\$74 million), and local education agencies (\$16 million) (III.1).

The study recommended that the cost of meeting verifiable school facility needs should be shared among local, State, and Federal agencies according to fiscal cost-benefit analyses. These fiscal analyses would compare revenues and expenditures generated by military installations in order to determine the fair share of construction costs to be borne by local, State, and Federal agencies. For ED-owned schools, Federal assistance would be contingent upon the LEAs accepting ownership of the facilities once the repairs or renovations are complete. For DoD-funded Section 6 schools, case-by-case fiscal analyses would be used to determine the feasibility of transferring ownership to LEAs.

In response to this study the Department of Education has taken the following steps:

- o Fiscal analyses of several school districts identified in the report have been completed while others are still being conducted by the Department of Defense.
- o The Department of Education has identified several school districts that are interested in accepting title to the ED-owned school facilities in their districts. Facilities at three installations have already been transferred, and negotiations are continuing for transfer of facilities at other installations.

Services

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In FY 1991, 11 school districts received funds for construction of needed facilities, totaling \$20,555,582 in grants (Sections 5 and 14). In addition, \$18,404,752 was spent on 13 projects for the transfer of facilities, asbestos abatement, and emergency repairs of school buildings owned by ED (Section 10).

Program Administration

A 1990 General Accounting Office (GAO) study (III.2) found that ED's process of ranking unfunded projects reflects the number of federally-connected enrollments and school construction needs at the time the districts applied for assistance. However, GAO noted that project rankings may be outdated and invalid, as ED does not periodically reevaluate these rankings once projects are placed on waiting lists even though most project requests remain unfunded for at least 12 years. Enrollments may decline and construction costs increase while projects wait for funding, but funding remains based only on data provided in the initial application. In addition, many projects were subsequently completed without Federal assistance.

GAO's recommendations and ED's response (III.3) included the following:

- o GAO recommended that Congress should amend P.L. 81-815 to require that Section 5 funding be based on average State per pupil construction costs in the year the projects are funded. ED responded that an annual application process would be burdensome on districts that experience little or no changes in membership or facility needs from one year to the next. Instead, ED proposed that a short annual document might be requested of all pending, unfunded construction applicants to allow them to update or confirm the data on anticipated membership and facility needs.
- o GAO recommended that school districts should be required to apply annually for school construction assistance so that project requests reflect (1) current enrollments of federally-connected children and school construction needs; and (2) the current estimate of the Federal share of school construction costs. ED responded that basing Section 5 payments on the State average per pupil construction costs in the year a project is funded is unrealistic since the latest information currently available from States is data from the second preceding fiscal year. ED proposed instead that funding should be based on the most recent data available.
- o GAO recommended that Congress should authorize ED to distribute available appropriations among a greater number of higher-priority projects by reducing on a pro-rata basis awards to school districts with the greatest school construction needs. ED raised the concern that it would be difficult, if not impossible, for many districts to award construction contracts without having full funding available. ED also noted that Congress would need to amend the statutory priority requirements so partially-funded projects would not fail to qualify for additional assistance based on a new application for the unfunded portion of the project.

III. SOURCES OF INFORMATION

1. Section 2726 of P.L. 99-661 (1987 DoD Military Construction Authorization Act), report submitted to Congress in November 1987.
2. General Accounting Office, Impact Aid: Most School Construction Requests Are Unfunded and Outdated (Washington, DC: U.S. General Printing Office, 1990).
3. Letter from U.S. Secretary of Education Lauro F. Cavazos to Charles A. Bowsher, Comptroller General of the United States, September 7, 1990.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Charles Hansen, (202) 401-3637

Program Studies : Stephanie Stullich, (202) 401-1958

ALLEN J. ELLENDER FELLOWSHIPS
(CFDA No. 84.148)

I. PROGRAM PROFILE

Legislation: Title IV, Part C of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 3081-3112) (expires September 30, 1993).

Purpose: To make a grant to the Close Up Foundation of Washington, D.C., for financial assistance to economically disadvantaged secondary school students and their teachers and economically disadvantaged older Americans and recent immigrants, to increase their understanding of the Federal Government. Special consideration is given to the participation of students with special educational needs, including handicapped students, students from recent immigrant families, ethnic minority students, gifted and talented students, and students of migrant parents.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1973	\$500,000	1985	\$1,500,000
1975	500,000	1986	1,627,000
1980	1,000,000	1987	1,700,000
1981	1,000,000	1988	2,394,000
1982	960,000	1989	3,458,000
1983	3,000,000 ^{1/}	1990	3,703,000
1984	1,500,000	1991	4,101,000

^{1/} In 1983, Congress appropriated a double amount in order to place the program on a forward-funded basis. The appropriation for FY 1983 provided \$1.5 million for the 1982-83 school year and \$1.5 million for the 1983-84 school year.

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

The Ellender Fellowships program provides opportunities for students, teachers, older Americans, and recent immigrants to learn about representative government and democracy. Such knowledge is intended to help them become responsible citizens (Goal 3) and to exercise the rights associated with responsible citizenship (Goal 5).

Services

In the 1990-91 school year, the Close Up Foundation awarded fellowships to approximately

2,500 students and 2,800 teachers and administrators to enable them to come to Washington, D.C., for a first-hand look at the operations of the three branches of the U.S. Government. The Close Up Foundation and a number of organizations on aging offered the Fifth Annual National Leadership Issues Forum. The Forum is designed to give participants the opportunity to examine current issues that affect older Americans, work within the political system for an effective advocacy strategy, and develop and take home the skills needed for effective leadership.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

The Department of Education has contracted with Westat Corporation to conduct an evaluation of the effectiveness and efficiency of the Ellender program. Policy issues that will be addressed include program accountability, program targeting, nature of the program, funding and costs, and potential improvement strategies. Evaluation findings will be available in FY 1992.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Carrolyn Andrews, (202) 401-1356

Program Studies : Barbara Coates, (202) 401-1958

**INDIAN EDUCATION--FINANCIAL ASSISTANCE TO
LOCAL EDUCATION AGENCIES AND INDIAN-CONTROLLED SCHOOLS FOR
THE EDUCATION OF INDIAN CHILDREN--SUBPART 1**
(CFDA Nos. 84.060 and 84.072)

I. PROGRAM PROFILE

Legislation: Indian Education Act of 1988 (Title V, Part C, Subpart 1 of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvements Amendments of 1988, P.L. 100-297; 25 U.S.C. 2601-2606) (expires September 30, 1993).

Purpose: Subpart 1 of the Indian Education Act provides formula grant and competitive grant assistance to local education agencies (LEAs) and Indian-controlled schools for programs to address the special educational and culturally related academic needs of Indian children. For purposes of the formula grant program, eligible applicants include LEAs, Bureau of Indian Affairs (BIA) contract schools, and, since FY 1989, schools operated directly by the BIA. Eligible applicants under the competitive grant program include Indian-controlled schools operated by Indian tribes or Indian organizations and are generally located on or near reservations, and LEAs in existence not more than three years.

Grants under this subpart may be used for:

- (1) planning and development of programs, including pilot projects designed to test the effectiveness of programs;
- (2) establishment and operation of programs, including minor remodeling of space used for such programs and acquisition of necessary equipment; and
- (3) training of counselors at eligible schools in counseling techniques relevant to the treatment of alcohol and substance abuse.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1973	\$11,500,000	1985	\$50,323,000
1975	25,000,000	1986	47,870,000
1980	52,000,000	1987	47,200,000
1981	58,250,000	1988	49,170,000
1982	54,960,000	1989	52,748,000
1983	48,465,000	1990	54,276,000
1984	50,900,000	1991	56,259,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Subpart 1 addresses readiness to learn in school (goal 1), high school graduation (goal 2), and competency in subject matter (goal 3) by supporting projects that focus on the special educational and culturally related academic needs of Indian children.

The Indian Nations At Risk Task Force developed 10 National Goals for American Indian Education, a strategic framework for improving schools, and specific recommendations for various partners whose participation is critical, i.e., parents, school officials, tribes, local governments, State governments, the Federal Government, and colleges and universities. The Task Force recommended that the Indian Education Act of 1972, as amended, provide long-term discretionary funding for model projects and outreach activities for Native parents and students designed to improve schools and academic performance (III.6).

Population Targeting

Fiscal year 1991 formula grants were awarded to 1,163 education entities in 41 States for use in school year 1991-92. These LEAs reported an eligible Indian student enrollment of approximately 368,000. Grant amounts ranged from \$1,160 to \$1,420,800 (III.1).

New and continuation FY 1991 grants totaling almost \$3.0 million were awarded to 16 Indian-controlled schools to support special enrichment projects that supplement already established programs. These projects are expected to serve approximately 4,600 participants in school year 1991-92 (III.1).

Services

According to annual audits conducted by the Office of Indian Education (III.1), the majority of the Subpart 1 Indian projects audited were meeting all or most of the perceived needs for supplementary education-related services for participating students (III.3).

The Department of Education's 1988 national longitudinal study of bilingual programs, which included a component on Native American students, pointed out that a major portion of the instruction for Indian students with limited English proficiency (LEP) was in English language arts--58 percent of the weekly hours received by second graders and 47 percent of the hours received by fourth graders. About 71 percent of the second graders and 43 percent of the fourth graders received special instruction in English. Teachers generally provided the major portion of instruction to the students. However, in some projects, students received most or all of their academic instruction from a classroom aide (III.4).

Program Administration

One shortcoming noted in a 1983 evaluation (III.2) was the failure of LEAs to maintain eligibility information as required to ensure that the Indian Education Act funds are determined only by the number of Indian children who qualify under the Act (III.1). However, LEAs appear to have made substantial improvements since 1983 (III.3).

Outcomes

The Department's national longitudinal study of bilingual programs reported in 1988, that LEP American Indian children scored substantially below national norms. Their performance ranged from the 15th percentile to the 35th percentile on standardized achievement tests. According to the study, LEP Indian students' scores for vocabulary, reading, and math declined sharply, relative to the national norms, from the first to the second grade. However, on a nonverbal aptitude test the Indian students scored at the national norm. These results clearly indicate that academic aptitude does not account for low achievement scores (III.4).

Test scores of schools funded by the Bureau of Indian Affairs show that their students are falling well behind other students nationwide in their ability to demonstrate learning of reading, language, and mathematics (III.5).

III. SOURCES OF INFORMATION

1. Program files.
2. A National Impact Evaluation of the Indian Education Act Part A Program (Arlington, VA: Development Associates, 1983).
3. Annual Audit of Indian Education Act Formula Grant Program-School Year 1987-88 (Washington, DC: Indian Education Program Office, U.S. Department of Education, 1990).
4. Academic Performance of Limited-English-Proficient Indian Elementary Students in Reservation Schools (Arlington, VA: Development Associates, 1988).

5. Report on BIA Education: Excellence in Indian Education Through the Effective Schools Process (Washington, DC: Office of Indian Education Programs, Bureau of Indian Affairs, U.S. Department of the Interior, 1988).
6. Indian Nations At Risk: An Educational Strategy for Action (Washington, DC: U.S. Department of Education, 1991).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : John W. Tippeconnic III, (202) 401-1887

Program Studies : Nancy Loy, (202) 401-1958

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SPECIAL PROGRAMS FOR INDIAN STUDENTS--SUBPART 2
(CFDA No. 84.061)

I. PROGRAM PROFILE

Legislation: Indian Education Act of 1988 (Title V, Part C, Subpart 2 of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297; 25 U.S.C. 2621-2624) (expires September 30, 1993).

Purposes: Subpart 2 of the Act authorizes a variety of programs:

- o Planning, Pilot, and Demonstration Projects to design, test, and show the effectiveness of approaches to improve education for Indian students at preschool, elementary, and secondary school levels;
- o Educational Services Projects to improve educational opportunities for Indian preschool, elementary, and secondary school students, including enrichment programs and projects designed to reduce the incidence of dropouts among Indian students;
- o Educational Personnel Development Projects to train individuals for careers in education, serving Indian students;
- o Indian Fellowship Program for Indian students in medicine, psychology, law, education, business administration, engineering, and natural resources;
- o Indian Education Technical Assistance Centers to provide training and technical assistance and to disseminate information on program planning, development, management, and evaluation; and
- o Indian Gifted and Talented Program for research and development activities related to the education of gifted and talented Indian students.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1973	\$5,000,000	1985	\$11,760,000
1975	12,000,000	1986	11,301,000
1980	15,600,000	1987	11,568,000
1981	14,500,000	1988	11,707,000
1982	14,880,000	1989	12,307,000
1983	12,600,000	1990	12,055,000
1984	12,000,000	1991	11,992,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goal: Addressed

Projects funded by this program address all six of the National Goals.

The Indian Nations At Risk Task Force developed 10 National Goals for American Indian education, a strategic framework for improving schools, and specific recommendations for various partners whose participation is critical, i.e., parents, school officials, tribes, local governments, State governments, the Federal Government, and colleges and universities. The Task Force recommended that the Indian Education Act of 1972, as amended, provide long-term discretionary funding for model projects and outreach activities for Native parents and students designed to improve schools and academic performance (III.3).

Services

Subpart 2 grantees received 56 new or continuation awards and served approximately 15,000 participants. Program awards included Planning, Pilot, and Demonstration Projects (17 awards to serve some 9,000 participants); Educational Services Projects (26 awards to serve 5,300 participants); and Educational Personnel Development Projects (13 awards to serve 670 participants). The awards went to Indian tribes, education organizations, colleges, and universities to support a variety of activities, including preschool projects, curriculum development, dropout prevention, media/computer-assisted instruction, and alcohol and drug abuse prevention. Also, 121 new and continuing fellowships were awarded to Indian students to support their undergraduate and graduate education in selected professional fields (III.1).

Outcomes

A 1991 study of the Indian Fellowship Program found that 74 percent of the undergraduates and 80 percent of the graduate students were enrolled in good standing or had completed their programs. In addition, among employed fellowship recipients, about 60 percent were

or had been employed within the Indian community (III.2).

III. SOURCES OF INFORMATION

1. Program files.
2. Study of the Indian Fellowship Program (Washington, DC: Pelavin Associates, Inc., 1991).
3. Indian Nations At Risk: An Educational Strategy for Action (Washington, DC: U.S. Department of Education, 1991).

IV. PLANNED STUDIES

During FY 1991, the Department of Education contracted with SRI International to conduct an evaluation of Educational Personnel Development (EPD) Projects in Indian Education. The purpose of the evaluation is to assess the effectiveness of EPD projects to prepare persons for careers in education, especially teaching, that serve American Indian/Alaska Native students." The evaluation will be completed in FY 1993.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : John W. Tippeconnic, III, (202) 401-1887

Program Studies : Nancy Loy, (202) 401-1958

SPECIAL PROGRAMS FOR INDIAN ADULTS--SUBPART 3
(CFDA No. 84.062)

I. PROGRAM PROFILE

Legislation: Indian Education Act of 1988 (Title V, Part C, Subpart 3 of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100; 25 U.S.C. 2631) (expires September 30, 1993).

Purpose: Subpart 3 of the Indian Education Act provides assistance for projects designed to improve educational opportunities below the college level for Indian adults.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1973	\$500,000	1985	\$2,940,000
1975	3,000,000	1986	2,797,000
1980	5,830,000	1987	3,000,000
1981	5,430,000	1988	3,000,000
1982	5,213,000	1989	4,000,000
1983	5,531,000	1990	4,078,000
1984	3,000,000	1991	4,226,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

This program supports Goal 5 (adult literacy) by funding projects that provide adult basic education and preparation for the high school equivalency examination to Indian adults.

Services

In FY 1991, adult education service projects received 28 awards to serve approximately 6,600 participants. Services offered include consumer education, career counseling, aptitude and vocational testing, and job referral (III.1).

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : John W. Tippeconnic, III, (202) 401-1887

Program Studies : Nancy Loy, (202) 401-1958

**DRUG-FREE SCHOOLS AND COMMUNITIES
STATE AND LOCAL PROGRAMS
(CFDA No. 84.186)**

I. PROGRAM PROFILE

Legislation: Part B (sections 5121-5127) of the Drug-Free Schools and Communities Act (DFSCA) of 1986, as amended (20 U.S.C. 3191-3197) (expires September 30, 1993).

Purpose: To provide Federal financial assistance to States for school- and community-based programs of drug and alcohol abuse education and prevention.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$161,046,000
1988	191,480,000
1989	287,730,000
1990	460,554,000 ^{1/}
1991	497,702,000

^{1/} This amount includes \$24,688,000 for Emergency Grants. (See Chapter 135).

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This formula grant program is a significant factor in helping schools and communities achieve safe, drug-free schools (Goal 6).

Performance Indicators

Findings from the recently completed implementation study of DFSCA (III.1.) indicate that between 1987 (the first year of the program) and 1989, many States expanded their requirements for local education agency (LEA) prevention programs. Additionally, LEA participation in the initial years of the program was quite high.

- o The number of States requiring drug education in all grade levels increased from 21 to 30. Similarly, the number of States requiring integration of drug education in many curricular areas increased from 8 to 17.
- o At least 78 percent (11,440) of the Nation's LEAs received DFSCA funds in the 1988-1989 school year. These LEAs enrolled approximately 94 percent of all public school students in grades K-12.
- o As would be expected in a new program, evaluation of the DFSCA at the State level primarily focused on program implementation. For example, 23 State education agencies (SEAs) and 19 Governors' programs had collected information to document the types of activities being conducted. While all SEAs and Governors' programs required LEAs to conduct evaluations, as of 1989, only 49 percent of LEAs had completed or were conducting a process evaluation.

Population Targeting

School-age public- and private-school youth (kindergarten through grade 12) are served; children and youth from high-risk environments are a primary focus of programs operated with Governors' funds. According to the implementation study, (III.1.), LEAs were more likely to serve children ages 5 through 9, while Governors' award recipients (GARs) were more likely to provide services to youth ages 10 through 18 and to parents. Of GARs primarily serving high-risk youth, 60 percent or more provided services to children of substance abusers, economically disadvantaged youth, and dropouts or youth who were at risk of dropping out of school.

Services

Nationally, LEAs and GARs funded similar types of services in 1989. These services included student training and instruction, staff training and development, student support services, purchase or development of instructional materials, training for parents and community members, community awareness and coordination, and needs assessment and evaluation. However, LEAs used a larger proportion of funds for instructional materials while GARs used a larger proportion for direct services to youth. This suggests that LEA programs are more likely to provide primary prevention services, while GAR programs are more likely to provide intervention services (e.g., counseling and student support services).

Regardless of differences in types of services provided, LEA and GAR prevention programs shared common program focuses. The most frequently reported program focuses included (1) improving students' knowledge, attitudes, and values about drugs; (2) developing students' decision-making skills and self-confidence; (3) developing students' social and interpersonal skills; (4) enhancing the knowledge, skills, and abilities of staff involved in drug prevention programs; and (5) referring and counseling students with problems.

Program Administration

Each State allocation is divided between the SEA and the Office of the Governor. The SEA must allot most of its funds to local and intermediate education agencies based on enrollment in public and private, nonprofit schools. Ten percent of the States' SEA allocation is set aside for program administration, training, and technical assistance activities. At least 42.5 percent of the Governors' funds must be used for programs designed to meet the needs of high-risk youth.

While at least 78 percent of the Nation's LEAs received DFSCA funds in the 1988-1989 school year, those that did not apply for funding gave the following reasons: (1) they were unaware that DFSCA funds were available; (2) they deemed that their existing alcohol and other drug use prevention programs were sufficient; and (3) the amount of funding available, being proportional to district enrollment, was too small to justify the time and expense of applying.

The size of awards to all GARs in 1989 varied widely, from \$2,500 or less to over \$100,000. The average grant award for all grants was \$18,000. For GARs primarily serving high-risk youth, half of the awards were for \$25,000 or less and were funded for less than one year. GAR project staff reported that they often experienced difficulty in hiring staff and in planning and implementing programs because awards were of insufficient size and duration.

State set-aside funds were primarily used for training and technical assistance; administrative functions; needs assessment and evaluation; instructional materials; supplemental grants to LEAs; increasing public awareness; and coordinating community resources. Even though many SEAs used half or more of their set-aside funds for training and technical assistance, they reported that they did not have sufficient capacity to provide all the training and technical assistance services desired by LEAs.

Outcomes

According to the implementation study, 25 States had conducted surveys on youth drug attitudes and use as of school year 1988-1989. States used these data in several ways: to identify program needs, to establish baseline measures on drug use, and to assess program effectiveness. However, the study also found that State and local efforts in needs assessment, monitoring, and evaluation for both the SEA and Governors' programs need to be strengthened. Less than half of the State-level programs had conducted needs assessments, while only 23 SEAs and 19 Governors' programs had begun to conduct process evaluations.

States are required to submit to the Department a biennial report that contains information on the State and local programs conducted with assistance from the DFSCA. Information for the first biennial report was collected as part of the implementation study. Submissions from the States for the second biennial report (covering FYs 1989-1991) were due 1992.

Management Improvement Strategies

The program office is currently revising the non-regulatory guidance for Part B programs to clarify requirements pertaining to allowable services and evaluation under the Act.

III. SOURCES OF INFORMATION

1. A Study of the Drug-Free Schools and Communities Act: Report on State and Local Programs (Executive Summary). (Research Triangle Park, NC: Research Triangle Institute, 1991).
2. Legislation and program files.

IV. PLANNED STUDIES

A contract was awarded to Research Triangle Institute in September 1990 to conduct a 60-month study of the relative effectiveness of school-based prevention program strategies. The study has three components: (1) monitoring changes in alcohol and other drug use knowledge, attitudes, and behaviors of a cohort of 5th and 6th graders from school year 1991-1992 through 1994-1995; (2) conducting in-depth case studies of 10 Governors' local prevention projects for high-risk youth in

order to identify exemplary practices in community-based prevention programs; and (3) conducting a mail survey to SEAs to determine the extent to which State prevention programs will have changed in response to the 1989 amendments to the Act.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Michelle Padilla, (202) 401-1599

Program Studies : Kimmon Richards, (202) 401-3630

**DRUG-FREE SCHOOLS AND COMMUNITIES
REGIONAL CENTERS PROGRAM
(CFDA No. 84.188)**

I. PROGRAM PROFILE

Legislation: Part D (Section 5135) of the Drug-Free Schools and Communities Act of 1986, as amended (20 U.S.C. 3215) (expires September 30, 1993).

Purpose: To provide training and technical assistance to State education agencies (SEAs), local education agencies (LEAs) and institutions of higher education (IHEs) to develop and strengthen drug and alcohol abuse education and prevention activities in elementary and secondary schools.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$8,752,000
1988	10,019,302
1989	15,637,500
1990	15,959,000
1991	15,916,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

This program supports safe, drug-free schools (Goal 6) by providing training and technical assistance on needs assessment, program implementation and evaluation to schools and communities.

Population Targeting

The five regional centers provide training and technical assistance to administrators, teachers, and counselors in schools and institutions of higher education, as well as parents, community leaders, and SEA and other State-level personnel.

Services

The regional centers train school teams to assess alcohol- and drug-related problems confronting schools and communities and develop appropriate strategies to resolve these problems; help SEAs coordinate and strengthen prevention programs; and help LEAs and IHEs develop preservice and inservice training programs. The centers also disseminate information about promising programs.

Program Administration

The five centers are operated under cooperative agreements by the following grantees: Midwest--North Central Regional Educational Laboratory; Southeast--University of Louisville; Northeast--Super Teams, Ltd.; Southwest--University of Oklahoma; and West--Northwest Regional Educational Laboratory.

Management Improvement Strategies

Two management improvement strategies were initiated in FY 1991 by the program office in order to assess the effectiveness of the centers' training and technical-assistance services. These strategies are strengthening monitoring procedures to be used during site visits to the centers and upgrading the management information system on the activities of the regional centers.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

A contract for a study of training and technical assistance services provided by the regional centers was to be awarded in FY 1992.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Kimberly C. Light, (202) 401-1599

Program Studies : Kimmon Richards, (202) 401-3630

**DRUG-FREE SCHOOLS AND COMMUNITIES
PROGRAMS FOR HAWAIIAN NATIVES
(CFDA No. 84.199)**

I. PROGRAM PROFILE

Legislation: Part D (Section 5134) of the Drug-Free Schools and Communities Act of 1986, as amended (20 U.S.C. 3214) (expires September 30, 1993).

Purpose: To fund drug and alcohol abuse prevention and education activities to organizations that primarily serve and represent Hawaiian Natives.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$389,000
1988	445,302
1989	695,000
1990	1,067,000
1991	1,133,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

This program supports safe, drug-free schools (Goal 6) by providing culturally appropriate prevention services to the target population.

Population Targeting

Hawaiian Natives are the target group for services. The grant recipient, Kamehameha Schools in Honolulu, is working with a community of over 20,000, including 4,500 students served by two school complexes.

Services

Grantee activities have expanded to a Statewide focus for year five of the program, including such activities as development and dissemination of education materials, resource and referral services, services to out-of-school youth and families, parent and teacher training programs, community-based prevention activities, and technical assistance.

Program Administration

The designee of the Governor of the State of Hawaii administers the program.

Management Improvement Strategies

Program staff plan to conduct an on-site program review in FY 1992.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Kimberly C. Light, (202) 401-1599

Program Studies : Kimmon Richards, (202) 401-3630

**DRUG-FREE SCHOOLS AND COMMUNITIES
INDIAN YOUTH PROGRAM
(No CFDA Number)**

I. PROGRAM PROFILE

Legislation: Part D (Section 5133) of the Drug-Free Schools and Communities Act of 1986, as amended (20 U.S.C. 3213) (expires September 30, 1993).

Purpose: To fund drug and alcohol abuse education and prevention programs for Indian children who attend schools operated or funded by the Bureau of Indian Affairs (BIA).

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$1,945,000
1988	2,226,512
1989	3,475,000
1990	5,332,000
1991	5,665,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

This program supports safe, drug-free schools (Goal 6) by providing prevention services to a high-risk population.

Population Targeting

Indian children attend 180 schools operated or funded by the Bureau of Indian Affairs. These schools served approximately 40,000 students in 21 States in academic year 1990-1991.

Services

Alcohol and drug abuse education and prevention programs include activities such as assistance in implementing curricula, inservice workshops, and special training for students in pursuing drug- and alcohol-free lives.

Program Administration

The program is administered by BIA in accordance with a Memorandum of Agreement between the Secretary of Education and the Secretary of the Interior. Allocation of funds is made through BIA's Office of Indian Education Programs (OIEP) to 31 BIA area and agency offices according to a formula designed for disbursing funds for BIA academic programs. Schools submit applications to their area/agency offices; these offices are responsible for reviewing and approving the applications, allocating the funds, and receiving annual reports on activities and expenditures. Approximately one percent of the DFSCA appropriation is set aside for this program.

A study of this program conducted for the Department of Education revealed that the amount awarded to an individual school varied widely (III.1). In FY 1990, the school allocations ranged from \$7,300 to \$102,200 (All schools received a base allocation of \$5,000). However, because of weighting factors in the allocation formula (e.g., grade levels served, day or residential school status), schools with very low enrollment may receive very high per-child allotments but very low total grant awards. An issue for further study is assessing the extent to which small schools receive adequate funds to provide comprehensive prevention services.

Other problems identified in the study were weaknesses in procedures for processing applications, ensuring timely notification to schools of their funding levels, monitoring programs at the national and regional levels, failure to enforce reporting requirements on school prevention efforts, and weaknesses in training and technical assistance efforts for staff in the area/agency offices as well as school program personnel.

Management Improvement Strategies

In order to improve program monitoring, Department and BIA staff coordinated monitoring efforts and conducted site visits to schools and area/agency offices

beginning in FY 1991. OIEP also circulated a directive to all schools in FY 1991 to clarify annual reporting requirements.

III. SOURCES OF INFORMATION

1. Study of Programs to Prevent Alcohol and Drug Use Among American Indian Youth: Report on BIA Program Administration. (Draft Report) (Washington, DC: Pelavin Associates, Inc.).
2. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Kimberly C. Light, (202) 401-1599

Program Studies : Kimmon Richards, (202) 401-3630

**DRUG-FREE SCHOOLS AND COMMUNITIES
SCHOOL PERSONNEL TRAINING GRANTS PROGRAM
(CFDA No. 84.207)**

I. PROGRAM PROFILE

Legislation: Part C (Section 5128 and 5130) of the Drug-Free Schools and Communities Act of 1986, as amended (20 U.S.C. 3201, 3203) (expires September 30, 1993).

Purpose: To provide assistance to State education agencies (SEAs), local education agencies (LEAs), and institutions of higher education (IHEs) to support training programs for elementary and secondary teachers, administrators, and other school personnel in drug and alcohol abuse education and prevention.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$7,780,000
1988	8,169,000
1989	20,900,000
1990	16,739,000 ^{1/}
1991	20,000,000

^{1/} The competition in Fiscal Year 1990 included an invitational priority for projects to train counselors, social workers, psychologists, or nurses.

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports safe, drug-free schools (Goal 6) by providing school staff with knowledge of the effects of alcohol and other drug use on student learning and by helping teachers and other school personnel to be responsive to students who are at risk for alcohol and other drug use.

Population Targeting

Teachers, administrators, and other school personnel are the intended recipients of training.

Services

Services include preservice and inservice teacher training. In FY 1991, the Department of Education funded 141 grants at an average cost of \$142,000.

Program Administration

The projects for school personnel are administered by SEAs, LEAs, and IHEs, and are funded for up to 24 months. Awards were made to 33 States, the District of Columbia, Palau, and Puerto Rico.

III. SOURCES OF INFORMATION

1. Project files.

IV. PLANNED STUDIES

The Department of Education is currently conducting a study of the School Personnel Training Grants program. The study is scheduled to be completed in September 1992. The purpose of the study is to provide an evaluation of the grants funded under this program. The study will provide descriptive information of the types of projects funded, describe how the training was put to use, and profile nine promising training projects.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : John Mathews, (202) 401-1599

Program Studies : Kimmon Richards, (202) 401-3630

**DRUG-FREE SCHOOLS AND COMMUNITIES
DEMONSTRATION GRANTS PROGRAM
(CFDA No. 84.184A)**

I. PROGRAM PROFILE

Legislation: Part D (Section 5131) of the Drug-Free Schools and Communities Act of 1986, as amended (20 U.S.C. 3211) (expires September 30, 1993).

Purpose: To provide assistance to institutions of higher education for model demonstration programs coordinated with local elementary and secondary schools for the development and implementation of quality drug and alcohol abuse education and prevention programs.

Funding History

<u>Fiscal Year</u>	<u>Appropriation 1/</u>
1987	\$ 0
1988	0
1989	0
1990	5,000,000
1991	4,986,000

1/ Appropriations in FY 1987, FY 1988, and FY 1989 for this program, formerly a component of the Training and Demonstration Grants program, are included in the amounts shown for these years under CFDA No. 84.207, School Personnel Training Grants program (Chapter 119).

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports safe, drug-free schools (Goal 6) through development of model prevention programs for students in pre- K through grade 12.

Population Targeting

Demonstration programs are designed to serve elementary and secondary school students.

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Services

The primary focus of this program is the development of research-based alcohol and other drug education and prevention programs for grades pre- K through 12. In FY 1991, the Department of Education funded six new grants at an average of \$250,000. Twenty continuation grants were also awarded at an average of \$165,000.

The funded projects include:

- o A demonstration of a model to infuse prevention activities in a district-wide special education program for youth with emotional disabilities (California);
- o A demonstration of a comprehensive approach to alcohol and other drug use prevention for high-risk youth in conjunction with other services to strengthen social and academic skills as well as family relationships (Florida); and
- o A demonstration of two parent-training programs designed to reduce risk factors associated with alcohol and other drug use (State of Washington).

Program Administration

The program is operated as a grant competition. Projects are administered by institutions of higher education and are funded for up to three years. Awards were made to 12 States and the District of Columbia.

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Seledia Shephard, (202) 401-1258

Program Studies : Kimmon Richards, (202) 401-3630

**DRUG-FREE SCHOOLS AND COMMUNITIES
FEDERAL ACTIVITIES GRANTS PROGRAM
(CFDA No. 84.184B)**

I. PROGRAM PROFILE

Legislation: Part D (Section 5132) of the Drug-Free Schools and Communities Act of 1986, as amended (20 U.S.C. 3212) (expires September 30, 1993).

Purpose: To provide assistance to State education agencies, local education agencies, institutions of higher education, and nonprofit organizations to support drug and alcohol abuse education and prevention activities.

Funding History

<u>Fiscal Year</u>	<u>Appropriation 1/</u>
1987	\$4,993,000
1988	4,855,000
1989	6,072,000
1990	3,829,000
1991	6,159,000

1/ These amounts include only the funds the Department used for Federal Activities Discretionary Grants programs. Additional funds were appropriated under Drug-Free Schools National Programs for other Federal activities such as the Drug-Free School Recognition program and the development and dissemination of publications on prevention for parents, schools, and communities.

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports safe, drug-free schools (Goal 6) by helping schools and communities establish community-wide comprehensive prevention programs.

Population Targeting

Grants support projects that serve students through school-based programs and through community-wide efforts.

Services

Services include the development and implementation of comprehensive drug and alcohol abuse education and prevention programs. Activities feature model development, dissemination, technical assistance, and curriculum development. In FY 1991, the Department funded 31 grants at an average cost of about \$200,000.

The funded projects included:

- o A project to implement a comprehensive prevention program for school-aged children in high poverty communities in New York;
- o A project to provide Statewide training for elementary and middle school personnel to assist children of alcoholics in Virginia; and
- o A project in Minnesota to provide prevention services for re-entering dropouts and alternative school students at the junior and senior high-school levels.

Program Administration

The program is operated as a grant competition. Projects are administered by State education agencies, local education agencies, institutions of higher education, and nonprofit organizations. Awards were made to projects in 18 States and the District of Columbia.

Preliminary findings from the study of the Federal Activities Grants program (III.1) indicate that grantees often experienced difficulty in hiring staff and in planning and implementing programs because awards were of insufficient size and duration. In response to these issues, the program office increased the average award from \$160,000 to \$200,000 and the funding period from 18 months to 24 months in FY 1991.

Outcomes

Preliminary findings from the study of the Federal Activities Grants program indicate that very few projects had conducted process or outcomes evaluations. Obstacles to conducting evaluations included lack of resources, lack of personnel with expertise in evaluation, and the failure to plan for evaluation during project development. As part of recent changes in the regulations for this program (published in 1990), increased emphasis has been placed on evaluation in the selection criteria as part of the application review process.

Management Improvement Strategies

The program staff are currently involved in a project to develop a conceptual framework for a management information system on Federal Activities and other discretionary grantees. The system will be designed to capture basic descriptive information from applications and progress reports on types of grantees, services provided, populations targeted, and evaluation activities.

III. SOURCES OF INFORMATION

1. Technical Report: Retrospective Study of Exemplary Federal Activities Grants and Drug-Free School Recognition Programs. (Draft Report) (San Mateo, CA: Aguirre International, July 1991).
2. Program files.

IV. PLANNED STUDIES

A handbook on implementing comprehensive alcohol, tobacco, and other drug prevention programs in schools and communities is expected to be released in early 1993.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Gail Beaumont, (202) 401-1258

Program Studies : Kimmon Richards, (202) 401-3630

CHRISTA McAULIFFE FELLOWSHIP PROGRAM
(CFDA No. 84.190)

I. PROGRAM PROFILE

Legislation: The Higher Education Act of 1965, as amended, Title V, Part D, Subpart 2 (20 U.S.C. 1113-1113e) (expires September 30, 1992).

Purpose: In 1987, the previously unfunded National Talented Teacher Fellowship program was renamed in honor of Christa McAuliffe, the teacher killed in the explosion of the space shuttle Challenger. This program provides annual fellowships to outstanding public and private elementary and secondary school teachers. The fellowships are to be provided in every Congressional district in each of the 50 States, the District of Columbia, Puerto Rico, Guam, the Virgin Islands, American Samoa, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands. However, if the appropriation is insufficient to provide that number of fellowships, the Secretary of Education is authorized to determine an alternative distribution that is geographically equitable. Since its inception in 1987, the program has not been fully funded and the Secretary's alternative distribution has been based on relative numbers of public school teachers. Awards do not exceed the national average public school teacher salary in the most recent year for which satisfactory data are available. A seven-member panel in each State selects fellowship recipients and makes recommendations to the Department of Education for fellowship awards.

Christa McAuliffe Fellows may use awards for projects to improve their knowledge or skills and the education of their students through (1) sabbaticals for study or research, (2) consultation and assistance to other school systems, (3) development of special innovative programs, or (4) model teacher programs and staff development.

Recipients are required to return to a teaching position in their current school system for at least two years following the completion of their fellowships.

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Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$2,000,000
1988	1,915,000
1989	1,892,000
1990	1,932,000
1991	1,954,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

This program addresses all six of the National Goals through the award of fellowships to school teachers for projects to improve their knowledge, and skills and the education of their students. To date, fellowships have supported projects in many disciplines and subject areas, including math and science, civics, language, curriculum development, special education, arts and recreation, and acquisition of computer equipment.

Population Targeting

Public and private elementary and secondary school teachers.

Services

In FY 1992, 66 fellowships were awarded to teachers for a total of 523 awards since 1987. Because applications are developed and selected at the State level, the total number of applicants is unknown.

Fellowships have been awarded for projects in many disciplines. About one-half of all fellowships have been awarded for projects in math and science that include hands-on activities and staff development. About 20 percent of the awards have been made for research sabbaticals, program development, and teacher training. The remaining fellowships focus on language arts and other educational projects. A sample of these projects include:

- o establishing a science resource library;
- o providing staff development training using the AIMS (Activities that Integrate Math and Science) program;
- o developing outdoor or mobile classrooms;

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- o developing curricula (many awards are used for this purpose); and
- o equipment purchases for computer labs.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Janice Williams-Madison, (202) 401-1059

Program Studies : Joanne Bogart, (202) 401-1958

**WOMEN'S EDUCATIONAL EQUITY
(CFDA No. 84.083)**

I. PROGRAM PROFILE

Legislation: The Women's Educational Equity Act (WEEA) (Title IV-A of the Elementary and Secondary Education Act, as amended) (20 U.S.C. 3041-3047) (expires September 30, 1993).

Purpose: To (1) promote educational equity for women and girls at all levels of education, including those who suffer multiple discrimination, bias, or stereotyping based on sex, race, ethnic origin, disability, or age and (2) provide financial assistance to education agencies and institutions in meeting all requirements of Title IX of the Education Amendments of 1972 (relating to nondiscrimination on the basis of sex in federally assisted educational programs).

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1976	\$6,270,000	1986	\$5,740,000
1980	10,000,000	1987	3,500,000
1981	8,125,000	1988	3,351,000
1982	5,760,000	1989	2,949,000
1983	5,760,000	1990	2,098,000
1984	5,760,000	1991	1,995,000
1985	6,000,000		

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Several WEEA-funded projects are designed to increase the interest and participation of women in instructional courses in math, science, and computer science. These projects support National Goal 4, which aims to make U.S. students first in math and science achievement by the year 2000.

Population Targeting

The program awards grants and contracts to public agencies and nonprofit private agencies, institutions, individuals, and organizations--including student and community groups--to operate programs that promote educational equity for women and girls.

Services

WEEA funds support a wide variety of demonstration, developmental, and dissemination projects, including the development and evaluation of educational materials, training programs, and guidance and counseling activities. WEEA projects must have national, Statewide, or general significance and may address all levels of education. WEEA grantees may provide direct services to a target group or may develop educational materials that are distributed upon request through the WEEA Publishing Center.

In FY 1991, 14 grants were awarded. Of these grants, five general grants and five challenge grants (grants for small, innovative projects costing \$40,000 or less) were awarded under the priority for projects to increase the interest and participation of women in instructional courses in mathematics, science, and computer science. The remaining four grants were awarded under the category for other authorized activities.

Many of the projects funded during the past program year focus on activities related to math and science. One of the projects in this area is the "Collegiate Science and Technology Entry Program" administered by Onondaga Community College in Syracuse, New York. This project provides comprehensive support for economically disadvantaged, ethnic minority students who are pursuing careers in the scientific, technical, or health fields.

The "Keepers of the Earth Science Project" administered by Northeastern State University in Tahlequah, Oklahoma, is implementing an innovative environmental science curriculum program to increase the participation of eighth- and ninth-grade Cherokee girls in science instruction courses to prepare and encourage them to consider science-related careers.

The WEEA project of the University of West Florida is a summer program that places 50 minority female seventh-graders in an intensive five-week program which emphasizes integrated math and science computer activities.

Program Administration

The WEEA regulations have been amended to implement changes made by the Hawkins-Stafford Amendments, to include new regulations for projects of local significance, and to effect other revisions based on policy changes and a thorough review of regulations. The changes to the regulations include new priorities to highlight some areas of growing concern to women and girls: participating in mathematics, science, and computer science courses and in careers in which they are underrepresented; expanding opportunities for economically disadvantaged women; and ensuring that women remain in school or, if they drop out, resume their education.

Outcomes

The math, science, and computer science priority is new this year, and it is too early to measure outcomes. Students involved in the University of West Florida in antecedent project will be tracked through their high school career and possibly through college. It is hoped that the project's impact on students' participation in math and science can thus be followed.

In FY 1991, the majority of sales from the WEEA Publishing Center were to teachers and faculty of community and junior colleges, four-year colleges and universities, local education agencies, intermediate agencies including learning centers, and area education agencies. Requests for assistance were responded to from individuals and organizations nationwide representing adult programs, employment centers, girls clubs, career centers, child-care networks, guidance counselors, and K-12 teachers. In addition, there has been increased interest in mentoring and materials in the area of math and science.

III. SOURCES OF INFORMATION

1. Program Files.
2. WEEA Publishing Center: Current Sales Activity (1991), User Surveys.

IV. PLANNED STUDIES

None.

1. 1

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Frank B. Robinson, Jr., (202) 401-1342

Program Studies : Lenore Garcia, (202) 401-3630

**MIGRANT EDUCATION--HIGH SCHOOL EQUIVALENCY PROGRAM (HEP)
AND COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)
(CFDA Nos. 84.141 and 84.149)**

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Section 418A, P.L. 89-329, as amended by P.L. 99-498 (20 U.S.C. 1070d-2) (expires September 30, 1992).

Purpose: The High School Equivalency program (HEP) and the College Assistance Migrant program (CAMP) help students who are engaged, or whose families are engaged, in migratory or seasonal farm work. Grants for both HEP and CAMP are made to institutions of higher education (IHEs) or to other nonprofit private agencies that cooperate with such institutions.

Funding History: 1/

<u>Fiscal Year</u>	<u>Appropriation</u>		<u>Fiscal Year</u>	<u>Appropriation</u>	
	HEP	CAMP		HEP	CAMP
1975	\$5,396,665 <u>2/</u>		1986	6,029,000	\$1,148,000
1980	6,160,000	\$1,173,000	1987	6,300,000	1,200,000
1981	6,095,000	1,208,000	1988	7,276,000	1,340,000
1982	5,851,200	1,160,000	1989	7,410,000	1,482,000
1983	6,300,000	1,200,000	1990	7,858,000	1,720,000
1984	6,300,000	1,950,000 <u>3/</u>	1991	7,807,000	1,952,000
1985	6,300,000	1,200,000			

1/ The Department of Labor began funding HEP and CAMP in 1967, but funding information before 1975 is not available.

2/ This figure represents total funding for both HEP and CAMP in FY 1975.

3/ Includes a \$750,000 supplemental appropriation for CAMP.

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

HEP helps persons 17 years of age or older who are not currently enrolled in school to obtain the equivalent of a secondary school diploma and subsequently to gain employment or to begin postsecondary education or training (Goals 2 and 3). CAMP assists students enrolled in the first undergraduate year at an institution of higher education to complete their program of study for that year (Goal 5).

Performance Indicators

- o 85 percent of students enrolled in HEP between 1980 and 1984 passed the GED. Approximately 81 percent of all HEP participants passed the high school equivalency tests while enrolled in HEP, and the remainder did so at a later time.
- o 70 percent of HEP participants completed the GED during the 1986-87 school year.
- o 92 percent of all CAMP students surveyed completed the first year of college, compared with 77 percent of the freshman class nationally. Fifteen percent of CAMP students between 1980 and 1984 completed a four-year degree program, and 13 percent completed a two-year degree program.
- o 81 percent of CAMP participants in 1986-87 completed their first year of college.
- o Upon completing the HEP program, 29 percent of the 1986-87 participants were enrolled in a postsecondary institution and 18 percent were employed in nonmigratory work.

Population Targeting

According to a longitudinal evaluation of the programs completed in 1985, the two programs have, over the last 20 years, served approximately 45,000 students out of an estimated 1.4 million persons whose migratory employment patterns make it difficult for them to complete high school and college educational objectives. Eighty-three percent of HEP students and 93 percent of CAMP students were Hispanics between the ages of 17 and 20 (III.1).

The HEP program will serve an estimated 3,099 persons, and the CAMP program an estimated 398 persons in school year 1991-92 (III.2).

Services

HEP participants receive developmental instruction and counseling services intended to prepare them (1) to complete the requirements for high school graduation or the general education development (GED) certificate; (2) to pass a standardized test of high school equivalency; and (3) to participate in subsequent postsecondary educational or career activities (III.1).

CAMP programs provide academic and counseling support services, diagnostic and advising services, and financial assistance to first-year college students (III.1).

According to a descriptive review of HEP and CAMP completed in 1989, academic instruction accounted for 57 percent of the average service hours at 12 HEP sites providing services in 1986-87. Instructional support services such as tutoring accounted for 17 percent of the total services provided by HEP projects, job training accounted for 14 percent, counseling services for 7 percent, and cultural or social activities accounted for 5 percent. CAMP projects, on the other hand, emphasize such support services as tutoring and academic and personal counseling rather than direct academic instruction (III.3).

Program Administration

In FY 1991, 23 HEP programs were funded in 17 States, with grants ranging from \$170,919 to \$452,107. Seven CAMP programs were funded in five States, with grants ranging from \$212,768 to \$354,504 (III.2).

The average cost of supporting one HEP participant for the 1990-91 school year was \$2,875; the average cost for one CAMP participant was \$5,123 (III.2).

According to the 1989 descriptive review of 16 HEP projects, there were differences in expenditures per participant at commuter, residential, and mixed residential/commuter projects. Commuter HEP projects spent, on the average, \$2,160 per participant in 1986-87; residential projects spent \$2,287 per participant; and mixed residential/commuter projects spent \$2,797 per participant. The cost per participant was \$2,340 at IHE-operated projects and \$2,308 at HEP projects operated by private, nonprofit agencies (III.3).

Outcomes

According to the longitudinal study of the programs completed in 1985, 85 percent of the students enrolled in HEP programs between 1980 and 1984 have passed the GED.

Approximately 81 percent of all HEP participants passed the high school equivalency test while they were enrolled in the program, and the remainder did so at a later time (III.1).

Ninety-two percent of all CAMP students surveyed completed the first year of college, compared with 77 percent of the freshman class nationally. Fifteen percent of CAMP students from 1980 through 1984 completed a four-year degree program, and 13 percent completed a two-year degree program. About 1 percent of HEP students completed a four-year degree program and 5 percent completed a two-year degree program (III.1).

HEP programs that were directly affiliated with colleges and universities had GED completion rates of 85 percent while programs lacking a direct university affiliation had GED completion rates of 71 percent. Thirteen percent of the participants in college-based programs earned associate or baccalaureate degrees as compared to 5 percent of the participants in programs without a university affiliation. Programs that specified anticipated outcomes in observable and measurable terms had a success rate 20 to 30 percent higher than those that did not (III.1).

According to the descriptive review of HEP and CAMP completed in 1989, 70 percent of HEP participants completed the GED during the 1986-87 school year. Seventy-three percent of participants at IHE-operated projects completed the GED, as compared with 53 percent of participants at private, nonprofit projects. At residential HEP projects, 83 percent of participants received the GED; at commuter HEP projects, 68 percent of participants received the GED; and at mixed residential/commuter HEP projects, 67 percent of participants received the GED (III.3).

Twenty percent of students admitted into a HEP or CAMP program between 1980 and 1984 could not reach stated program objectives because their skill deficiencies were too great for remediation by the programs (III.1).

Upon completing the HEP program, 29 percent of the 1986-87 participants were enrolled at a postsecondary institution and 18 percent were employed in nonmigratory work. Eighty-one percent of CAMP participants in 1986-87 completed their first year of college (III.3).

III. SOURCES OF INFORMATION

1. HEP/CAMP National Evaluation Project, Research Report No. 3: A Comprehensive Analysis of HEP/CAMP Program Participation (Fresno, CA: California State University, October 1985).
2. Program files.

3. Descriptive Review of Data on the High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) (Washington, DC: Pelavin Associates, April 1989).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Francis V. Corrigan, (202) 401-0740

Program Studies : Elizabeth Farquhar, (202) 401-1958

**EDUCATIONAL IMPROVEMENT PARTNERSHIPS--NATIONAL PROGRAMS
ARTS IN EDUCATION
(No CFDA Number)**

I. PROGRAM PROFILE

Legislation: Section 1564 of the Elementary and Secondary Education Act (ESEA) of 1965, (20 U.S.C. 2964 (1988)) (expires September 30, 1993).

Purpose: To establish and conduct programs in which the arts are an integral part of elementary and secondary school curricula.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1976	\$750,000	1986	\$3,157,000
1980	3,500,000	1987	3,337,000
1981	2,025,000	1988	3,315,000
1982	2,025,000	1989	3,458,000
1983	2,025,000	1990	3,851,000
1984	2,125,000	1991	4,392,000
1985	3,157,000		

1/ This program is one of several activities authorized by ESEA, Title 1, Chapter 2, Part B, Section 1561. The maximum amount authorized for Part B is 6 percent of the amount appropriated for Chapter 2. Section 1561 also establishes a minimum level of \$3,500,000 for the Arts in Education program.

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

This program provides access to the arts in support of Goal 3, improving students' academic competency.

Population Targeting

Disabled and nondisabled children and youth, parents, teachers, and school administrators interested in the arts.

Services

The Arts in Education program provides funding to the Very Special Arts (VSA) program (formerly the National Committee on Arts for the Handicapped (NCAH)) to encourage and support quality programs integrating the arts into general education for disabled youth and adults. The program also provides funds to the John F. Kennedy Center for the Performing Arts, which support a variety of activities including: the Alliance for Arts Education, a network of State arts education committees that focus on making the arts an integral part of basic education; the American College Theater Festival; Performances for Young People internship programs; the Arts Centers and Schools program; and other educational services.

For FY 1991, VSA was awarded \$3,294,000 to conduct training and technical assistance related to organizational and public/private partnership development, program development and expansion, training, and information services and public awareness in all 50 States, the District of Columbia, and Puerto Rico. The program is designed to help build a cohesive national network, public and private partnerships, and ongoing arts education programs for persons with disabilities. At the center of the VSA program is the VSA Festival which is intended to enable individuals of all ages to celebrate their artistic accomplishments. In FY 1991, more than 560 such local festivals were held around the country.

For FY 1991, the Kennedy Center received \$1,098,000 to help carry out its educational activities for the year. These funds were primarily used to support the Alliance for Arts Education, the "Imagination Celebration" and the American College Theater Festival.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Carrolyn Andrews, (202) 401-1342

Program Studies : Daphne Hardcastle, (202) 401-1958

**EDUCATIONAL IMPROVEMENT PARTNERSHIPS--NATIONAL PROGRAMS
INEXPENSIVE BOOK DISTRIBUTION**
(No CFDA Number)

I. PROGRAM PROFILE

Legislation: Section 1563 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended (20 U.S.C. 2963) (expires September 30, 1993).

Purpose: To support and promote the establishment of reading motivation programs, including the distribution of inexpensive books to students in order to encourage students to learn to read.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1982	\$5,850,000	1987	\$7,800,000
1983	5,850,000	1988	7,659,000
1984	6,500,000	1989	8,398,000
1985	7,000,000	1990	8,576,000
1986	6,698,000	1991	9,271,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

The Inexpensive Book Distribution program promotes literacy. Serving children from ages 3-18, the program is designed to support young children's readiness to learn in school (Goal 1), contributing to students' competency (Goal 3) and ultimately encouraging adult literacy (Goal 5).

Population Targeting

The program is directed at preschool, elementary, and secondary students. In the National Literacy Act Amendment of 1991, Congress required that selection priority for additional local projects be given to those which serve children with special needs, such as low-income children, children at risk for school failure, children with disabilities, emotionally disturbed children, foster children, homeless children, migrant children, children without access to libraries, institutionalized children, incarcerated children, and children whose parents are institutionalized or incarcerated. Previously, legislation had not required targeting any particular population. The Department is currently considering how to implement this new requirement.

The following table provides the percentages of students served during 1990-91, by age and racial/ethnic categories (III.2).

Distribution of Recipients by Ethnicity and Age

Race/Ethnicity

White	56%
Black	22%
Hispanic	16%
Asian	3%
American Indian	2%
Other	<1%

Age

3-5 year olds	12%
6-11 year olds	72%
12-14 year olds	12%
15-high school	4%

Services

The program, administered through a contract between the U.S. Department of Education and Reading Is Fundamental, Inc. (RIF), provides inexpensive books to students in conjunction with motivational activities to encourage reading, such as a recognition program for student readers. RIF also arranges discounts for distributors to enable nonprofit organizations such as schools and community organizations to purchase books at reduced rates for their local projects.

With FY 1991 funds, 2,939 federally funded local projects are distributing 7.6 million books to 2.4 million children in 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, and Guam. Since 1976, RIF has distributed over 100 million books to local groups through its subcontractor book companies (III.2). (This figure includes books donated to the program, as well as those purchased with program funds.)

Federally funded RIF projects serve 5 percent of the U.S. school-age population. The highest proportions of school-age children served, 68 percent, are in the District of Columbia, where the program originated, followed by Vermont (16 percent), Rhode Island (15 percent), Alaska (13 percent), and New Mexico (10 percent). The lowest proportions (1 percent) of school-age children are served by federally funded projects in Georgia, Nebraska, and Nevada (III.2).

In a 1980 study of 38 local projects out of a total of 1,842, conducted for the Department, nearly 50 percent of the parents of children served reported that their child owned more than 25 books (cited in III.2).

Program Administration

This program is carried out by Reading Is Fundamental, Inc., a non-profit organization, through a contract with the U.S. Department of Education. According to an evaluation begun in fall 1991 for the Department, 57 percent of the federally funded local projects are operated by schools and districts, 23 percent by PTAs and PTOs, and the remainder by service groups (11 percent), library associations (3 percent), and other organizations. The substantial proportion of projects operated by PTAs and PTOs suggests that access may depend on active parental involvement (III.2).

Federal funds pay for 75 percent of the book costs for all federally funded projects, except those serving children of migrant farmworkers, which receive 100 percent Federal funding. With this exception, federally funded projects must raise funds to cover the remaining 25 percent of book cost and 100 percent of any other costs. The other 1,052 local projects are supported entirely by funds from private contributions and local fundraising efforts. Ninety-nine percent of staff operating federally funded projects are unpaid volunteers, which keeps operational costs low (III.2).

Management Improvement Strategies

The evaluation begun in fall 1991 recommends increased emphasis on local projects' developing financial independent from Federal funds, to making funding available for additional projects serving low-income children, at-risk children, and others with special needs, as specified in the Literacy Act Amendment of 1991. This would require additional technical assistance to local projects, additional data collection and analysis, and the establishment of a national system to review and select local projects. The evaluation recommends that the implications of these changes for staffing and computer needs be examined (III.2).

Outcomes

Isolated studies of a limited number of projects have found increases in the amount of time the children served spent reading, the number of books they bought or owned, their positive attitudes toward reading, and the likelihood that they discussed books with other students (cited in III.2). However, comparable national data do not exist. RIF does not currently collect quantitative outcome data but does provide anecdotal testimonials concerning project results.

III. SOURCES OF INFORMATION

1. Funding history from program files.
2. Evaluation of the Inexpensive Book Distribution Program (Washington, DC: Office of Policy and Planning, U.S. Department of Education, expected publication date: 1992).

IV. PLANNED STUDIES

In fall 1991, the U.S. Department of Education began an evaluation of the program to be published in 1992. The purpose of the evaluation is to: (1) evaluate the success of the program and identify factors contributing to that success; (2) assess the adequacy of reporting and monitoring mechanisms for accountability; and (3) recommend strategies for any needed improvements.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Carrolyn N. Andrews, (202) 401-1356

Program Studies : Nancy Loy, (202) 401-1958

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EDUCATIONAL IMPROVEMENT PARTNERSHIPS--NATIONAL PROGRAMS
LAW-RELATED EDUCATION
 (CFDA No. 84.123)

I. PROGRAM PROFILE

Legislation: Section 1565 of the Elementary and Secondary Education Act of 1965, as amended by the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (20 U.S.C. 2965) (expires September 30, 1993).

Purpose: To enable children, youth, and adults to become more informed citizens by providing them with knowledge and skills pertaining to the law, the legal process, the legal system, and the fundamental principles and values on which these are based.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1980	\$1,000,000	1986	\$1,914,000
1981	1,000,000	1987	3,000,000
1982	960,000	1988	3,830,000
1983	1,000,000	1989	3,952,000
1984	1,000,000	1990	4,938,000
1985	2,000,000	1991	5,855,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

The Law-Related Education Program is directly designed to help prepare students for responsible citizenship (Goal 3) through challenging courses that stimulate the ability to reason, solve problems, and apply knowledge. Many projects promote personal responsibility and involve students in community service. In addition, law-related education builds students' commitment to rules and laws, thus promoting a safe, disciplined, and drug-free school environment (Goal 6).

Population Targeting

Local, State, and national projects predominantly serve students in public and private schools from kindergarten through grade 12.

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Services

Law-related education covers a wide range of subjects such as the Bill of Rights and other areas of constitutional law; the role and limits of law in a democratic society; the Federal, State, and local lawmaking process; the role of law in avoiding and resolving conflicts; the administration of the criminal, civil, and juvenile justice systems; and issues of authority, freedom, enforcement, and punishment.

During the 1991-92 school year, priority was given to projects that addressed the role of moral and ethical choices in making and following the law. Projects were also sought to help the public better understand the functions of the different jurisdictions of local, State, and Federal courts. Forty-two law-related education projects were funded in 22 states and the District of Columbia. The FY 1991 grants ranged in size from about \$30,800 to \$484,583 and were made to State and local education agencies, and public and nonprofit organizations. Four projects were nationwide, while 22 were local, and 16 statewide in scope.

Programs aim to reach a variety of audiences. One project, for example, trains assistant principals in major school districts in the curriculum and methods of the "Law in a Free Society: Justice" Program. Another project will train 30 elementary teachers in the principles of authority, justice, responsibility, and privacy. Yet another project is aimed at deaf adults who can serve as liaisons to the deaf community and as advocates for members of their own community who enter the legal system.

Outcomes

The most recent research study on the impact of law-related education was completed in 1984.

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Janice Williams-Madison, (202) 401-1059

Program Studies : Elizabeth Farquhar, (202) 401-1958

**EDUCATIONAL IMPROVEMENT PARTNERSHIPS--NATIONAL PROGRAMS
BLUE RIBBON SCHOOLS**
(No CFDA Number)

I. PROGRAM PROFILE

Legislation: Title I, Chapter 2, Part B, Section 1566 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, (20 U.S.C. 2966) (expires September 30, 1993).

Purpose: To recognize elementary and secondary schools which have established standards of excellence and which have demonstrated high quality.

Funding History 1/

<u>Fiscal Year</u>	<u>Appropriation</u>
1989	\$889,000
1990	494,000
1991	885,000

1. This program is one of several activities authorized by ESEA, Title I, Chapter 2, Part B. The maximum amount authorized for Part B is 6 percent of the amount appropriated for Chapter 2. Section 1566 establishes a maximum level of \$1,500,000 for the Blue Ribbon Schools program.

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

The selection of Blue Ribbon Schools provides recognition at the Federal level for local school efforts in developing high quality programs with high standards of excellence. Highlighting these outstanding programs supports Goals 1,2,3,4, and 6.

Population Targeting

The program is directed at elementary and secondary schools.

Services

The program, first authorized for FY 1989, continues the elementary and secondary school recognition programs, which had been conducted by the Department since FY 1983 under other authority. Elementary and secondary schools are selected in alternate years. Schools are competitively selected and nominated by State departments of education, the Bureau of Indian Affairs, the Department of Defense Dependents Schools, and Council for American Private Education. Nominated schools are reviewed by a panel of experts, which selects schools for on-site examination by other non-Federal experts. Selected schools are invited to Washington, D.C., to a ceremony celebrating their accomplishments.

In FY 1990, 221 elementary schools were selected for recognition from among the 497 nominated. Outstanding geography programs were highlighted. Eight of the 221 schools received special certificates from the National Geographic Society for having comprehensive geography programs. In addition, visual and performing arts was designated as an area for special emphasis, resulting in 17 schools receiving a plaque and letter of commendation from the Chairman of the National Endowment for the Arts.

In FY 1991, 222 secondary schools were selected for recognition from among the 490 nominated. Twenty-five of the Blue Ribbon Schools received special honors for outstanding arts programs from the National Endowment for the Arts. A new special emphasis, history, was identified; six recognized schools received special commendation from the National Endowment for the Humanities.

Program Administration

The selection of Blue Ribbon Schools is assisted by a contract awarded by the U.S. Department of Education.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Jean Narayanan, (202) 219-2138

Program Studies : Barbara Coates, (202) 401-1958

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EDUCATION FOR NATIVE HAWAIIANS
(CFDA Nos. 84.208-84.210)

I. PROGRAM PROFILE

Legislation: The Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, Title IV (20 U.S.C. 4901) (expires September 30, 1993).

Purpose: To authorize and develop supplemental educational programs to benefit Native Hawaiians, provide direction and guidance to appropriate Federal, State, and local agencies to focus resources on the problems of Native Hawaiian education, and supplement and expand existing programs and authorities to further the education of Native Hawaiians. The program consists of five components: (1) Curriculum Development; (2) Family-Based Education Centers; (3) Higher Education Demonstration; (4) Gifted and Talented Demonstration; and (5) Special Education.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1989	\$4,940,000
1990	6,419,000
1991	6,366,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program provides funds for education projects and support services for Native Hawaiians that address all of the six National Goals.

Program Administration

The five components of this program are administered by three separate offices in the Department of Education: the Office of Elementary and Secondary Education, the Office of Special Education and Rehabilitative Services, and the Office of Postsecondary Education.

In FY 1989, a three-year grant, continued in 1990 and 1991 and currently totaling \$1,382,963, was awarded to Kamehameha Schools with subcontracts to the University of Hawaii and the State education agency (SEA) to implement, in appropriate Hawaiian public schools, the model curriculum developed by the Kamehameha Elementary Demonstration

School. Grantee-sponsored activities include comprehensive teacher training, educational support services, and research and development.

In FYs 1989, 1990, and 1991, the Department of Education awarded grants totaling \$4,841,066 to Kamehameha Schools and \$2,784,288 to Aha Punana Leo to develop and operate Family-Based Education Centers. During FY 1990 Kamehameha operated 11 centers that provided parent-infant programs and preschool programs to approximately 1,800 students and 200 parents. Aha Punana Leo operated five centers that provided these services to about 1,000 students and their parents.

A three-year grant, begun in FY 1989 and currently totaling \$2,272,400, was awarded to the University of Hawaii at Hilo to establish a Gifted and Talented Center for demonstration projects to address the special needs of Native Hawaiian elementary and secondary school students who are gifted and talented and to provide support services to their families. In FY 1990, 19 demonstration projects assisted almost 2,000 students and their families.

In FY 1990, two grants totaling \$1,678,000 were awarded to the Kamehameha Schools for a demonstration program to provide fellowships to undergraduate Native Hawaiian students and for a demonstration project to provide fellowships to Native Hawaiian students pursuing graduate degrees, with priority given to students seeking professions in which Native Hawaiians are under-represented.

Services

The family-based centers operated by the Kamehameha Schools and the Punana Leo organization provide educational services to the entire family to ensure the educational readiness of Native Hawaiian children as they enter kindergarten and to eliminate the need for special services at school. Programs offered at the centers are tailored to match the specific needs of the Native Hawaiian language and culture.

The family-based programs require parental involvement to achieve program effectiveness and to reach their goals to increase participation in prenatal care, lower the incidence of birth anomalies, improve academic readiness for kindergartners, reduce the number of children requiring special educational services, reduce stress among parents, and encourage parents to finish high school.

Outcomes

In FY 1991, the Department of Education reviewed the features of the family-based educational programs for Native Hawaiians and examined how they can serve as models for the development of other family-based programs in targeted communities. Preliminary evidence of the programs' success show that participants of the Kamehameha center-based preschools had better vocabulary scores than non-participants, and that the popularity of the

Punana Leo programs is reflected in the long list of students waiting to get in the program (III.2).

The review found that because the programs' developers understand the needs of the families they are serving, they are more effectively planning for resources and activities to fit the needs of the community. For example, the Kamehameha programs are providing practical solutions to specific problems observed among Native Hawaiians. These include identifying at-risk pregnancies and providing health education to improve birth outcomes; identifying developmental delays by using home visitors to monitor the growth and development of infants and toddlers; providing Travelling Preschools that bring appropriate activities to two- and three-year-olds who live in rural communities; and planning curriculum to improve deficiencies in language development and in literacy training (III.2).

The Native Hawaiians tend to utilize and participate more often in the programs and services provided through the family-based centers than in other early childhood programs for children at risk of educational failure. A reason cited for the poor participation is that services are often delivered in a culturally insensitive manner (III.2).

By recruiting local paraprofessionals who are familiar with the values, preferences, and patterns of helping the communities to serve as "culture-brokers," and by conducting classes in the Native Hawaiian language, the Kamehameha and the Punana Leo programs have gained acceptance. The "culture-brokers" ensure that families are comfortable participating in the programs (III.2).

III. SOURCES OF INFORMATION

1. Program files.
2. "Using Family-Based Educational Programs for Native Hawaiians As Models" (A summary paper prepared for the U.S. Department of Education by Westat, Inc., Rockville, MD, May 1991).

IV. FLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Janice Williams-Madison, OESE, (202) 401-0344
 Linda Glidwell, OSERS, (202) 732-1099
 Walter Lewis, OPE, (202) 708-9393

Program Studies : Barbara Coates, (202) 401-1958

1.4.3

**DWIGHT D. EISENHOWER MATHEMATICS AND SCIENCE
EDUCATION STATE GRANT PROGRAM
(CFDA No. 84.164)**

I. PROGRAM PROFILE

Legislation: Title II, Part A of the Hawkins-Stafford Elementary and Secondary Improvement Amendments of 1988 (Dwight D. Eisenhower Mathematics and Science Education Act), P.L. 100-297 (20 U.S.C.A. 2981) (expires September 30, 1993) as amended by P.L. 101-589, superseding the Education for Economic Security Act, Title II, P.L. 98-377.

Purpose: To provide financial assistance to State education agencies for elementary and secondary education (SEAs) and higher education (SAHEs), local education agencies (LEAs), institutions of higher education, Territories, and the Bureau of Indian Affairs to improve the skills of teachers and the quality of instruction in mathematics and science in public and private elementary and secondary schools.

Funding History

<u>Fiscal Year</u>	<u>Appropriation 1/</u>
1984	0
1985	\$90,100,000
1986	39,182,000
1987	72,800,000
1988	108,904,000
1989	128,440,000
1990	126,837,000
1991	202,011,000

1/ The appropriation amounts exclude funds that support Title II National programs (20 U.S.C.A. 2989).

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

The program supports efforts to improve elementary and secondary mathematics and science education, which is the focus of Goal 3 (improve student achievement in critical subjects) and Goal 4 (improve mathematics and science achievement).

Population Targeting

The program supports preservice and inservice training and retraining of teachers and other school personnel and the recruitment of minority teachers, in the fields of mathematics and science. Over 90 percent of all LEAs and approximately 1,500 institutions of higher education have participated in the program (III.1).

Services

A two-year national study of the Education for Economic Security Act (EESA) Title II program was completed in 1990; the final report was issued in February 1991 (III.2). It included a mail survey of 1,600 local districts and 700 higher education projects, and site visits to 28 districts and 21 higher education projects in seven States. The study primarily describes program operations and administration, but also collected available information on the effect of Title II funds on teacher training and math and science education.

Although most of the data apply specifically to the 1988-89 school year (the last year of the EESA Title II program) the general findings of the study also apply to the Eisenhower program. Highlights of the study's findings include:

- o The program was serving large numbers of the nation's teachers. Flow-through funds to districts and higher education grants together supported more than 600,000 professional development experiences ("slots" or opportunities) in 1988-89. Although there may be some duplication in this count, data indicate that at least one-third of all mathematics and science teachers benefited each year from services supported by the program (this includes elementary teachers, all of whom teach mathematics and some of whom teach science).
 - o More than 75 percent of all program funds supported professional development activities for teachers, including inservice training. Other activities included curriculum development, purchase of materials, supplies, and equipment.
 - o Flow-through funds were used by districts primarily to support inservice training, as well as out-of-district professional development. The latter included opportunities for teachers to attend professional conferences in science and mathematics education.
 - o In most States, the allocation to districts amounted to an average of about \$30 per teacher. Typically, districts did not support high-intensity training. The average (median) amount of training that Title II supported for a participating teacher was six hours, but there was a wide range. Fifteen percent of participants received more than 18 hours of training.
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- o Higher education projects typically offered teachers many more hours of training than did district-sponsored activities, averaging 60 hours (median) per participating teacher.

These were frequently summer projects lasting several weeks, often offering graduate-level credit.

Many small LEAs pool their Eisenhower program funds, either by forming consortia or by turning their funds over to intermediate units such as Education Service Centers, which obtain training and other services for them. However, about 10 percent of very small districts do not participate in the program, largely because the amount of funding is too small to warrant a project. Institutions of higher education, which are funded competitively by the State agency for higher education (SAHE), work with one or more LEAs, and may provide services in partnership with businesses, museums, and other community organizations. Five percent of funds apportioned for programs at the LEA level are retained by the SEA to support demonstration and exemplary projects.

Program activities must emphasize science and mathematics instruction. Teacher training projects that involve computer instruction are authorized only in the context of mathematics and science programs, and LEAs can use funds to purchase computer or telecommunications equipment only at schools with at least a 50 percent low-income population, after all other training needs have been met. The program has also focused attention on improving access to instruction in these critical subjects by historically underrepresented and underserved groups, such as women and minorities.

Program Administration

The 1991 study found that the three components of the program (State leadership activities, flow-through funds to districts, and higher education grants) provide services that largely complement and reinforce one another (III.2).

A 1986 study found that generally there was also close cooperation between the State administrators of the Eisenhower program and the Chapter 2 program (III.3). Funds are allocated to LEAs, in accordance with student enrollment counts and poverty criteria, upon the SEA's review and approval of LEA applications that include a description of the activities to be provided and their relationship to the LEAs' assessment of need.

Twenty-five percent of allotted funds go to the SAHE, which makes competitive awards to institutions of higher education to provide services to LEAs. The 1990 study found that grants average about \$31,000 per project, but there is a large variation in grant size. They are typically for one year only. Nearly one-fifth of all institutions of higher education in the Nation have received Title II or Eisenhower grants. On average, only 4 percent of grant funds are used to pay for indirect costs at the host institution, far lower than the indirect costs typically associated with scientific or education grants. More than half of project directors are in mathematics and science departments, rather than in departments or schools of education (III.2).

States-- particularly SEAs-- have been required to assess their teacher training needs and to

develop initiatives in mathematics and science, computer learning, and foreign languages to address these training needs (III.4). (Use of program funds to improve instruction in foreign languages and computers was a permissible activity under the predecessor statute, Title II of the Education for Economic Security Act, but is not allowable under the Eisenhower Act.) A review of the legislatively mandated State needs assessment reports indicates that most States have difficulty defining their most pressing needs and pursuing activities that go much beyond traditional inservice training activities. According to the report, the greatest need for improvement in teacher qualifications appears to be in science teaching at the elementary level and, to a lesser degree, in elementary mathematics teaching, particularly in improving problem solving approaches to instruction. At the secondary level, the major need was for updating content knowledge of teachers in mathematics, science, and foreign languages.

The 1990 study found that the Demonstration and Exemplary projects supported by State education agencies for elementary and secondary education and for higher education are numerous and modest in size. More than 700 were supported in 1988-89, averaging \$17,000 each. These projects are highly varied and are typically designed to address key concerns within each State, such as efforts to educate teachers about new State curriculum frameworks or new high school graduation requirements (III.2).

Management Improvement Strategies

Model reporting instruments developed by the Department in consultation with the Eisenhower State Coordinators were utilized to collect data on the program for the first time in FY 1991. These data are more uniform and, therefore, more useful than those that have been available in previous years. Although use of these instruments is voluntary, more than 85 percent of the States have chosen to use them. These documents continue to be refined for more effective program assessment.

The Eisenhower State Grant Program and the Eisenhower National Program co-sponsor an annual national technical assistance conference in cooperation with the Eisenhower State coordinators and a broad range of Federal agencies and educational organizations.

The 1991 National Study of the program made several recommendations (III.2). Among these are (1) that States and LEAs focus more resources on projects of higher intensity and longer duration, and (2) that dissemination efforts be strengthened in order to provide State and local agencies with maximum information on effective and exemplary uses of funds. The program is exploring ways to comply with these recommendations.

The program has increased efforts to collaborate with national mathematics and science professional organizations as well as other Federal agencies with activities in national science-teacher training in order to maximize available resources and assure that information provided to State administrators represents the best in theory and practice.

III. SOURCES OF INFORMATION

1. Program files.
2. National Study of the EESA Title II Program, 1990.
3. Title II of the Education for Economic Security Act: An Analysis of First-Year Operations (Washington, DC: Policy Studies Associates, Inc., 1986).
4. State Needs Assessments, Title II EESA: A Summary Report (Washington, DC: Decision Resources Corporation, 1987).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Lee Wickline, (202) 401-1062

Program Studies : Joanne Wiggins, (202) 401-1958

MAGNET SCHOOLS ASSISTANCE PROGRAM
(CFDA No. 84.165)

I. PROGRAM PROFILE

Legislation: Title III of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297 (20 U.S.C. 3021-3032) (expires September 30, 1993).

Purposes: To provide financial assistance to eligible local education agencies (LEAs) to support (1) the elimination, reduction, or prevention of minority-group isolation in elementary and secondary schools with substantial proportions of minority students; and (2) courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and marketable vocational skills of students attending these schools.

Grants are awarded to eligible LEAs for use in magnet schools that are part of an approved desegregation plan and are designed to bring together students from different social, economic, ethnic, and racial backgrounds. LEAs may use Magnet Schools Assistance program (MSAP) funds for (1) planning and promoting activities directly related to the expansion, continuation, or enhancement of academic programs and services offered at magnet schools; (2) purchasing books, materials, and equipment (including computers) and paying for the maintenance and operation of such equipment in magnet school programs; and (3) paying the salaries of certified elementary and secondary school teachers in magnet schools.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1984	\$75,000,000
1985	75,000,000
1986	71,760,000
1987	75,000,000
1988	71,805,000
1989	113,620,000
1990	112,201,000
1991	109,975,000 ¹

^{1/} before offsets

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program addresses Goal 1 (readiness to learn in school), Goal 2 (increase in school graduation rate), Goal 3 (competency in subject matter and preparation for citizenship skills), and Goal 4 (achievement in math and science), by providing funds to expand, continue, and enhance academic programs and services in magnet schools.

Population Targeting

LEAs implementing a desegregation plan must be certified as eligible by the Department of Education's Office for Civil Rights.

Services

Programs serve students from kindergarten through grade 12 in a wide range of academic and vocational programs. Program curricula include math and science; classical studies; international business and commerce; broadcast journalism; Arabic, Chinese, Japanese, and Russian languages; computer technology; creative and performing arts; and environmental studies. Some schools integrate English as a Second Language into their program curriculum. In FY 1991, there were 64 awards to LEAs in 20 States. Grants ranged from \$210,018 to \$3,624,209 (III.1).

Program Administration

Grants are awarded competitively to eligible applicants. Applicants not funded in the last fiscal year of the previous funding cycle are given priority in distributing funds in excess of \$75 million. In FY 1991, the first \$75 million covered 40 grants; the remaining \$34.9 million supported 24 awards. Grant awards ranged from \$210,018 to \$3,624,209. Grants may be funded for a second year, provided the grantee is making satisfactory progress towards achieving the purposes of the program.

A 1987 General Accounting Office study of the FY 1985 and FY 1987 MSAP's grant process indicated that qualified reviewers were selected and that the number of grants awarded to various geographical regions was proportional to their submission rate (III.2).

Outcomes

A 1983 study indicated that magnet schools in general can provide high-quality education in urban school districts for average as well as high-ability students. They can also have a positive effect on desegregation at the district level and on integration at the school level (III.3).

A 1987 study on school desegregation efforts concluded that voluntary magnet school desegregation plans increase interracial exposure over the long term and enhance the reputation of the school system, which may be particularly important to systems with a high proportion of minority students (III.4).

A 1989 study reexamining some of the programs included in the 1983 study (III.3) found that magnet school enrollment is increasing and that a smaller proportion of schools select students on the basis of academic criteria (III.5).

III. SOURCES OF INFORMATION

1. Program files.
2. Magnet Schools: Information on the Grant Award Process (Washington, DC: U.S. General Accounting Office, October 1987).
3. Survey of Magnet Schools: Analyzing A Model for Quality Integrated Education, a report prepared for the U.S. Department of Education, Office of Planning, Budget and Evaluation, by James H. Lowry and Associates (Washington, DC: 1983)
4. C. Rossell and R. Clarke, The Carrot or the Stick in School Desegregation Policy?, a report to the National Institute of Education, Grant NIE-G-83-0019 (Boston, MA: March 1987).
5. Rolf K. Blank, "Educational Effects of Magnet High School," draft published by the Wisconsin Center for Education Research, National Center on Effective Secondary Schools (Madison, WI: September 1989).

IV. PLANNED STUDIES

The Department of Education's Planning and Evaluation Service initiated a two-year national study of magnet schools in the fall of 1990. The study will include magnet schools associated with desegregation plans as well as other magnet, alternative, and specialty schools. Particular areas to be investigated include desegregation/resegregation and district-wide impacts.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Janice Williams-Madison, (202) 401-1059

Program Studies : Joanne Wiggins, (202) 401-1958

EDUCATION FOR HOMELESS CHILDREN AND YOUTH
(CFDA No. 84.196)

I. PROGRAM PROFILE

Legislation: Title VII-B of the Stewart B. McKinney Homeless Assistance Act, as amended (42 U.S.C. Sec. 11431 et seq.) (expires September 30, 1993).

Purpose: To provide formula grants to State education agencies (SEAs) to ensure that homeless children and youth have access to a free, appropriate public education. Funds are distributed to SEAs in the same proportions as under Section 1005 of Chapter 1 of Title I of the Elementary and Secondary Education Act, except that no State receives less than \$50,000. Funds are used for establishing an Office of Coordinator of Education of Homeless Children and Youth; preparing and carrying out a State plan; providing direct services to homeless children and youth to enable them to enroll in, attend, and achieve success in schools; developing and implementing programs for school personnel to heighten awareness of homeless problems; and providing grants to support local activities for the benefit of homeless children and youth under Section 723.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$4,600,000
1988	4,787,000
1989	4,834,000
1990	7,404,000
1991	7,313,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

Among the activities undertaken by the State coordinators supported by these grants is the identification and removal of legislative barriers, such as residency requirements, which could prevent homeless children or youth from having access to a free, appropriate public education. Exemplary program activities include developmentally appropriate early childhood programs for preschool-age children (Goals 1, 2, 3, 4, 5).

Population Targeting

The target population is homeless children and youth (including preschool-age children), especially those who may not be receiving a free, appropriate public education.

Services

The program under Section 722 mandates that 50 percent of local expenditures be targeted to instruction on the number and location of homeless children and youth, and the development and carrying out of State plans for their education. Required data gathering by SEAs is primarily directed toward local education agencies (LEAs), service providers, shelter operators, and advocacy groups. Strategies involved in implementing the State plans include reviewing and revising residency requirements that exist as components of compulsory school attendance laws and ensuring that each child or youth has access to a free, appropriate education. Objectives include alleviation of problems related to access and placement of children and youth in schools, and the alleviation of difficulties in identifying the special needs of such children. Under Section 723, States are authorized to make grants to LEAs for the purposes of the program.

Program Administration

Under Section 722, each State, the District of Columbia, Puerto Rico, the Bureau of Indian Affairs, and other territories have received funds, for a total of 56 awards.

Outcomes

A study was completed in FY 1990 to identify and describe 15 particularly promising or innovative education-related activities serving homeless children.

III. SOURCES OF INFORMATION

1. Education and Community Support for Homeless Children and Youth: Profiles of 15 Innovative and Promising Approaches. (Washington, DC: U.S. Department of Education, 1990).
2. Program files.

IV. PLANNED STUDIES

In FY 1991, the Department of Education contracted with the Urban Institute (in consultation with the Departments of Health and Human Services, and Housing and Urban Development) to conduct a study on methods of locating, counting, and identifying homeless children and youth--as required by Section 724(b)(2) of the McKinney Act. The final report of the study was sent to Congress on August 14, 1991. The report found that:

- o A reanalysis of HUD and other available survey data would cost, at a minimum, \$320,000. This option, however, would not yield the valid information in the areas that Congress has requested.

- o A "stand-alone" study to determine the aggregated count of homeless children and youth nationally would cost \$2.06 to \$2.44 million to conduct and only provide national figures.
- o A "stand-alone" study to determine aggregate national data of homeless children and youth in each of the 50 states and in the 30 largest cities would cost \$12.35 million. This would dwarf the \$7 million 1991 budget for P.L. 101-645 programs related to homeless children and youth.

Based on the costs, the Secretary recommended that a further independent study not be pursued.

The report also contains a schedule for obtaining and analyzing the required data no sooner than August 1994, which is more than one year later than the date set in the statute. However, the Congress did not appropriate additional FY 1992 funds for the authorized study.

The Department of Education, in conjunction with the Departments of Housing and Urban Development, Health and Human Services, and Veterans Affairs, is contributing to a current study by the Bureau of the Census to design a Federal survey of homeless persons and their needs.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Mary Jean LeTendre, (202) 401-1682

Program Studies : Joanne Bogart, (202) 401-1958

SCHOOL DROPOUT DEMONSTRATION ASSISTANCE PROGRAM
(CFDA No. 84.201)

I. PROGRAM PROFILE

Legislation: The Elementary and Secondary Act of 1965, as amended, Title VI, Parts A and C (20 U.S.C. 2701)(expires September 30, 1993).

Purpose: To reduce the number of children who do not complete their elementary and secondary education by providing Federal assistance to local education agencies (LEAs), community-based organizations, and educational partnerships.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1988	\$23,935,000
1989	21,736,000
1990	19,945,000
1991	34,064,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The School Dropout Demonstration Assistance Program supports the goal of increasing the high school graduation rate (Goal 2), through funding of dropout prevention and reentry programs.

Population Targeting

The projects are designed to establish and demonstrate (1) effective programs to identify potential student dropouts and prevent them from dropping out; (2) effective programs to identify and encourage children who have already dropped out to reenter school and complete their elementary and secondary education; (3) effective programs for early intervention designed to identify at-risk students at the elementary and early secondary school levels; and (4) model systems for collecting and reporting information to local school officials on the number, ages, and grade levels of children not completing their elementary and secondary education and reasons why they have dropped out of school.

Services

Most of the dropout prevention projects awarded in FY 1991 fall into one of two models: (1) restructuring and reform projects that affect a cluster of schools (a high school and its feeder middle and elementary schools); or (2) targeted programs for at-risk youth, which include such approaches as special programs for at-risk youth in regular schools, "schools within schools," and alternative schools. Grantees in each of these two categories are demonstrating programs that include a set of components specified by the Department of Education and widely believed to be central to effective interventions. These include components directed at improving the curriculum, systematically monitoring student attendance and taking prompt follow-up action as warranted, increasing and improving the quality of family involvement in the student's education, coordinating access to necessary social and support services, and facilitating transitions from elementary to middle schools and from middle to high schools. The restructuring projects are expected to include additional components to enhance autonomy for principals and teachers, foster a positive school climate, promote innovative retention practices, and provide appropriate staff training to meet restructuring goals. The targeted projects are expected to develop and implement accelerated learning strategies as one aspect of their curriculum improvement, and to include counseling and career awareness components.

In addition to the cluster and restructuring projects that included all of the components specified by the Department of Education, grants were awarded to support "field-initiated" projects. These projects share the overall goals of the demonstration, but they were not constrained to conform to either the restructuring or the targeted models.

Program Administration

Sixty-five grants were awarded in FY 1991 for a period of up to four years. Eight grants were awarded under the priority for schoolwide restructuring and reform within school clusters--that is, a high school and its feeder elementary and middle schools. Forty-nine grants were made under the priority for comprehensive programs targeted to at-risk youths, and eight grants were awarded for support field-initiated approaches. By statute, funding was limited to applicants (1) proposing to replicate successful programs conducted in other local education agencies or to expand successful programs within a local education agency; and (2) having a very high number or high percentage of school dropouts. Funds were allotted in four categories: 25 percent to LEAs with a total enrollment of 100,000 or more; 40 percent to LEAs with a total enrollment of at least 20,000 but less than 100,000; 30 percent to LEAs with a total enrollment of less than 20,000; and 5 percent to community-based organizations. In each of the first three categories, up to 50 percent of the funds were available to educational partnerships. The Federal share of grants under this program was a maximum of 90 percent of a project's cost in the first year and 75 percent in following years.

Outcomes

The Office of Policy and Planning is conducting a longitudinal evaluation of dropout prevention projects funded in FY 1989 under the School Dropout Demonstration Assistance Program. These projects were in operation during the 1988-89, 1989-90, and 1990-91 school years. A descriptive survey of program operations during the 1989-90 school year found that although all 89 projects were aimed at helping at-risk students stay in school, they were characterized by considerable diversity (III.2.):

- o Many projects operated through the local school district and offered services within school settings, while others operated independently of the school system and maintained separate facilities.
- o Overall, black and white students were the two racial/ethnic groups most served by the projects. While the median percentage of Hispanic participants across all projects was low, 18 percent of K-8th grade projects, 19 percent of 9th-12th grade projects, and 10 percent of multi-level projects served primarily Hispanic students (50 percent or more).
- o A wide variety of criteria were used in identifying and selecting project participants. Teacher recommendations, poor attendance, and being over age for grade were the most frequently used criteria for projects serving K-8th grade students. For projects serving 9th-12th grade students, discipline problems was the most frequently cited identification criterion, and courses passed/failed and poor attendance were the most commonly cited selection criteria.
- o Overall, a large proportion of the projects were operating at or above maximum capacity. The exception was projects serving 9th-12th graders; 67 percent reported that students declined to participate. This may reflect the fact that older students are required to apply for the program, rather than being enrolled automatically. This finding suggests that projects need to examine why older students might decline to participate or fail to apply for admission to the project.
- o The projects provided a wide range of services. Over 70 percent offered instruction in basic skills. Small group instruction, individualized instruction, and computer-assisted instruction were frequently used and rated of high importance by project directors. Projects serving 9th-12th grade students frequently used alternative settings; 63 percent reported using summer school and alternative classes, 50 percent used evening classes, and 38 percent reported using a "school-within-a-school" and flexible hours.
- o Approximately 80 percent of the projects offered personal and/or family counseling services. Fewer than half of the projects offered health services; 38 percent of projects serving 9th-12th graders offered parenting classes.

- o Across all projects, providing special communications to parents about their child's school progress and involving parents in the school's major disciplinary actions towards their child were the methods most frequently used to encourage parental involvement.
- o A shortage of trained staff was the most frequently mentioned obstacle to operations (21 percent of K-8th grade projects, 19 percent of 9th-12th grade projects, and 30 percent of multilevel projects). Many projects reported that inability to obtain enough skilled staff prevented them from becoming operational as quickly as expected.
- o The majority of students in each grade level were expected to remain in the project during 1990-91, the next school year. Older students were more likely to drop out of their programs or be asked to leave; the vast majority chose to leave rather than being asked to leave. The most frequent known reasons for leaving a program were wanting a job or becoming a parent, but, in fact, in most cases it appears that the reason for leaving was not known or was not recorded.
- o Among students who remained in the program during the 1989-90 school year, absence rates increase with grade level. The median percent absent more than 20 days was 20 percent for re-entry students, 17 percent for students in grades 9-12, 14 percent for those in grades 6-8, and 10 percent for the youngest students (K-5).

An in-depth longitudinal evaluation of 15 projects is also being conducted using a matched comparison group design. The first interim report, to be released in 1992, describes the 1989-90 activities and summarizes preliminary outcomes of the 15 projects (III.3.). The final report, to be released early in 1993, will include analyses of student outcome data and effective strategies in dropout prevention. Of the 15 sites selected, four targeted elementary school students, five targeted middle school students, and six targeted high school students.

- o Although most elementary school projects included some type of academic component, often their more basic aim was to help children adjust to the new experience called "school." Activities to make school fun or to entice very shy or unmotivated children into participation are intermediate goals that might then lead to improved school performance and ultimately to graduation. All of the projects had a strong parent component and this strategy was generally more successfully implemented than in projects targeting middle and high school students.
- o The middle school years are commonly understood to be a crucial time in dropout prevention in that unexcused absences, lack of attention to coursework, and disruptive behavior increase for many future dropouts. Four of the five middle school projects addressed both students' academic and social participation in school. The fifth project provided support services to address drug abuse and family violence problems that interfere with school and may eventually cause students to drop out. All projects emphasize counseling and parent involvement; one project required parents to attend regular parenting classes.

- o The six projects serving high school students differ in important respects from interventions designed for elementary or middle school students. Recognizing that at-risk students are often "turned off" by the traditional organization of high school, the projects aim to improve participants' academic achievement, typically through some form of alternative instructional strategy or organization. Three projects place considerable emphasis on a variety of employment-related services including employability skills and paid work experience.

III. SOURCES OF INFORMATION

1. Program files.
2. Evaluation of Projects Funded by the School Dropout Demonstration Assistance Program, Final Report for 1989-90 Descriptive Survey of All Projects (Palo Alto, CA: American Institutes for Research, 1992).
3. Evaluation of Projects Funded by the School Dropout Demonstration Assistance Program, Final Report for 1989-90 In-Depth Evaluation of 15 Projects (Palo Alto, CA: American Institutes for Research, forthcoming).

IV. PLANNED STUDIES

The Office of Policy and Planning, in cooperation with the Office of Elementary and Secondary Education, is conducting an assessment of the projects funded under this program in FY 1991 and FY 1992 in order to evaluate their effectiveness in high school dropout prevention and reentry. The evaluation will include an annual descriptive survey of all projects and an indepth longitudinal evaluation of selected projects. The first interim report is scheduled for January 1994 with a final report in August 1996.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Janice Williams-Madison, (202) 401-0344

Program Studies : Audrey Pendleton, (202) 401-3630

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**DRUG-FREE SCHOOLS AND COMMUNITIES
COUNSELOR TRAINING GRANTS PROGRAM
(CFDA No. 84.241A)**

I. PROGRAM PROFILE

Legislation: Part C (Sections 5129 and 5130) of the Drug-Free Schools and Communities Act of 1986, as amended (20 U.S.C. 3202, 3203) (expires September 30, 1993).

Purpose: To provide assistance to State education agencies (SEAs), local education agencies (LEAs), and institutions of higher education (IHEs) to support training programs for counselors, social workers, psychologists, or nurses in drug and alcohol abuse education and prevention. A private, nonprofit agency is eligible to apply under this program if it has an agreement with an LEA to provide training in drug abuse counseling to individuals who will provide such counseling in schools.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1991	\$ 3,395,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports safe, drug-free schools (Goal 6) by providing training to counselors, psychologists, social workers, or nurses who provide drug abuse prevention, counseling, or referral services in elementary and secondary schools.

Population Targeting

Counselors, social workers, psychologists, or nurses in elementary and secondary schools are the intended recipients of training.

Services

Fifty-three grants were awarded in FY 1991 at an average cost of \$64,000.

Program Administration

In FY 1990, counselor training was an invitational priority under the School Personnel Training Grants Program (CFDA No. 84-207). This competition was conducted separately for the first time in FY 1991.

Management Improvement Strategies

Department staff are currently involved in developing regulations for this program.

III. SOURCES OF INFORMATION

1. Project files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : John Mathews, (202) 401-1599

Program Studies : Kimmon Richards, (202) 401-3630

**DRUG-FREE SCHOOLS AND COMMUNITIES
EMERGENCY GRANTS PROGRAM
(CFDA No. 84.233A)**

I. PROGRAM PROFILE

Legislation: Section 5136 of the Drug-Free Schools and Communities Act of 1986, as amended (20 U.S.C. 3261) (expires September 30, 1993).

Purpose: To provide assistance to local education agencies (LEAs) that demonstrate significant need for additional assistance for purposes of combating drug and alcohol abuse by students served by such agencies.

Funding History

<u>Fiscal Year</u>	<u>Appropriation 1/</u>
1990	24,688,000
1991	24,331,000

1/ Funds for the Emergency Grants Program in FY 1990 were appropriated and administered through the State and Local Grants Program (CFDA No. 84-186, Chapter 115). Thereafter, funds have been competitively awarded to LEAs.

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

This program supports safe, drug-free schools (Goals 6) by providing additional funds to LEAs that have significant drug and alcohol abuse problems.

Services

In FY 1991, the Department of Education funded 71 grants at an average of \$343,000. Funded projects include:

- o A project to provide comprehensive student assistance services in eight middle schools (Florida);

- o A supplemental program for high-risk children and their parents that focuses on improving students' relationships at home and in school (Idaho); and
- o An early childhood drug abuse prevention program for students in grades K-3 and their parents (Illinois).

Program Administration

As of FY 1991, this program has operated as a grants competition. Projects are funded for up to two years. Awards were made to 12 States and the District of Columbia.

Management Improvement Strategies

Department staff are currently involved in efforts to improve targeting of funds to areas with greatest need.

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Ruth Tringo, (202) 401-1599

Program Studies : Kimmon Richards, (202) 401-3630

OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS

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**BILINGUAL EDUCATION PROGRAMS--
DISCRETIONARY GRANTS TO LOCAL EDUCATION AGENCIES--PART A
(CFDA No. 84.003)**

I. PROGRAM PROFILE

Legislation: The Bilingual Education Act of 1984, P.L. 98-511, as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, Title VII, Part A (20 U.S.C. 3291-3292) (expires September 30, 1993).

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1969	\$7,500,000	1985	\$95,099,000
1970	21,250,000	1986	91,010,000
1975	53,370,000	1987	99,161,000
1980	115,863,000	1988	101,198,000
1981	107,017,000	1989	110,761,000
1982	86,579,000	1990	115,779,000
1983	86,526,000	1991	121,036,000
1984	89,567,000		

Purpose: To assist local education agencies (LEAs) and other eligible grantees in the development and support of instructional programs for students with limited English proficiency (LEP). By statute, Part A programs are to receive at least 60 percent of Bilingual Education Act funds.

Program Components: Discretionary grants are awarded to LEAs and other eligible recipients to develop and conduct the following types of programs:

- o Transitional Bilingual Education. A program designed to provide structured English language instruction and, to the extent necessary to allow a LEP child to achieve competence in English, instruction in the native language, and incorporate the cultural heritage of the child and other children in American society. Such instruction must, to the extent necessary, be in all courses or subjects of study to allow students to meet grade promotion and graduation requirements.
- o Developmental Bilingual Education. A full-time program designed to provide structured English language instruction and instruction in a non English language in order to help students achieve competence both in English and in a second language while mastering subject-matter skills. The instruction must be, to the extent necessary, in all courses or subjects of study to allow a child to meet grade promotion and graduation requirements. Where possible, classes must be composed of approximately equal numbers of students

whose native language is English and LEP students whose native language is the second language of instruction.

- o Special Alternative Instruction. A program designed to provide structured English-language instruction and special instructional services that will allow a LEP child to achieve competence in the English language and to meet grade promotion and graduation standards. These programs are neither transitional nor developmental but have specially designed curricula and are appropriate for the particular linguistic and instructional needs of the children enrolled. Native language instruction is neither required nor prohibited.
- o Academic Excellence. A program designed to facilitate the dissemination of effective bilingual practices of transitional or developmental bilingual education or special alternative instruction projects that have an established record of providing effective, academically excellent instruction and are designed to serve as models of exemplary programs.
- o Family English Literacy. A program of instruction to help LEP adults and out-of-school youth achieve competence in English; the subject matter may be taught either entirely in English or in English and the native language. To the extent feasible, preference for participation is given to parents and immediate family members of students enrolled in other programs assisted under the Bilingual Education Act.
- o Special Populations. Programs of instruction for LEP students in preschool, special education, and gifted and talented programs which are designed to be preparatory or supplementary to programs such as those assisted under the Act.

FY 1991 Grant Awards

<u>Program Type</u>	<u>Number of Proposals Funded</u>	<u>Funding</u>
Transitional Bilingual Education	501	\$77,144,000
Developmental Bilingual Education	25	4,746,000
Special Alternative Instruction	212	23,773,000
Academic Excellence	17	3,076,000
Family English Literacy	39	5,353,000
Special Populations	45	6,944,000
TOTAL	815	\$121,036,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Title VII Bilingual Education Program supports projects which provide LEP students with instructional and support services to enable them to function in school and life (Goals 2, 3, and 5). These may include preschool (Goal 1).

Performance Indicators

- o Title VII serves approximately 14 percent of the 2.1 million students identified by States as limited-English-proficient.
- o A passive learning environment with little student discourse characterized the three bilingual instruction models observed in a recent study, as has been found in other foreign language and ESL classrooms.
- o In the same study, students showed growth at rates as fast or faster than the norming population. Students in the early-exit programs appear to be more successful than in the immersion programs in reading at the kindergarten and first grade levels.

Population Targeting

According to State education agency (SEA) Title VII grantees, there were 2.2 million LEP students in the 1990-91 academic year. An estimated 309,849 students were served in projects funded under Title VII Part A in 1991 (III.1).

A study of student selection procedures found that, when a student speaks some English, different oral language proficiency tests often disagree as to whether the student should be classified as LEP. Classification of such students as LEP depends on what test is used and how high or low a local district or State chooses to set cut-off scores for selection into or exit from the program (III.2).

A study of 54 Family English Literacy Program projects funded from 1985 to 1989 (III.3) found the following:

- o Projects served a greater number of mothers than any other identified group; mothers were five times more likely to participate alone than fathers or both parents.
- o About a third of the projects reported waiting lists for participants, with an average of 55 people waiting to enroll in the projects and a waiting period of four months.
- o 82 percent of participants were born outside the U.S., 49 percent had lived in the U.S. five years or less.

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Services

A six-year study of three bilingual education instructional approaches (the immersion strategy, the early-exit, and late-exit transitional programs) for Spanish-speaking students (III.4) found that:

- o Immersion programs use English almost exclusively (94 to 99 percent); early-exit teachers use English approximately two-thirds of the time in kindergarten and first grade, subsequently increasing its use to approximately three-fourths of the time in grade two, more than three-fourths in grade three and almost all the time in grade four. Late-exit programs use English very little in kindergarten, one-third of the time in first and second grades, about half the time in third grade, about 60 percent of the time in fourth grade and about three-fourths of the time in grade six.
- o Contrary to expectations, the amount of time LEP students remain in immersion strategy, early-exit, and late-exit programs is about the same. In theory, both immersion and early-exit programs call for mainstreaming within two or three years. However, this study found that over two-thirds of the students in the immersion strategy and over three-fourths of the early-exit students are not mainstreamed after four years in their respective bilingual programs.
- o A higher percentage of late-exit students (about one-third) are reclassified from LEP to fully English proficient (FEP) than are students in either immersion strategy (22 percent) or early-exit (19 percent) programs.
- o As in many foreign language and ESL classrooms, a passive learning environment characterizes classrooms across all programs, limiting opportunities to produce and develop language. Students produce language only when directly working with a teacher and then only in response to teacher initiations. Teacher questions are typically low-level requests for simple information recall.
- o While the majority of parents in all three approaches report that they read to their children in Spanish or English, more late-exit and early-exit parents than immersion-strategy parents help with or monitor their children's homework, suggesting a relationship between the use of the native language in instruction, native language literacy in the home, parental involvement in homework, and student achievement.
- o Bilingual teachers vary across the three approaches with respect to their language proficiency and bilingual training. Late-exit teachers are more proficient in the students' native language and have advanced bilingual training. By contrast, immersion and early-exit teachers are not sufficiently proficient in the native language to teach it, and do not have as much advanced training.

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A special study of American Indian students in a sample of 11 public and tribal schools receiving Title VII funds found that the major portion of the overall instruction these students received was in English language arts: approximately 58 percent of the weekly hours received by the second graders and 47 percent of the hours received by fourth graders. About 71 percent of the second

graders received special instruction in English; about 43 percent of the fourth graders received such instruction. Overall, the students received less than two hours a week in the language arts of the Indian language (III.6).

A study of exemplary Special Alternative Instructional programs identified the following common themes in instructional design and practice at nine exemplary sites: alignment of the curriculum with mainstream instruction programs; effective program staffing; peer teaching; native language support; parental involvement; and use of local resources (III.7).

A study of 54 Family English Literacy Program projects found that projects dedicated 50 percent of their time to English literacy instruction. The remainder was dedicated to either native language literacy, parent education and training, parent/child activities, and pre-employment skills (III.3).

An evaluation of the 15 preschool projects of the Special Populations Program (III.8) found the following:

- o The projects represented a diversity in philosophy and practice of bilingual education. Some projects provided instruction predominantly in English, some predominantly in the native language, and others placed equal emphasis on both languages.
- o There was a difference in the degree to which projects were developmentally appropriate for preschool children. Those less appropriate offered predominantly teacher-directed activities and focused on cognitive and language skills. Those more appropriate allowed children to direct their own learning and progress at their own pace; these programs were concerned with the development of the "whole child," rather than only the child's intellectual/language skills.
- o All projects offered services for children above and beyond classroom activities, such as parent training, family counseling, transportation, meals and snacks, health services, and social service referrals.
- o In most projects, the ethnicity of the staff matched that of the children and some, if not all, of the staff spoke the language of the children.

Program Administration

Assistance provided under Title VII should contribute to building the capacity of a grantee to continue or expand services to LEP students after Federal funding is reduced or no longer available. The capacity of local projects to do so, however, is affected by the absence of Title VII funding. Of the 54 Family English Literacy projects studied, 15 projects reported they would continue with school district funding, 9 with State funding, 4 with other Federal funding, 2 with foundation and private funding, and 2 with city funding. The remaining 22 projects would not continue if no other source of funding was found (III.3). Preschool projects that received full

funding from the Special Populations component seemed less likely to be able to continue than those for which Title VII funding was supplementary (III.8).

Outcomes

The six-year study of three instructional approaches referenced above looked at programs for Spanish-speaking students, and found the following (III.3):

- o After four years in their respective programs, immersion and early-exit students demonstrated comparable skills in mathematics, language and reading when tested in English.
- o Among the three late-exit sites, students in the two sites that used the most Spanish posted higher growth in mathematics skills than the site which abruptly shifted into almost all-English instruction.
- o Students in all three bilingual education programs realized growth in English language and reading skills that was as fast or faster than the norming population.

A study of the Family English Literacy Program found that both participants and project directors reported that the most important achievements were improved English proficiency, literacy, and parenting skills, and greater involvement in their children's education (III.7).

An evaluation of the preschool component of the Special Populations Program (III.8) found that:

- o Students in each project were observed to gain some skill in English. Many began the year with no knowledge of English and gained rudimentary skill.
- o On a scale from 1 to 5, with 1 and 2 representing "non-English speaker" and 3 "limited-English speaker," projects' average scores at the end of the year ranged from 1.8 to 3.1. However, because of the questionable validity of assessing students at this young age, interpretation of these test scores may be problematic at best.
- o Kindergarten and first-grade teachers reported project participants to be ahead of children who had not attended preschool in the wide range of cognitive, social/emotional, and motor skills needed by elementary school students.

The above-referenced special study of American Indian students in schools using Title VII funds showed that students scored substantially below the national norm on standardized achievement tests. On a nonverbal aptitude test, however, they scored at about the national norm, indicating that schools are not tapping their potential (III.6).

Management Improvement Strategies

Program Monitoring: Through on-going training meetings for staff, and Management Training Institutes for Title VII State and project directors, OBEMLA has attempted to keep participants

abreast of current research in the field, improved project monitoring activities, and strengthened program administration capabilities.

Program Evaluation: A number of studies in recent years have pointed to challenges in the evaluation of Title VII programs that are faced by OBEMLA. Local project staff have asked the Department to provide more explicit evaluation requirements, eliminate ones deemed excessive, and provide more assistance in meeting those requirements. State and local education personnel have commented on the limited coverage provided by the two Evaluation Assistance Centers, given their current level of staff resources. Finally, there exists wide variability in the completeness and quality of evaluation plans and reports provided by local grantees.

In FY 1991, the program office developed a number of initiatives to improve the receipt, review and use of grantee evaluation reports. OBEMLA:

- o Developed a detailed set of data collection and reporting forms for use by the new developmental bilingual grantees. Based on the results of the first year of implementation by the developmental bilingual grantees, the program office plans to extend the use of these or similar data collection and reporting forms to the other Part A grantees.
- o Established a more effective system for keeping track of its grant files. Many evaluation reports (46 percent) were missing from both OBEMLA and Grants and Contracts Service (GCS) files. Neither OBEMLA nor GCS had a system for logging receipt of required evaluation reports, or for following up on missing reports. Under a new system, all evaluations will be received by OBEMLA, logged in, then sent to GCS.
- o Raised the possibility of discontinuing funding of projects which fail to submit evaluation reports. In at least two cases, the threat of withdrawal of funds was enough to ensure compliance.

III. SOURCES OF INFORMATION

1. Program files.
2. Pelavin, S., et al., Selection Procedures for Identifying Students in Need of Language Services (Washington, DC: Pelavin Associates, Inc., 1988).
3. Gunderson, D., et al., Descriptive Study of the Family English Literacy Program (Reston, VA: Atlantic Resources Corporation, 1991).
4. Ramirez, D., et al., Longitudinal Study of Structured English Immersion Strategy, Early-Exit and Late-Exit Transitional Bilingual Education Programs for Language-Minority Children, Volumes I and II. (San Mateo, CA: Aguirre International, February 1991).
5. Assessing Evaluation Studies: The Case of Bilingual Education Strategies (Washington, DC: National Academy Press, 1992).

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6. Academic Performance of Limited-English-Proficient Indian Elementary Students in Reservation Schools (Arlington, VA: Development Associates, 1988).
7. Tikunoff, W. J., et al., A Descriptive Study of Significant Features of the Exemplary Special Alternative Instructional Program (Los Alamitos, CA: SouthWest Regional Educational Laboratory, 1991).
8. Brush, L., et al., Descriptive Evaluation of the Preschool Special Populations Program (Washington, D.C.: Pelavin Associates, Inc., 1992).

IV. PLANNED STUDIES

See Chapter 202.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations:	Rudy Munis, (202) 732-5703--Transitional Bilingual Education, Special Alternative Instructional Programs, and Developmental Bilingual Education Programs, OBEMLA
	John Ovard, (202) 732-5725--Academic Excellence, Special Populations, and Family English Literacy Programs, OBEMLA
Program Studies :	Carmen Simich-Dudgeon, (202) 732-5072 -- Research and Evaluation, OBEMLA
	David Moguel, (202) 401-1958, Office of Policy and Planning

**BILINGUAL EDUCATION PROGRAMS--DATA COLLECTION,
EVALUATION, AND RESEARCH--PART B**
(CFDA No. 84.194)

I. PROGRAM PROFILE

Legislation: Part B of the Bilingual Education Act of 1988, Title VII of the Elementary and Secondary Education Act, as amended, (20 U.S.C. 3301-3307) (expires September 30, 1993).

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1975	57,830,000	1986	\$9,991,000
1980	20,775,000	1987	10,370,000
1981	18,375,000	1988	9,928,000
1982	18,957,000	1989	10,772,000
1983	16,557,000	1990	10,838,000
1984	13,502,000	1991	11,632,000
1985	10,600,000		

Purposes: To support: (1) the collection of data on the number of limited English proficient (LEP) persons and the educational services available to them; (2) the evaluation of Title VII program operations and effectiveness; (3) research to improve the effectiveness of bilingual education programs; and (4) the collection, analysis, and dissemination of data and information on bilingual education.

Program Components: Contracts and grants are made under Part B to support the following activities:

- o State program grants provide assistance to State education agencies (SEAs) to collect, analyze, and report data on the LEP population and the educational services provided or available to that population. The State grants may also be used to provide technical assistance to, and coordination with, bilingual education projects in the State.
- o Evaluation Assistance Centers (EACs) grants to institutions of higher education (IHEs) provide technical assistance to SEAs or local education agencies (LEAs) in techniques for assessing the educational progress achieved through programs such as those assisted under the Act and for identifying the educational needs and competencies of LEP students.
- o The National Clearinghouse on Bilingual Education collects, analyzes, and disseminates information on bilingual education and related programs.

- o The Bilingual Research and Evaluation program supports a number of studies to examine and improve the operations and effectiveness of bilingual education programs and practices.

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Though this program does not address any goal directly, its purpose would generally support research and evaluation to improve the graduation rate and academic performance (Goals 2 and 3) of limited-English-proficient students.

Activities Supported

In FY 1991, the Department of Education awarded 54 State program grants, as well as grants for two Evaluation Assistance Centers (III.1). Several major research and evaluation studies were completed in FY 1992, and their findings are discussed in Chapter 201. These included studies of the Special Alternative Instructional Program, the Family English Literacy Program, and the Special Populations Program (III.2, 3, and 4). The Innovative Approaches Research Project developed and studied model projects in science education, special education, dropout prevention and literacy. These model projects make use of common approaches, including cooperative learning techniques and culturally relevant instructional techniques (III.5).

A second annual conference on issues of evaluation and measurement took place in October of 1991, with conference proceedings to be printed in 1992. A third annual conference on issues of services to middle- and high-school LEP students was planned for August of 1992. Title VII funds also contributed to the support of the National Education Longitudinal Survey of 1988 (NELS:88), 2nd Follow-Up, conducted by the National Center for Education Statistics, and to the National Longitudinal Study of Chapter 1. Also continuing with Title VII support were a study of LEP data supplied by LEAs, and an analysis of SEA and LEA capacity building.

In October of 1990, the Department of Education requested the National Academy of Sciences (NAS) to review two major, multi-year evaluation studies of bilingual education, the National Longitudinal Study of the Effectiveness of Instruction of LEP Students, and the Longitudinal Study of Structured English Immersion Strategy, Early-Exit and Late-Exit Transitional Bilingual Education Programs for Language-Minority Children. The NAS was asked to review the methodology employed by each study, to assess whether additional analyses of the data would be productive, and to provide the Department with advice on conducting such studies in the future. The panel found the following:

- o Because of the poor articulation of study goals and the lack of fit between the discernible goals and the research design, it is unlikely that additional statistical analyses of these data will yield results central to the policy questions to which these studies were originally addressed.

- o Both the studies suffered from excessive attention to the use of elaborate statistical methods intended to overcome the shortcomings in the research designs.
- o The absence of clear findings in the studies that distinguish among the effects of treatments and programs relating to bilingual education does not warrant conclusions regarding differences in program effects, in any direction. The studies do not license the conclusion that any one type of program is superior to any other or that the programs are equally effective.
- o The main recommendation of the NAS for future efforts is to avoid overly ambitious large-scale studies implemented in broad national populations, and to concentrate instead on smaller-scale comparative studies of different programs as they apply to different communities. The NAS recommended carefully specified designs in which the federal government defines treatments and tests these treatments through randomized assignment.

Several studies were begun in FY 1991. In addition to a nationally representative study of services for LEP students, these included a study of content-based ESL practices, an evaluation of the Academic Excellence Program, and a study to prepare a handbook of exemplary bilingual parent involvement projects.

III. SOURCES OF INFORMATION

1. Program files.
2. Tikunoff, W. J., et al., A Descriptive Study of Significant Features of the Exemplary Special Alternative Instructional Program (Los Alamitos, CA: SouthWest Regional Educational Laboratory, 1991).
3. Gunderson, D., et al., Descriptive Study of the Family English Literacy Program (Reston, VA: Atlantic Resources Corporation, 1991).
4. Brush, L., et al., Descriptive Evaluation of the Preschool Special Populations Program (Washington, D.C.: Pelavin Associates, Inc., 1991).
5. Rivera, C., et al., Innovative Approaches Research Project Draft Performance Report (Arlington, VA: Development Associates, August 1990).
6. Burkheimer, Jr., G.J., et al., National Longitudinal Evaluation of the Effectiveness of Services for Language-Minority Limited English Proficient Students (Research Triangle Park, NC: Research Triangle Institute, 1990).
7. Ramirez, D., et al., Longitudinal Study of Immersion Strategy, Early-Exit and Late-Exit Transitional Bilingual Education Programs for Language-Minority Children, Volumes I and II. (San Mateo, CA: Aguirre International, February 1991).

8. Assessing Evaluation Studies: The Case of Bilingual Education Strategies (Washington, DC: National Academy Press, 1992).

IV. PLANNED STUDIES

Several studies are planned to be awarded or begun in FY 1992. These include a contract to automate and report on grant data through a Special Issues Analysis Center, a synthesis of ED-sponsored research on bilingual education, a descriptive study of instructional practices serving Asian Pacific American students, a conference on a national estimate of the size of the LEP population, and a set of commissioned papers and a conference on teaching and learning issues concerning middle- and high-school LEP students. A review of local Title VII project evaluation practices and uses of evaluation is due to be completed in FY 1993.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Rudy Munis, (202) 732-5703--State Educational Agency
Program, OBEMLA

Program Studies: Carmen Simich-Dudgeon, (202) 732-5706--Research, Evaluation
Assistance Centers, Bilingual Clearinghouse, OBEMLA

David Moguel, (202) 401-1958--Office of Policy and Planning

**BILINGUAL EDUCATION PROGRAMS--TRAINING
AND TECHNICAL ASSISTANCE--PART C**
(CFDA No. 84.195)

I. PROGRAM PROFILE

Legislation: Part C of the Bilingual Education Act of 1988, Title VII of the Elementary and Secondary School Act, as amended, (20 U.S.C. 3321-3325) (expires September 30, 1993).

Funding History:

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1969	\$0	1985	\$33,566,000
1970	0	1986	32,123,000
1975	21,000,000	1987	33,564,000
1980	30,325,000	1988	35,447,000
1981	32,075,000	1989	30,413,000
1982	28,836,000	1990	31,913,000
1983	31,288,000	1991	36,065,000
1984	32,610,000		

Purpose: To develop the human resources necessary to conduct instructional programs for students with limited English proficiency (LEP).

Program Components: Grants and contracts are awarded under Part C to support the following activities:

- o Educational Personnel Training. Provides financial assistance to institutions of higher education (IHEs) to establish, operate, or improve projects to train teachers, administrators, paraprofessionals, parents, and other personnel participating or preparing to participate in programs for LEP students.
- o Fellowships. Provides fellowships at IHEs for postbaccalaureate study in bilingual education including teaching, training, curriculum development, research and evaluation, and administration. Recipients are required to work in an area related to educational programs for LEP persons or to repay their fellowships.
- o Training Development and Improvement Program. Provides financial assistance to IHEs to encourage reform, innovation, and improvement in training programs.
- o Short-Term Training. Provides financial assistance to local education agencies (LEAs), State education agencies (SEAs), for-profit and non-profit organizations, and IHEs, for the operation of short-term training projects to improve the skills of education personnel and parents participating in programs for LEP persons.

- o Multifunctional Resource Centers (MRCs). Contractors provide technical assistance and training to SEA and LEA staff providing programs for LEP students.

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Though this program element does not address any goal directly, its purpose would generally support achievement of the goals which Title VII addresses. Title VII supports projects which provide LEP students with instructional and support services (Goals 2, 3, and 5), preschool services (Goal 1), and gifted and talented projects (Goal 4).

Performance Indicators

- o To date, the Bilingual Fellows Program has assisted in graduating a majority (52 percent) of the graduate students supported by the program.
- o Some 82 percent of all Fellows were engaged or had been employed in work related to the education of limited-English-proficient persons.

Services

In FY 1991, Part C funds were awarded as follows (III.1):

<u>Program</u>	<u>Number of Awards</u>	<u>Funding</u>
Education Personnel Training	105	\$17,592,276
Fellowships	39	3,653,777
Training Development and Improvement	4	365,249
Short-Term Training	34	3,654,229
MRCs	<u>16</u>	<u>10,800,000</u>
TOTAL	198	\$36,065,000

Outcomes

An evaluation of the Bilingual Fellowship program indicates that, for the period 1979 to 1987 (III.2):

- o 52 percent of all Fellows have completed their advanced degrees. The highest rate of degree completion was achieved by holders of master's degrees (83 percent), followed by post-master's (72 percent), and doctoral degrees (46 percent). Doctoral students comprised 1,432 of the total 1,721 Fellows. (Note: nationwide, the average time required to complete a doctoral degree is in excess of eight years.)

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- o Of the remaining Fellows who had not completed their degrees, 312 (38 percent) had withdrawn due to discontinuation of program funding; the cost of further enrollment would have been borne by individual Fellows.
- o More than 90 percent of Fellows who had completed either a doctorate or a post-master's degree, and 79 percent of those who had completed a master's degree, were employed in an authorized bilingual education-related activity.
- o 93 percent of Fellows were in compliance with their contractual obligation to the Fellowship Program, including 2 percent in the process of repaying their fellowships; 4 percent were not in compliance (delinquent or unable to be located), and 3 percent were being asked for more information.
- o No new Fellows were funded during FYs 1988 and 1989; 185 individuals began participation in the Fellowship Program in FY 1990 and 131 began in FY 1991.

The Department has set up an automated tracking system to monitor degree completion rates and post-fellowship employment among post-1987 Fellows. Results from a study based on the new set of data will be available during FY 1992.

An evaluation of the Education Personnel Training Programs found the following (III.3):

- o During 1990-91, Title VII EPTP funds supported 104 separate projects offering programs of study at the baccalaureate level or higher, located at 81 institutions of higher education and 27 States.
- o The most prevalent type of EPTP project offered a master's degree, either alone or in combination with other degree/endorsement projects.
- o Short-term endorsement programs typically requiring only 12 to 18 semester credit hours for completion are seen by some as a cost-effective use of limited resources, more quickly producing a greater number of qualified teachers of LEP students than otherwise possible. Others perceive this type of program as not affording sufficient time or coursework for the preparation of well-qualified bilingual education or ESL teachers. In addition, by concentrating on providing supplemental training to already certified teachers, they fail to address the need for newly qualified teachers.
- o Nearly two-thirds of all projects reported providing programs in both bilingual education and ESL. Bilingual education training generally require courses in bilingual methods and demonstration of proficiency in a non-English language. ESL training usually includes courses on ESL methodology and does not require proficiency in a non-English language.
- o Upon completion of their training, 83 percent of these students planned to take a position in bilingual/ESL education, and 12 percent planned to take a position in education, but not in bilingual/ESL education. Of those planning to take a position in bilingual/ESL education, almost half reported the job would be their first in the area, indicating that Title VII is

helping to increase the number of educators who serve LEP children.

- o Projects spend an average of 62 percent of Title VII grant funds on student aid, including stipends, books, travel expenses, and tuition and fees. An additional average of 25 percent was spent on administrator, staff, and faculty salaries and benefits. The remainder average of 13 percent was distributed across program evaluation, materials and supplies, equipment, travel, and overhead.

Management Improvement Strategies

The Multifunctional Resource Centers (MRCs) are incorporating the National Education Goals into their teacher training and technical assistance functions. The implementation of these goals includes an emphasis on early childhood education and school readiness, increasing stress on math and science education for LEP students, and leadership training for principals and other school officials administering institutions which house Title VII projects.

III. SOURCES OF INFORMATION

1. Program files.
2. Title VII Bilingual Education Fellowship Program Study. (Silver Spring, MD: The MayaTech Corporation, 1991).
3. A National Study of the ESEA Title VII Bilingual Education Personnel Training Program. (Research Triangle Park, NC: Research Triangle Institute, 1992)

IV. PLANNED STUDIES

The Department plans several studies of training and technical assistance methods and practices.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: John Ovard, (202) 732-5725
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EMERGENCY IMMIGRANT EDUCATION PROGRAM
(CFDA No. 84.162)

I. PROGRAM PROFILE

Legislation: The Emergency Immigrant Education Act, Title IV, Part D of the Elementary and Secondary Education Act, as amended, (20 U.S.C. 3121-3130) (expires September 30, 1993).

Purpose: To assist State education agencies (SEAs) and local education agencies (LEAs) in providing supplementary educational services and offsetting costs for immigrant children enrolled in elementary and secondary public and nonpublic schools. The eligible recipients are the States, which then distribute the funds to LEAs within the State according to the number of immigrant children.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1984	\$30,000,000	1988	\$29,969,000 ^{1/}
1985	30,000,000	1989	29,640,000
1986	28,710,000	1990	30,144,000
1987	30,000,000	1991	29,276,619

1. Includes a \$1,247,000 reappropriation to the State of Texas.

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Though this program does not address any goal directly, its purpose would generally support the improvement of the graduation rate and strengthening of the academic performance (Goals 2 and 3) of immigrant students.

Population Targeting

Children eligible for the Emergency Immigrant Education program are defined by the statute as "children who were not born in any State and who have been attending schools in one or more States for less than three complete academic years." An SEA may apply (1) if there are 500 eligible children in any LEA in the State; or (2) if eligible children constitute 3 percent of enrollment in one or more LEAs in the State. The count of eligible children may be taken at any time in the school year; proper documentation of legal immigrant status is not required to establish a child's eligibility for the program (III.1).

In FY 1991, the program served 687,334 immigrant students in 34 States, the District of Columbia, and Puerto Rico (III.1).

In 1986, the Bureau of the Census estimated that 18 percent of the undocumented population counted in the 1980 Census was under 15 years of age; about 21 percent of the undocumented Mexicans were under 15 years of age (III.2). Relevant data from the 1990 Census will not be available until late FY 1992.

Services

The Emergency Immigrant Education program makes grants to SEAs and LEAs to provide supplementary educational services (including, but not limited to, English language instruction, other bilingual educational services, and special materials and supplies); to provide in-service training; and to offset the costs of "additional basic instructional services that are directly attributable to the presence of eligible children" (i.e., supplies, overhead costs, construction costs, acquisition or rental of space) (III.3).

In March of 1991, the General Accounting Office released a comprehensive, nationwide study of the Emergency Immigrant Education Act program (III.4). The study found the following:

- o In 1989-90, about 80 percent of EIEA funds were used to support academic instructional programs. The remaining 20 percent were used for such purposes as student testing and counseling, parental involvement activities, and administrative services.
- o Of the 80 percent used to support instructional programs, 76 percent was spent on salaries and benefits for teachers and/or aides. The remaining funds were used to purchase classroom supplies and materials and in-service training.
- o In 1989-90, while 700,000 immigrant students met EIEA program eligibility criteria, about 85 percent were in the 529 districts receiving EIEA funds. The remaining students were dispersed among an estimated 4,000 districts that had too few eligible immigrant students to qualify for funding or did not apply for funding.
- o With the exception of the Chapter 1 program, less than one-third of the EIEA students participated in other applicable federally funded education programs, including the Transition Program for Refugee Children, Bilingual Education Act (Title VII) programs, Chapter 1 - Migrant Education Program, and the State Legalization Impact Assistance Grants Program. As many as 370,000 (of a total 564,000) EIEA students may have participated in Chapter 1.

Management Improvement Strategies

In 1989, the Department of Education proposed statutory language to add a "supplement, not supplant" provision to the Emergency Immigrant Education program in order to ensure that these funds are used for services needed by immigrant children rather than for basic operating expenses of school districts.

III. SOURCES OF INFORMATION

1. Program files.
2. J.S. Passel, "Immigration to the United States," (text of speech) (Washington, DC: Bureau of the Census, August 1986).
3. Distribution of State-Administered Federal Education Funds: Fourteenth Annual Report, draft (Washington, DC: U.S. Department of Education, 1990).
4. Information on the Emergency Immigrant Education Act Program, A Report to Congress (Washington, DC: U.S. General Accounting Office, 1991).

IV. PLANNED STUDIES

An evaluation of the Emergency Immigrant Education Program will be completed in FY 1992.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Harpreet Sandhu, (202) 732-5708

Program Studies : David Moguel, (202) 401-1958

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OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

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**AID TO STATES FOR EDUCATION OF HANDICAPPED CHILDREN IN
STATE-OPERATED AND STATE-SUPPORTED SCHOOLS
(CHAPTER 1, ESEA)
(CFDA No. 84.009)**

I. PROGRAM PROFILE

Legislation: The Elementary and Secondary Education Act of 1965, Title I, Part D, Subpart 2, as amended (20 U.S.C. 2791-2796) (expires September 30, 1993).

Purpose: To provide Federal assistance to supplement the special education needs of children through age 21 with disabilities, or early intervention needs of infants and toddlers with disabilities in State-operated or State-supported schools and programs, and for children who have been transferred to local education agencies (LEAs) but who continue to be counted under this program.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1966	\$15,917,000	1985	\$150,170,000
1970	37,482,000	1986	143,713,000
1975	87,864,000	1987	150,170,000
1980	45,000,000	1988	151,269,000
1981	156,625,000	1989	148,200,000
1982	146,520,000	1990	146,389,000
1983	146,520,000	1991	148,859,000
1984	146,520,000		

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports school readiness for children ages birth through 5 with disabilities (Goal 1).

Population Targeting

This program provides funds to States and territories based on a child count formula. In the 1989-90 school year, 266,384 children ages birth through 21 were served in State-operated and State-supported schools.

Table 1

Children with Disabilities ages Birth through 21
Served Under Chapter 1 State-Operated Program
(School Year 1989-90)--By Age

<u>Age Range</u>	<u>Number</u>	<u>Percent</u>
0-2	37,319	14.0
3-5	36,098	13.5
6-11	78,208	29.4
12-17	83,958	31.5
18-21	<u>30,801</u>	11.6
Total	266,384	100.0%

Source: III.1.

Table 2

Children with Disabilities Ages 6 through 21
Served Under Chapter 1 State-Operated Program
(School Year 1989-90)--By Disabling Condition

	<u>Number</u>	<u>Percent</u>
Mentally retarded	58,819	30.5
Emotionally disturbed	42,511	22.0
Learning disabled	26,172	13.6
Hard of hearing and deaf	17,161	8.9
Multihandicapped	20,456	10.6
Speech impaired	11,357	5.9
Orthopedically impaired	6,135	3.2
Visually impaired	5,603	2.9
Other health impaired	3,932	2.0
Deaf-blind	<u>821</u>	<u>0.4</u>
Total	192,967	100.0%

Source: III.1.

According to a recent study (III.2), approximately 324,000 students with disabilities were served in separate day and residential facilities (both public and private) in the 1987-1988 school year¹. Of these, 229,000 were served in separate day facilities, and 95,000 in separate residential facilities. Most students attending separate day or residential facilities were ages 6 through 17. While day schools were more likely than residential schools to serve children under age six (25 percent and 8 percent, respectively), residential schools were slightly more likely than day schools to serve youth ages 18 through 21 (23 percent and 16 percent, respectively).

The largest proportion of students served in separate day schools were those with mental retardation (39 percent), while the largest proportion of students served in separate residential facilities were those with emotional disturbance (52 percent). The study further showed that the population of disabled students served in separate facilities varied considerably from the total population of special education students. Thus, students with mental retardation and students with emotional disturbance made up 15 percent and 9 percent, respectively, of the total special education population.

For a few disabling conditions, placement of students served in day and residential facilities varied by severity level. For example, students in residential facilities were more likely to have profound retardation (50 percent) than students in day schools (20 percent). However, both types of facilities served similar proportions of mildly retarded students (12 to 13 percent). Similarly, partially sighted students were more likely to attend separate day schools (28 percent) than separate residential facilities (11 percent). However, functionally blind students were likely to attend either separate day schools (36 percent) or separate residential facilities (39 percent).

Services

The study showed that most students in separate facilities received group instruction in small classes (6 - 11 students). Regardless of disabling condition or facility type, most students also attended on-campus education programs, although some students participated in educational programs offered by another agency

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¹This includes children counted under the Chapter 1 Handicapped Program and the Grants to States Program under the Individuals with Disabilities Act.

during the regular school day. Over 25 percent of students ages 18 to 21 participated in education and training programs away from their facilities.

While students in separate day and residential facilities participated in non-instructional activities (e.g., physical exercise and social activities), the study found that few students had opportunities to participate in these activities with non-disabled peers. In particular, administrators of public day facilities serving students with physical impairments (54 percent) and those serving students with severe-to-profound mental retardation (46 percent) considered this to be a serious problem.

Outcomes

A comparison of findings from the study of separate day and residential facilities (III.2.) with data from an Office of Civil Rights Survey conducted in 1979 showed that the number of students in separate residential facilities decreased by 24 percent, while the number served in separate day facilities increased only 4 percent.

The number of students attending public day schools increased 34 percent, but decreased by almost 7 percent in private day schools. In contrast, enrollments decreased by 40 percent in public residential facilities, but increased by 18 percent in private residential facilities. These differences are attributed to the increased capacity of local communities and school districts to provide programs for students with disabilities.

Separate day schools, which had primarily served mildly or moderately retarded students in 1979, were more likely to serve students with severe-to-profound mental retardation in 1988. Both day and residential facilities were also more likely to serve higher proportions of students with emotional disturbance in 1988 than in 1979. These data support the conclusion that the overall severity of impairment among students served in separate facilities has increased since 1979.

Finally, the study found that educational programs offered by these facilities placed increased emphasis on transition planning, pre-vocational and job-readiness training, and life skills and vocational education programs. These changes are attributed to the movement to deinstitutionalize adult placements as well as to the increase in students with more severe impairments.

Management Improvement Strategies

In the FY 1992 budget request, the Department of Education proposed to discontinue the Chapter 1 Handicapped program by phasing it out through a multi-year transition to serving all children under the Individuals with Disabilities Education Act. The budget request included a gradual decrease in Chapter 1 funds and a corresponding increase in the Grants to States program of the Individuals with Disabilities Education Act. The rationale for this proposal addresses the need for a separate categorical program under ESEA to serve less than 6 percent of all children with disabilities.

III. SOURCES OF INFORMATION

1. Thirteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Act (Washington, DC: U.S. Department of Education, 1991).
2. Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential facilities (Washington, DC: U.S. Department of Education and Mathematica Policy Research, 1990).
3. Special Education: Congressional Action Needed to Improve Chapter 1 Handicapped Program (HRD-89-91) (Washington, DC: U.S. General Accounting Office, May 1989).
4. Survey of Special Purpose Facilities (Washington, DC: U.S. Department of Education, 1979).
5. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Thomas B. Irving, (202) 205-8825

Program Studies . Kimmon Richards, (202) 401-3630

**GRANTS TO STATES PROGRAM FOR DISABLED CHILDREN AND YOUTH
(CFDA No. 84.027)**

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act (IDEA), P.L. 101-476, as amended, Part B, (20 U.S.C. 1411-1420) (no expiration date).

Purpose: The Grants to States program provides formula grants to help States, the District of Columbia, the Secretary of the Interior, and Outlying Areas to meet the costs of providing special education and related services needs of children with disabilities. The express intent of Part B of IDEA is to assure that all children with disabilities have available to them a free, appropriate public education, which includes special education and related services to meet each child's unique needs.

Funding History (Funds are forward-funded)

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1967	\$2,500,000 ^{1/}	1985	\$1,135,145,000
1970	29,190,000	1986	1,163,282,000
1975	100,000,000	1987	1,338,000,000
1980	874,500,000	1988	1,431,737,000
1981	874,500,000	1989	1,475,449,000
1982	931,008,000	1990	1,542,610,000
1983	1,017,900,000	1991	1,854,186,000
1984	1,068,875,000		

^{1/} State grants for planning activities for the education of children with disabilities were authorized under P.L. 89-750, Part F, which amended the Elementary and Secondary Education Act (ESEA) of 1965 (P.L. 89-10) by creating Title VI, Education of Handicapped Children. P.L. 94-142, which became Part B of the Education of the Handicapped Act (now the Individuals with Disabilities Education Act) was passed in 1975.

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Grants to States program provides formula grants to States, the District of Columbia, Puerto Rico and the Outlying Areas to provide special education and related services for all eligible children with disabilities, including programs for preschool children ages three through five that help prepare children for school (Goal 1). The program also provides funds for programs aimed at keeping students with disabilities in school until their education is completed (Goal 2) and elevating student achievement (Goal 3), including mathematics and science achievement (Goal 4).

Performance Indicators

Targeting

- o In the 1989-1990 school year, 4,421,236 children were served under Part B of IDEA, 2.7 percent more than in the previous year.
- o The average annual growth for children ages 3 through 5 since 1986-1987 has been 8.2 percent, compared to 1 percent for ages 6 through 17 and 1.8 percent for ages 18 through 21.
- o The largest number of children with disabilities were classified as having learning disabilities (48.5 percent), followed by speech impairments (22.9 percent), mental retardation (13.3 percent), and serious emotional disturbance (9.0 percent). These four categories account for 93.7 percent of the total number of children ages 6 through 12 served under IDEA and Chapter 1 of ESEA State-Operated Programs (SOP).

Services

- o In the 1988-1989 school year, the overwhelming majority (93.1 percent) of students with disabilities ages 3 through 21 received their educational and related services in regular school buildings with students who were not disabled.
- o In 1988-1989, the total full-time equivalents of special education teachers employed under IDEA and Chapter 1 of ESEA (SOP) to serve all special

education students was 300,502, an increase of 1.2 percent over the figure for 1987-1988 (297,034).

- o For 1988-1989, States and Outlying Areas reported that 27,972 additional teachers were needed to fill vacant positions and replace uncertified staff for children ages 6 through 21.

Outcomes

- o During the 1988-1989 school year, the majority of students with disabilities exiting school graduated with a diploma (44 percent) or a certificate (10 percent). Twenty-seven percent of students exiting school dropped out and the status for 17 percent of exiters was unknown. Approximately 2 percent of exiters reached the maximum age allowed by States for special education services.
- o The National Longitudinal Transition Study reported numerous outcomes for students ages 14 through 21. Highlights include:
 - Many youth with disabilities do not have basic functional mental skills. Parents of only 57 percent of youth rated "high" their children's ability to perform basic tasks such as reading signs and counting change.
 - The average IQ score of survey respondents was 79, with a range from 93 for youth with deafness to 50 for those with deaf/blindness.
 - The percentage of black youth with disabilities was about twice as high as the percentage in the general population.
 - Special schools generally served students who were more severely disabled and economically disadvantaged than regular school students in the selected disability categories. Compared with regular schools, special schools emphasized vocational and life skills training over academics.
 - Students averaged 15 days absent per year, and one-third failed at least one course in their most recent school year. Fewer than half of students who took minimum competency tests passed all of the test, and almost 1 in 10 students who remained in school were at their grade level at the end of the school year.

- High absenteeism was strongly related to a higher probability of course failure. Together, course failure and higher absenteeism were powerful predictors of grade retention. Student characteristics such as age, gender, and ethnicity, also related significantly to various measures of student performance, as did behavioral factors.
- More than half of youth with disabilities who left secondary school in a two-year period did so by graduating (56 percent), and three-fourths of those graduates were reported by their schools to have been awarded regular diplomas. Almost one-third of school leavers with disabilities dropped out of school (32 percent), a significantly higher dropout rate than for the general population of youth.
- Enrollment in occupationally oriented vocational education and receipt of tutoring assistance and personal counseling each were significantly related to a lower probability of dropping out of school.

Administration

- o Funds appropriated under Part B have increased steadily from \$251,700,000 in FY 1977 to \$1,854,186,000 in FY 1991.

Population Targeting

The Grants to States program provides funding for children ages 3 through 21 who need special education and related services because of disabilities. In the 1989-1990 school year, 4,421,236 children were served under Part B of the IDEA (formerly EHA-B), 2.7 percent more than in the previous year. Since the inception of Part B in 1976, the number and percentage (as a function of resident population) of students with disabilities has steadily increased.

In the early years following enactment of Part B, rapid growth in the number of children with disabilities was primarily due to new Federal categories of children with disabilities (e.g., children with specific learning disabilities), and to program development and implementation. Certain factors, however, may decrease the future growth in the number of children served. A number of States have implemented pilot programs and other restructuring efforts to educate students with disabilities in the regular education environment, including pre-referral interventions. Other factors, however, could increase the number of children served.

1991

Ages of Students Served

The number of children ages 3 through 5 served under IDEA, Part B, has continued to grow dramatically since the 1986 Amendments to this program, which changed the Preschool Grants program from an incentive grant program to a program that, beginning in FY 1991, required provision of services to all eligible preschool children with disabilities, ages 3 through 5. Under IDEA, Part B, the average annual growth rate for ages 3 through 5 since 1986-1987 has been 8.2 percent, compared to 1 percent for ages 6 through 17 and 1.8 percent for ages 18 through 21 (see Table 1).

The numbers of students served by individual age years by disability varies greatly. Table 2 shows the number of students served at each age year in school year 1989-90 for the four most prevalent disabilities: learning disabilities, speech or language impairments, mental retardation, and serious emotional disturbance. The number of students with learning disabilities being served increases rapidly from ages 6 through 11 and then decreases gradually until age 16. This pattern suggests that (1) substantial numbers of children with learning disabilities are identified in the elementary school grades, and that few children are newly identified in junior high or high school; (2) the learning problems of some students may be remediated prior to and during adolescence; and (3) some secondary school students with learning disabilities who fully participate in the regular education curriculum may no longer need special education.

The number of students identified as having speech or language impairments, in contrast to the data on students with learning disabilities, is quite high in the early elementary school years (ages 6 through 8) and decreases dramatically from ages 9 through 21. This dramatic decrease might be explained, in part, by the remediation of mild to moderate speech or language impairments of young students. In addition, it may be that some children at ages 6 through 8, identified as having speech or language impairments, are later evaluated as having learning disabilities at age 9 and above.

The numbers of students with mental retardation rise sharply between the ages of 6 and 9, are fairly constant between ages 9 and 17, and fall off sharply between the ages of 18 and 21. This pattern suggests that those who will be identified as having mental retardation tend to be identified by the mid-elementary school years.

The data on students with emotional disturbance indicate that prevalence is highest during the teen years. The number of students with emotional disturbance grows

TABLE 1

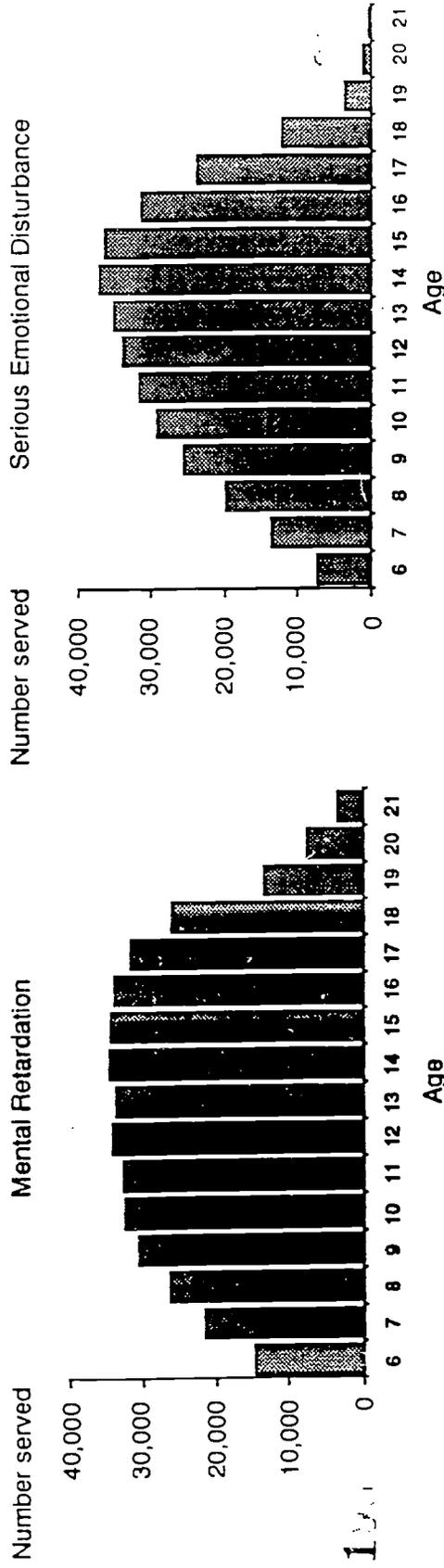
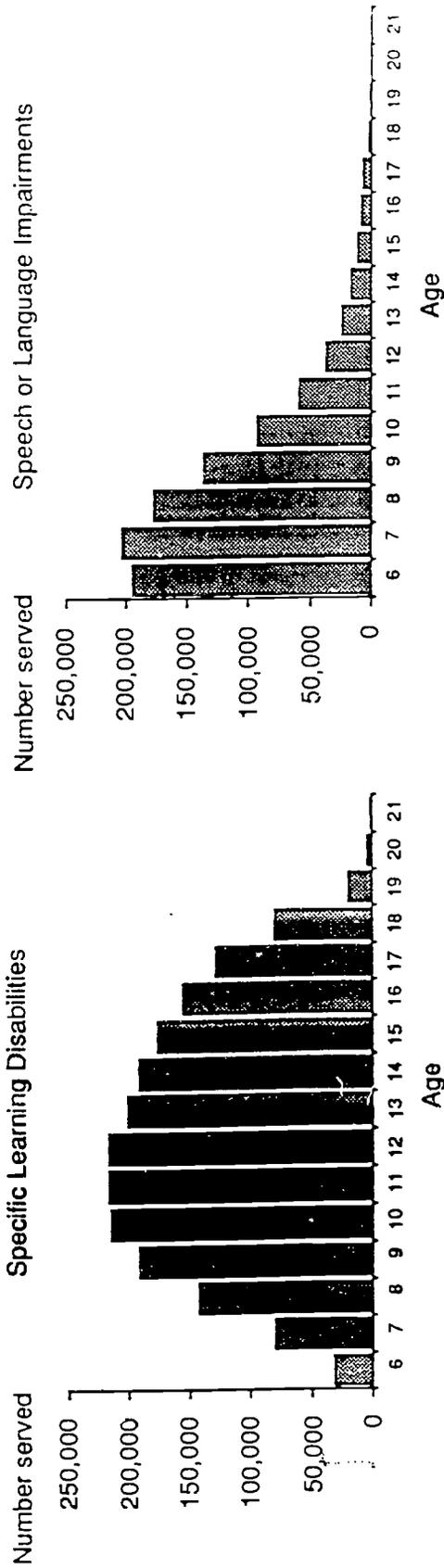
Age Group Data Trends for Students Served Under IDEA, Part B

Age Group	1978-79 Number Served	1986-87 Number Served	1989-90 Number Served	1978-79 to 1989-90 Percent Change	Average Annual Growth Rate Since 1978-79	Average Annual Growth Rate Since 1986-87
3 - 5	214,885	265,814	352,527*	64.1%	5.3%	8.2%
6 - 17	3,376,535	3,708,597	3,862,866	14.4	1.2	1.0
18 - 21	102,173	192,281	205,843	101.5	8.5	1.8

* Thirteen children from Palau are not included in this number.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Number of Students Served Under IDEA, Part B in High Incidence Disabilities at Individual Age Years 1989-90



Source: U.S. Department of Education, Office of Special Education Program Data Analysis System (DANS).



steadily from age 6 to age 14, and then begins to drop dramatically from age 15 to age 21. This significant decrease is due, in part, to the high dropout rate of students with this disability.

Disabilities of Students Served

Table 3 shows the disabilities of students ages 6 through 21 served under Part B of the IDEA and Chapter 1 of ESEA (SOP) in 1989-1990. For students served under both statutes, the largest numbers of children with disabilities were classified as having learning disabilities (48.5 percent) followed by speech impairments (22.9 percent), mental retardation (13.3 percent), and emotional disturbance (9.0 percent). These four categories account for 93.7 percent of the total number of children ages 6 through 21 served under the two programs. Service patterns have changed significantly over the years (see Table 4). The overall picture is that the population of students with learning disabilities served has grown, while the number of students served with speech or language impairments and mental retardation has declined.

The Office of Policy and Planning's Brief "Definitions, Eligibility Criteria, and Services for Learning Disabled and Educationally Disadvantaged Students" (III.2.) states that because of the variability among State and local definitions for learning disabled students, the eligibility criteria, and assessment and placement practices, there is some overlap between the learning disabled and educationally disadvantaged populations. That is, some students currently identified as educationally disadvantaged in one locality or State, might be eligible for services for mild learning disabilities in another location, and conversely. Estimates of the actual size of the population of students with learning disabilities are, therefore, difficult to make with any certainty.

Services

Least Restrictive Environment

In the 1988-1989 school year, the overwhelming majority (93.1 percent) of students ages 3 through 21 with disabilities received their educational and related services in regular school buildings with students without disabilities.

Specifically, 31.3 percent were served in regular classes, 37.3 percent were served in resource rooms, and 24.4 percent were served in separate classes. The remaining students were placed in public/private separate school facilities (5.2 percent),

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TABLE 3

Students Age 6-21 Served Under IDEA, Part B and Chapter 1 of
ESEA (SOP), by Type of Disability: School Year 1989-90

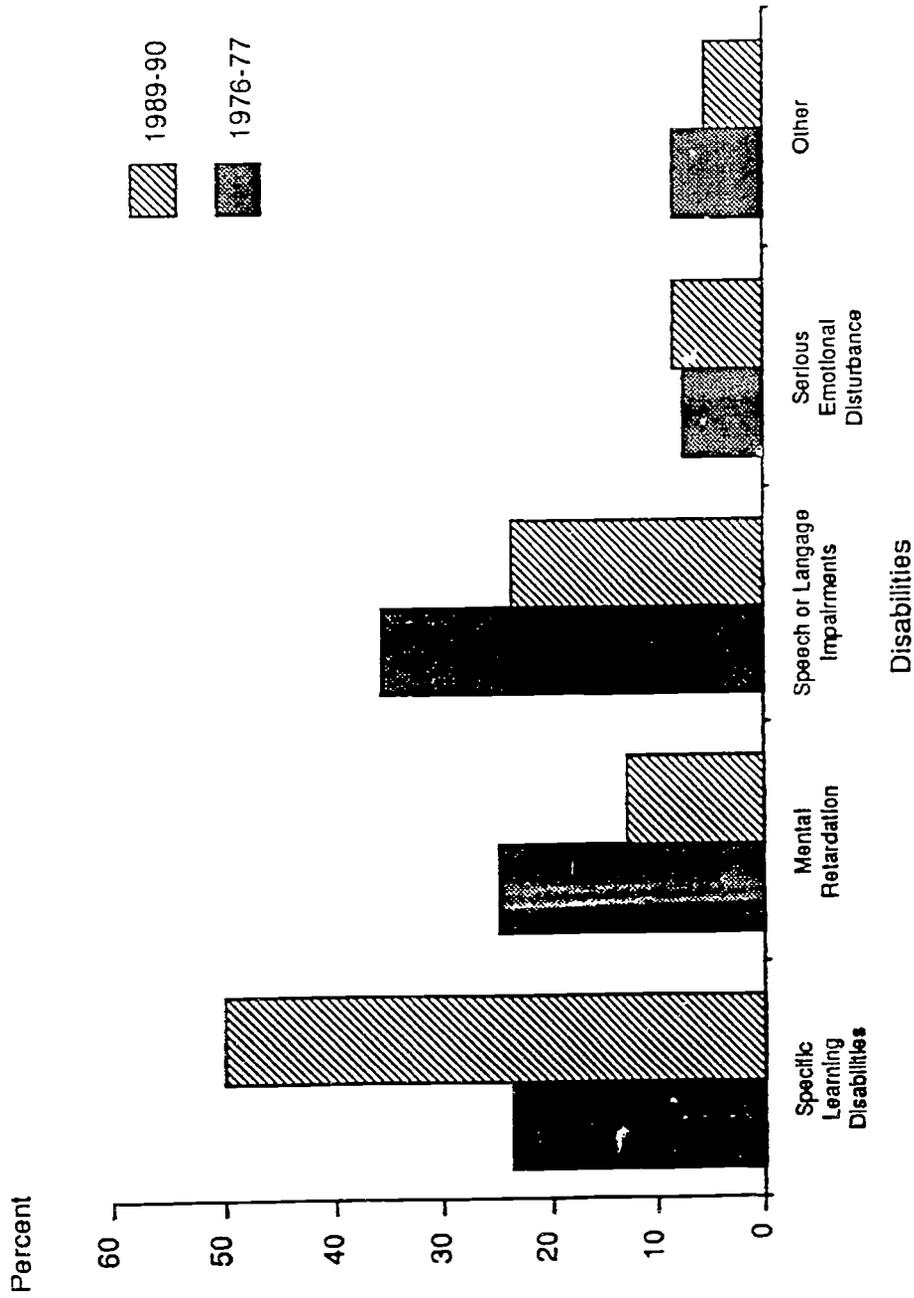
Type of Disability	IDEA, Part B		ESEA (SOP)		Total	
	Number	Percent [#]	Number	Percent [#]	Number	Percent [#]
Specific learning disabilities	2,038,720	50.1	26,172	13.6	2,064,892	48.5
Speech or language impairments	964,829	23.7	11,357	5.9	976,186	22.9
Mental retardation	507,331	12.5	58,819	30.5	566,150	13.3
Serious emotional disturbance	340,059	8.4	42,511	22.0	382,570	9.0
Multiple disabilities	67,500	1.7	20,426	10.6	87,956	2.1
Hearing impairments	41,003	1.0	17,161	8.9	58,164	1.4
Orthopedic impairments	41,864	1.0	6,135	3.2	47,999	1.1
Other health impairments	49,233	1.2	3,932	2.0	53,165	1.2
Visual impairments	17,357	0.4	5,603	2.9	22,960	0.5
Deaf-blindness	813	0.0	821	0.4	1,634	0.0
All conditions	4,068,709	100.0	192,967	100.0	4,261,676	100.0

[#]Percentages are within column.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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TABLE 4
Changes in the Distribution of Specific Disabilities for Children Age 6-21
Served Under IDEA, Part B: 1976-77 and 1989-90



Source: U.S. Department of Education, Office of Special Education Programs,
Data Analysis System (DANS).

public/private residential facilities (0.8 percent), and homebound/hospital settings (0.9 percent) (see Table 5).

When data are compared for the 1987-1988 and 1988-1989 school years, the proportion of regular class placements for students ages 3 through 12 with disabilities rose from 29.7 percent to 31.3 percent. During the same time period, the proportion of resource room placements actually decreased from 38.2 percent to 37.3 percent. Separate class and separate school placements decreased .6 percentage points and .4 percentage points, respectively. Residential facility placements remained the same, and home/hospital placements increased .1 percentage points (see Table 6).

Placement patterns vary significantly by age. In general, preschool (ages 3 through 5) and elementary school (ages 6 through 11) students are more likely to be placed in less restrictive environments than students in older age groups (12 through 17 and 18 through 21) (see Table 7).

Educational placements also vary by disability. This is due to the differing needs of students and the appropriate educational services available (see Table 8).

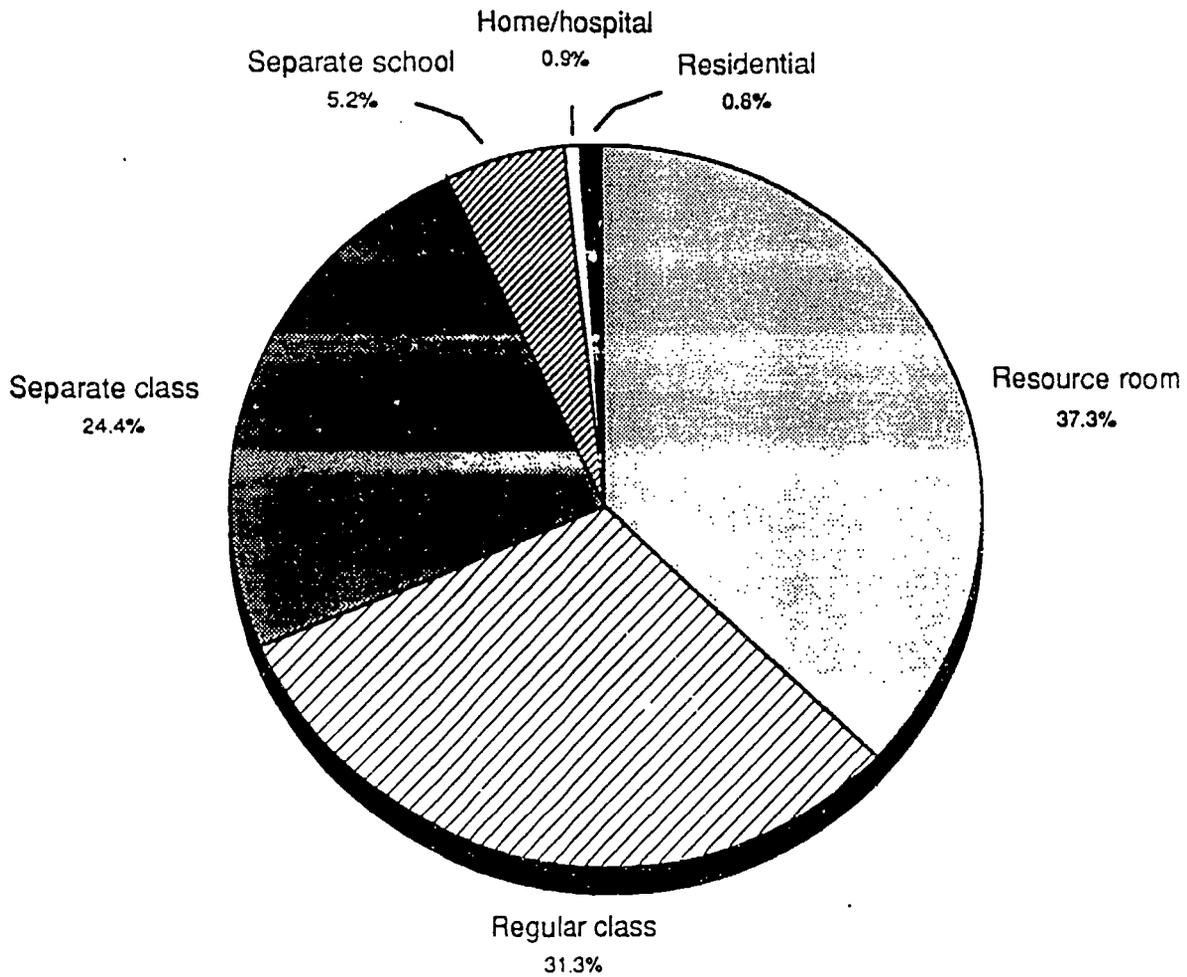
Types of Services

Depending on individual need, children with disabilities receive a variety of special education and related services that are designed to enable them to benefit from their education. Related services include speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities, counseling services, medical services for diagnostic or evaluation purposes, school health services, social work in schools, and parent counseling and training.

Special Education and Related Service Personnel

In school year 1988-1989, the total full-time equivalents of special education teachers employed under IDEA and Chapter 1 of ESEA (SOP) to serve all special education students was 300,503, an increase of 1.2 percent over the figure for 1987-1988 (297,034). During the same time period, the total number of children served increased by 100,250, or 2.2 percent. By contrast, between 1986-1987 and 1987-1988, the total number of teachers employed grew by 838, a 0.3 percent increase.

Percentage of Ail Students with Disabilities Age 3-21 Served in Six Educational Placements



NOTE: Includes data from 50 States, the District of Columbia, and Puerto Rico. Separate school includes both public and private separate school facilities. Residential includes both public and private residential facilities.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

TABLE 6

Number of Students Age 3-21 Served in Six Educational
Environments and Percentage Change in Number Served:
School Years 1987-88 to 1988-89

Environment	1987-88		1988-89		Change in Number Served
	Number	Percent	Number	Percent	
Regular class	1,299,162	29.7	1,406,246	31.3	107,084
Resource room	1,671,177	38.2	1,675,189	37.3	4,012
Separate class	1,093,785	25.0	1,095,493	24.4	1,708
Separate school	245,158	5.6	232,710	5.2	-12,448
Residential facility	34,378	0.8	37,114	0.8	2,736
Home/hospital	35,341	0.8	39,657	0.9	4,316
Total	4,379,001	100.0	4,486,409	100.0	107,408

Note: Includes data from 50 States, the District of Columbia, and Outlying Areas.

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

TABLE 7

Percentage of Students Age 3-5, 6-11, 12-17, and 18-21
Served in Six Educational Environments: School Year 1988-89

Environment	Age Groups			
	3-5	6-11	12-17	18-21
Regular class	42.2%	41.0%	19.3%	14.2%
Resource room	16.1	34.8	45.0	35.0
Separate class	26.3	20.5	28.1	31.5
Separate school	12.9	3.1	5.1	14.6
Residential facility	0.4	0.4	1.2	3.3
Homebound/hospital	2.0	0.3	1.3	1.4

Note: Includes data from 50 States, the District of Columbia, and Outlying Areas.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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TABLE 8

TABLE 1.10

Percentage of Students Age 6-21 Served in Different Educational Environments by Disability Category: School Year 1988-89

Disability Category	Educational Environments						
	Regular Class	Resource Room	Separate Class	Separate School	Residential Facility	Homebound/Hospital	
Specific learning disabilities	19.6%	57.9%	20.9%	1.3%	0.1%	0.1%	
Speech or language impairments	75.9	19.2	3.3	1.4	0.1	0.1	
Mental retardation	5.9	22.4	58.9	11.3	1.2	0.4	
Serious emotional disturbance	14.1	30.0	35.8	13.4	3.8	2.9	
Hearing impairments	26.9	21.0	33.5	8.5	9.8	0.2	
Multiple disabilities	7.0	14.1	46.2	25.9	4.0	2.8	
Orthopedic impairments	29.3	18.6	33.5	11.1	0.7	6.9	
Other health impairments	29.9	20.3	19.6	7.8	0.8	21.6	
Visual impairments	52.0	17.9	21.5	3.4	4.9	0.3	
Deaf-blindness	11.6	5.3	29.9	25.9	26.1	1.2	
All disabilities	30.5	39.0	24.3	4.6	0.9	0.8	

Notes: include data from 50 States, the District of Columbia, and Outlying Areas.

Educational placements for children age 3-5 are not reported by disability.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

In 1988-1989, 255,904 non-teaching staff were employed, an increase of 6.2 percent over the 1987-88 figure of 240,978. From 1986-1987 to 1987-1988, non-teaching staff grew by 8 percent. Paraprofessionals, or teacher's aides, composed more than half the percentage of total staff employed (56.6 percent or 144,907).

For 1988-1989, States and Outlying Areas reported that 27,977 additional teachers were needed to fill vacant positions and replace uncertified staff for children ages 6 through 21. States reported that the greatest unmet demand was for teachers serving children in cross-categorical classes, with 7,714 teachers needed.

Outcomes

School Exiting Patterns

To understand the size and nature of the exiting population of secondary school special education students, the Office of Special Education Programs (OSEP) began collecting data on these students from the States five years ago. These data are an important source of information on the number of youth ages 14 and older who are no longer receiving special or regular education services. States report these data according to the exiting student's disabling condition, age, and type of exit: graduation with a diploma; graduation through certification; reached the maximum age for which services are provided in the State; dropped out; or other reason (death, or no longer receiving special education services but reason for exit unknown). The categories for basis of exit are mutually exclusive. Some caution should be exercised in interpreting exiting data since some differences may be attributable to State-to-State or year-to-year variations in graduation practices and reporting. For example, some States award only certificates. Others award only diplomas. The majority of States award some of each.

During the 1988-1989 school year, the majority of students with disabilities exiting school graduated with a diploma (44 percent) or a certificate (10 percent). Twenty-seven percent of students exiting school dropped out and the status for 17 percent of exiters was unknown. Approximately 2 percent of exiters reached the maximum age allowed by States for special education services.

Current Efforts to Measure Outcomes

While the State-reported data provide basic indicators of service provision, they do not assess, with the exception of the exiting data, the outcomes of the provision of

special education to children with disabilities. The Center for Outcome Assessment for Children and Youth with Disabilities is an OSEP-sponsored project that will develop a set of indicators (both in-school and post-school outcomes) to measure the success of educational programs for students with disabilities. These indicators may include academic achievement, self-esteem, psychosocial development, employment, and independent living. While many States have made concerted efforts to obtain such outcome data, these efforts are not based on similar conceptual frameworks that define a comprehensive system of outcome indicators. The Center for Outcome Assessment will develop a comprehensive indicator system to enhance the comparability, interpretability, and use of outcome data.

Program Administration

Distribution of Funds

The IDEA, Part B State Grant Program distributes funds each year to the States according to the total number of eligible students with disabilities that each State reports is receiving special education and related services. State education agencies (SEAs) conduct an annual child count on December 1 of the previous fiscal year, aggregate these data, and submit them to the OSEP. Funds appropriated under Part B have increased steadily from \$251,700,000 in FY 1977 to \$1,854,186,000 in FY 1991. In the same period, the average per-child amount of Federal funding has increased from \$72 to \$350. The average per-pupil expenditure for excess costs of special education and related services rose from \$2,788 in 1982-1983 to \$3,917 in 1986-1987, an increase of 40 percent.

At least 75 percent of the funds the State receives under Part B must be distributed to local education agencies (LEAs) and intermediate education units (IEUs) to assist in the education of students with disabilities (20 U.S.C. 1411(c)(1)(B)). The LEAs and IEUs are required to assure that these funds do not supplant State and local expenditures but do supplement and increase the level of funds expended for special education and related services. SEAs are allowed to set aside up to 25 percent of the grant award for use by the State. States may use up to 5 percent of this set-aside, or \$350,000, whichever is greater, for administrative costs. States may use the remaining 20 percent of the Part B award for direct and support services for children with disabilities and for the administrative costs of monetary and compliance investigations, to the extent that such expenditures exceed the costs of administration incurred during FY 1985.

TABLE 9

IDEA, Part B State Grant Program Funding,
Fiscal Years 1977-90

Fiscal Year	IDEA, Part B State Grants	Per-Child Federal Share
1977	\$ 251,769,927	\$ 72
1978	566,030,000	159
1979	804,000,000	217
1980	874,500,000	230
1981	874,500,000	222
1982	931,008,000	233
1983	1,017,900,000	251
1984	1,068,875,000	261
1985	1,135,145,000	275
1986	1,163,282,000	282
1987	1,338,000,000	321
1988	1,431,737,000	338
1989	1,475,449,000	340
1990	1,542,610,000	350

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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III. SOURCES OF INFORMATION

1. Thirteenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1991).
2. "Issue Brief: Definitions, Eligibility Criteria and Services for Learning Disabled and Educationally Disadvantaged Students" (Washington, DC: Office of Policy and Planning, U.S. Department of Education, 1991).
3. Program files.
4. Findings from the Department of Education's National Longitudinal Transition Study: SRI International, Menlo Park, California.

IV. PLANNED STUDIES

During FY 1992, SRI International will be analyzing data from the second wave of data collection of the National Longitudinal Transition Study (NLTS). The data will provide further information on the in-school and out-of-school outcomes of special education students as they make the transition from high school to independent living, further education, and work.

The Center for Outcome Assessment at the University of Minnesota will continue to identify appropriate outcome indicators for children and youth with disabilities, and work toward developing an indicators system.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Thomas B. Irvin, (202) 205-8825

Program Studies : Susan Thompson-Hoffman, (202) 401-3630

PRESCHOOL GRANTS FOR CHILDREN WITH DISABILITIES
(CFDA No. 84.173)

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act (IDEA), P.L. 101-476, as amended, Part B, Section 619 (20 U.S.C. 1419) (No expiration date.)

Purpose: This formula grant program, beginning in FY 1991, requires the provision of services to all preschool children, ages 3 through 5, with disabilities.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1977	\$12,500,000	1986	\$28,710,000
1980	25,000,000	1987	180,000,000
1981	25,000,000	1988	201,054,000
1982	24,000,000	1989	247,000,000
1983	25,000,000	1990	251,510,000
1984	26,330,000	1991	292,766,000
1985	29,000,000		

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Preschool Grants program supports Goal 1 of the national goals, as its central objective is to identify and provide special education and related services to children with disabilities between the ages of 3 and 5 to help prepare them for elementary school.

Population Targeting

In the 1990-1991 school year, 367,428 children with disabilities ages 3 through 5 were counted as the basis for Preschool Grants program funds.

By FY 1991, States had to serve all children in this age range or lose eligibility for funding under this program, funding for the same age range under the IDEA Grants to States program and the Chapter 1 Handicapped program, and funding for certain discretionary grants under the IDEA pertaining solely to children ages 3 through 5.

Services

The services provided by States under the Preschool Grants program are special education and related services authorized under Part B of the IDEA needed by preschool children with disabilities.

Program Administration

The program awards formula grants to States, the District of Columbia, Puerto Rico, and five Outlying Areas on the basis of their proportionate share of the total number of children ages 3 through 5 who are counted for Grants to States allocations on December 1 of the fiscal year for which funds have been appropriated. For FY 1991, the statute limited the share of each child served to a maximum of \$1,000. Each child can be counted twice, once for allocations under the Grants to States program and once for the Preschool Grants program.

The State education agency administers the Preschool Grants program. States are permitted to set aside up to 20 percent for State activities plus up to 5 percent for administration of the grant. The remaining funds are used for subgrants to local education agencies and intermediate education units, based on their proportionate share of the number of children served.

States are permitted to use up to 20 percent of their set-aside funds to develop a statewide comprehensive service delivery system for children ages birth through 5. These activities include personnel development, establishing interagency agreements, and designing approaches to meet unique service delivery needs. States also may use funds from the 20 percent set-aside for direct and support services to children with disabilities ages 3 through 5. Children must be 3 years old on December 1 in order to be counted under Part B.

III. SOURCES OF INFORMATION

1. Thirteenth Annual Report to Congress on the Implementation of Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1991).
2. Program files.

IV. PLANNED STUDIES

- o Early Intervention Effectiveness Institute: the goal of this Institute is to determine the long-term effects and costs of early intervention with children with disabilities.
- o Early Childhood Research Institute-Substance Abuse: this Institute, funded through a cooperative agreement, will be operated by a consortium of the Juniper Garden's Children Project (JGCP) of the University of Kansas (JGCP will serve as the primary site for the Institute), the Institute on Community Integration at the University of Minnesota, and the University of South Dakota's University Affiliated Program. Five research projects will be developed to address the Institute's objectives. The studies are conceptually integrated, and each informs and provides direction for the studies that follow. The five studies are: (1) Longitudinal Study of Children Prenatally Exposed to Drugs; (2) Longitudinal Study of Children Prenatally Exposed to Alcohol; (3) Development and Validation of New and Adapted Interventions to Meet the Unique Needs of Children Who Were Prenatally Exposed to Drugs and Alcohol; (4) Coordination and Continuity of Services and Care; and (5) Dissemination-Translating Interventions and Increasing the Integrity of Interventions Provided in Diverse Settings.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : James Hamilton, (202) 205-9084

Program Studies : Susan Thompson-Hoffman. (202) 401-3630

**HANDICAPPED REGIONAL RESOURCES AND FEDERAL CENTERS
PROGRAM
(CFDA No. 84.028)**

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act (IDEA), as amended, Part C, Section 621, P.L. 101-476, (20 U.S.C. 1421) (expires September 30, 1994).

Purpose: To establish and operate regional resource centers (RRCs) to provide consultation, technical assistance, and training to State education agencies (SEAs) and through such agencies, to local education agencies (LEAs) and other appropriate public agencies providing special education, related services, and early intervention services; and to establish and operate a national coordinating technical assistance center focusing on national priorities.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1969	\$ 5,000,000	1985	6,000,000
1970	3,000,000	1986	6,029,000
1975	7,087,000	1987	6,700,000
1980	9,750,000	1988	6,415,000
1981	2,950,000	1989	6,338,000
1982	2,880,000	1990	6,510,000
1983	2,880,000	1991	6,620,000
1984	5,700,000		

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Regional Resources and Federal Centers program promotes Goal 1 of the national goals by providing assistance to agencies responsible for implementing early intervention programs.

Population Targeting

This program is targeted to SEAs, to strengthen and enhance their ability to serve infants, children, and youth with disabilities.

Services

The Regional Resources and Federal Centers program assists State education agencies (and through SEAs, other agencies) to build their capacity to improve programs for children with disabilities. An operating assumption behind this program is that if State policies and programs are improved, better services to children with disabilities will result.

RRCs provide assistance in areas such as policies and practices regarding child-find systems, procedurally sound evaluation models, due process provisions, comprehensive systems of personnel development, professional networks, and dissemination systems.

The Centers produce and disseminate products within their region that should impact upon the State agencies they will serve. These products are designed to improve services to children with disabilities, address legislative mandates, help reduce duplication of services, fill gaps in services, enhance the sharing of information among cooperating service providers, and maintain continuity in services and pool resources during a time when such resources are becoming more limited. Each Center serves 7 to 14 States and Territories. The Centers are addressing new and emerging issues, such as (1) meeting the needs of a diverse groups of students with disabilities, including but not limited to, minority and medically fragile children, (2) the retention and recruitment of special education personnel, and (3) improving the outcomes for students with disabilities as they make the transition from school to the work place.

The Federal Regional Resource Center assists the RRCs in the delivery of technical assistance addressing national priorities in special education and related services. This Center also ensures the coordination of activities and services with other RRCs and other Department projects, and is responsible for providing assistance to the Office of Special Education Programs in the provision of technical assistance across regions.

Program Administration

There are six Regional Resources Centers, one for each region of the country. These centers are administered through cooperative agreements. The Centers are located in the following universities: University of Oregon, Eugene, OR; University of Kentucky Research Foundation, Lexington, KY; Utah State University, Logan, UT; Florida Atlantic University, Boca Raton, FL; Trinity College of Vermont, Burlington, VT; and Ohio State University Research Foundation, Columbus, OH. The Federal coordinating center is funded through a contract with the University of Kentucky Research Foundation in Lexington, KY.

III. SOURCES OF INFORMATION

1. Thirteenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1991).
2. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Nancy Safer (202) 205-8109

Program Studies : Susan Thompson-Hoffman, (202) 401-3630

SERVICES FOR CHILDREN WITH DEAF-BLINDNESS
(CFDA No. 84.025)

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act (IDEA), P.L. 101-476, Part C, Section 622 (20 U.S.C. 1422) (expires September 30, 1994).

Purpose: The purpose of the Services for Children with Deaf-Blindness program is to help State education agencies, local education agencies, and early intervention agencies assure special education, related services, and early intervention services to children with deaf-blindness, to facilitate the transition from educational to other services, and to support related research, demonstration, dissemination, and other projects.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1969	\$1,000,000	1985	\$15,000,000
1970	4,000,000	1986	14,355,000
1975	12,000,000	1987	15,000,000
1980	16,000,000	1988	14,361,000
1981	16,000,000	1989	14,189,000
1982	15,360,000	1990	14,555,000
1983	15,360,000	1991	12,849,000
1984	15,000,000		

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

This program addresses Goals 1 and 3, by helping assure that children with deaf-blindness are ready for school and are afforded opportunities to develop their educational and citizenship skills.

Population Targeting

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Eligible recipients are public and nonprofit private agencies, institutions, and organizations, including Indian tribes, the Bureau of Indian Affairs of the

Department of Interior (if acting on behalf of schools operated by the Bureau for children and students on Indian reservations), and tribally controlled schools funded by the Department of Interior.

In FY 1991, grants for programs providing technical assistance relative to transitional services were extended to include agencies preparing adolescents for adult placements or preparing to receive young adults with deaf-blindness into adult living and working environments. Also, activities addressing the early intervention needs of infants and toddlers with deaf-blindness were authorized by the 1991 amendments to IDEA.

Services

This program supported 48 State and multi-State projects, 2 technical assistance projects, and 32 demonstration and other awards. There are three primary ways in which funds are used in the program:

- o Cooperative agreements with single and multi-State projects to assist State education agencies, local education agencies, and designated lead agencies under the Early Intervention Program for Infants and Toddlers with Disabilities in providing early intervention, special education, and related services to infants, toddlers, children, and youth with deaf-blindness.
- o Cooperative agreements providing technical assistance to State and multi-State projects and technical assistance to agencies and organizations regarding transitional services. These awards are directed primarily at capacity building.
- o Research and demonstration grants supporting activities in a wide variety of areas including validation and utilization of exemplary practices and the development of innovative interventions.

III. SOURCES OF INFORMATION

1. Thirteenth Annual Report to Congress on Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1991).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Charles W. Freeman, (202) 205-8165

Program Studies : Lenore Garcia, (202) 401-3630

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EARLY CHILDHOOD EDUCATION FOR CHILDREN WITH DISABILITIES
(CFDA No. 84.024)

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act (IDEA), P.L. 104-476, as amended, as amended, Part C, Section 623 (20 U.S.C. 1423) (expires September 30, 1994).

Purpose: To improve special education and early intervention services for infants and children with disabilities, from birth through age 8. This program supports research, demonstration, training, technical assistance, and dissemination activities. Awards are made to public and private agencies and organizations.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1959	\$ 945,000	1985	\$22,500,000
1970	4,000,000	1986	22,968,000
1975	14,000,000	1987	14,470,000
1980	20,000,000	1988	23,428,000
1981	17,500,000	1989	23,147,000
1982	16,800,000	1990	24,201,000
1984	21,100,000	1991	24,201,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

This program supports a variety of discretionary grants to improve the quality and availability of early intervention services. The projects improve school readiness of children with disabilities and provide direct support for Goal 1, school readiness.

Services

The program supported a wide variety of activities including the following:

- o Five research institutes:
 1. Longitudinal studies of the effects and costs of early intervention (Utah State University).

2. Evaluation and development of programs and curricula for teacher and other personnel training (University of North Carolina at Chapel Hill).
 3. Development and evaluation of interventions to improve the transitions of children and families (University of Kansas).
 4. Development and field-testing of intervention strategies to improve the integration of handicapped children into regular preschool, childcare, prekindergarten, and kindergarten programs (Allegheny - Singer Research Institute).
 5. Development of new or improved organizational structures for the identification, referral, and intervention process (Children's Hospital Corporation, Boston, MA).
 6. Development and evaluation of intervention strategies for children who were neonatally exposed to drugs and children who were born with fetal alcohol syndrome (University of Kansas).
- o Six directed research studies of the effects of language, motor, or social skills interventions.
 - o Nine experimental projects in two areas:
 1. Alternative language and mobility training approaches.
 2. Field-initiated research investigating alternative interventions and approaches.
 - o Fifty-seven demonstration projects in five areas:
 1. Innovative inservice training programs for personnel serving handicapped and at-risk infants.
 2. Integrated preschool services.
 3. Methodology for serving infants and toddlers with specific disabilities.
 4. Field-initiated demonstrations in early childhood education.
 5. Information management.
 - o Forty-four outreach/dissemination projects with documented model programs for dissemination and replication in other sites.

- o Technical assistance. A national early childhood technical assistance project is funded at the University of North Carolina at Chapel Hill and is designed to:
 1. Help State agencies develop and implement plans for delivering services to children with disabilities from birth through age 5.
 2. Provide community agencies with help to develop the capacity to provide high quality services.
 3. Facilitate the exchange of research and "best-practice" information.

Program Administration

This program administers competitive discretionary grants, cooperative agreements, and contracts.

III. SOURCES OF INFORMATION

1. Twelfth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1990).
2. Goal Evaluation of the Handicapped Children's Early Education Program (Washington, DC: COSMOS Corporation, 1986).
3. Strategy Evaluation of the Handicapped Children's Early Education Program (Washington, DC: COSMOS Corporation, 1987).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Jim Hamilton, (202) 205-9084

Program Studies : Nancy Rhett, (202) 401-3630

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PROGRAM FOR CHILDREN WITH SEVERE DISABILITIES
(CFDA No. 84.086)

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act (IDEA), P.L. 101-476, Part C, Section 624 (20 U.S.C. 1424) (expires September 30, 1994).

Purpose: To improve early intervention, special education, and related services for children with severe disabilities by supporting research, development, demonstration, training, and dissemination activities that address their needs.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1974	\$ 2,247,000	1985	\$4,300,000
1975	2,826,000	1986	4,785,000
1980	5,000,000	1987	5,300,000
1981	4,375,000	1988	5,361,000
1982	2,880,000	1989	5,297,000
1983	2,880,000	1990	5,819,000
1984	4,000,000	1991	7,869,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

These programs address Goals 1 and 3, by helping assure that children with disabilities are ready for school and are afforded opportunities for achieving educational and citizenship skills.

Population Targeting

In FY 1991, 8 new demonstration projects were awarded to serve children with severe disabilities; 42 continuation projects were also supported.

Services

Awards made in FY 1991 included grants and cooperative agreements to support activities and services in the following general categories: State-wide Systems Change (16 continuation cooperative agreements), Utilization of Innovative Practices for Children with Severe Disabilities (4 new grants and 12 continuation grants including 1 forward-funded in prior year), Validated Practices (5 continuation grants including 1 forward-funded in prior year), and Innovations for Educating Children with Severe Disabilities in General Education Settings (3 new grants, 9 continuation grants including 1 forward-funded in prior year).

These projects provide a variety of services including technical assistance at the State level; inservice training to teachers, related service personnel and administrators, local education agencies, and State education agencies; and testing of solutions to specific problems in the delivery of special education and related services to students with severe disabilities.

Almost half of FY 1991 funding (\$3,535,576) supports projects which promote State-wide systems change. These projects, in conjunction with IDEA, Part B State's plan, include activities to improve the quality of special education and related services in the State for children and youth with severe disabilities (including children with deaf-blindness), ages birth through 21, and to change the delivery of these services from segregated to integrated environments. The projects must identify resources available in the State, and must establish services needed to improve services in regular education settings.

In addition, a new 18-month cooperative agreement will support a symposium to identify critical issues and best practices, and recommend future directions for the acquisition and enhancement of effective communication by children with severe disabilities, including deaf-blindness.

Program Administration

Program efforts in FY 1991 continued to focus on improving the capacity of State education systems to serve children with severe disabilities in less restrictive environments and on improving interventions in these environments. Program strategies continued to include priorities which support research activities, validated practices, demonstrations based on research methodology, use of effective educational practices, and dissemination of best practices.

State-wide Systems Change grantees are required to evaluate the effectiveness of their activities, including their effectiveness in increasing the number of children in regular school settings alongside their same-aged nondisabled peers. They must also evaluate and disseminate information about the project's outcomes.

A product of the "Symposium on Children with Severe Disabilities: Effective Communication" will be a document identifying critical issues and best practices, intended to assist persons with severe disabilities, their families, and those who provide service to them.

Management Improvement Strategies

Programs continued to pursue management improvement strategies in FY 1991, including:

- o Including more prescriptive and specific evaluation and dissemination components in priorities listed in the Federal Register, to ensure that better proposals are submitted.
- o Disseminating project information through the development and ongoing use of a data-based information system. This information is accessible to all projects through the Federal Regional Resource Center, as well as the central office. In addition, an annual conference was held which focused on strategies for dissemination of project information.
- o Providing guidance to grantees in the preparation of interim and final project reports, review of these reports and referral for their publication in the Council for Exceptional Children/Education Research Information Center (CEC/ERIC).
- o Providing specialized assistance in designing evaluation plans and instrumentation through technical assistance monitoring.

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III. SOURCES OF INFORMATION

1. Thirteenth Annual Report to Congress on Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1991).
2. Evaluation of Discretionary Programs Under the Education of the Handicapped Act: Strategy Evaluation of the Severely Handicapped Program: Final Report (Washington, DC: COSMOS Corporation, June 1988).
3. Evaluation of Discretionary Programs Under the Education of the Handicapped Act: Strategy Evaluation of the Severely Handicapped Program: Final Report Review Subtask (Washington, DC: COSMOS Corporation, June 1988).
4. Report of Office of Special Education Programs Technical Assistance and Dissemination Conference (Lexington, KY: Federal Regional Resource Center, September 1990).

IV. PLANNED STUDIES

A review of this program, focusing on the extent to which the program is meeting its goals, is currently underway. A final report is expected in 1992.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Dawn Hunter, (202) 205-5809

Program Studies : Lenore Garcia, (202) 401-3630

**POSTSECONDARY EDUCATION PROGRAM FOR INDIVIDUALS WITH
DISABILITIES
(CFDA No. 84.078)**

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act (IDEA), Part C, Section 625 (20 U.S.C. 1424(a)) (expires September 30, 1994).

Purpose: This program supports the development, operation, and dissemination of specially designed model programs of postsecondary, vocational technical, continuing or adult education for individuals with disabilities. Two types of funded projects are offered: (1) grants to four regional projects for model comprehensive support services and Statewide, regional, and national outreach activities that serve persons who are hearing impaired (deaf and hard of hearing); and (2) demonstrations and special projects that develop innovative models of educational programs for the delivery of support services and programs for postsecondary and adult students with disabilities.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1980	\$2,400,000	1986	\$5,264,000
1981	2,950,000	1987	5,900,000
1982	2,832,000	1988	5,840,000
1983	2,832,000	1989	5,770,000
1984	4,000,000	1990	6,510,000
1985	5,300,000	1991	8,559,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports the achievement of Goal 5, which addresses adult literacy, workplace competency, and citizenship.

Population Targeting

Awards are authorized to State education agencies, institutions of higher education, junior and community colleges, vocational and technical institutions, and other non-profit education agencies, for the purpose of developing, operating, and disseminating programs for individuals with disabilities.

Services

In FY 1991, grants awarded included four for the regional programs for the deaf, and 35 for postsecondary demonstration projects (17 new grants, 9 continuation grants, and 9 forward-funded from prior year). In addition, one new contract was awarded for "Evaluation and Dissemination of Effective Practices," two Minority Outreach Centers were jointly funded with other IDEA programs, and several field reader contracts were awarded.

Priority in FY 1991 was on projects that enhanced the role and capacity of career placement offices to provide pre-employment and employment opportunities for students with all disabilities. These projects promote successful vocational outcomes through inservice staff training, school and community collaboration, expanded work-study opportunities, and technical assistance.

Four Regional Programs for the Deaf provide model specially designed or modified programs of support services which enable deaf students who are from a multi-State region to participate in regular postsecondary offerings alongside their non-disabled peers.

Postsecondary Demonstration Projects support model demonstrations that enhance the role and capacity of career placement offices to provide pre-employment and employment opportunities for students with disabilities in community and four-year colleges, universities, technical and vocational institutes, and adult and continuing education programs.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

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V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Joseph Rosenstein, (202) 205-8876

Program Studies : Lenore Garcia, (202) 401-3630

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**TRAINING PERSONNEL FOR THE EDUCATION OF INDIVIDUALS
WITH DISABILITIES**
(CFDA No. 84.029)

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act (IDEA), Part D, Sections 631, 632, 634 and 635, P.L. 91-230, as amended, (20 U.S.C. 1431, 1432, 1434 and 1435) (expires September 30, 1994).

Purposes: To improve the quality and reduce the shortages of personnel providing special education, related services, and early intervention services to children with disabilities.

Grants are awarded to institutions of higher education, State education agencies, and other appropriate nonprofit organizations (1) to train teachers and other education personnel, administrators, related services personnel, early intervention personnel, parents, and volunteers; (2) to develop and demonstrate new approaches to personnel training; (3) to support partnerships for personnel training; and (4) to provide assistance to State education agencies in providing a comprehensive system of special education personnel development.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1966	\$19,500,000	1985	61,000,000
1970	36,610,000	1986	61,248,000
1975	37,700,000	1987	67,730,000
1980	55,375,000	1988	66,410,000
1981	43,500,000	1989	67,095,000
1982	49,300,000	1990	71,000,000
1983	49,300,000	1991	69,288,099
1984	55,540,000		

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II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program furthers Goals 1 through 4 in that it provides assistance to children with disabilities to succeed in school.

Population Targeting

Numbers of Special Education Teachers: States reported that 300,503 special education teachers and 255,904 non-teaching special education staff were employed for the 1988-89 school year. Teacher aides constituted 57 percent of the non-teaching staff. Table 1 contains information on the numbers of teachers and related services personnel by category, the numbers of staff reported by States as being needed, and the percentage increase needed to remedy perceived shortfalls.

Students served: In FY 1989, based on a 70 percent response rate of grantees, 9,859 persons were enrolled as full-time or part-time students in preservice training. About 70 percent were studying educational fields and 30 percent were studying fields in related services areas. Specific categories are shown in Table 2.

Funding: Most of the funding in FY 1991 was awarded to institutions of higher education for personnel training (71 percent); 10 percent was used for State education agency development and training activities; 8 percent for minority institutions projects; and 8 percent for special projects.

Grantees: A total of 844 awards were made: 725 grants to colleges and universities for personnel training, 62 grants for development and demonstration projects, and 57 grants to State education agencies. One award was made for a technical assistance project to provide support for the parent training projects.

Use of funds: Training programs are usually in universities and typically support the costs of a project director/coordinator, student stipends and, in some cases, instructor salaries. All teacher training projects funded in recent years concentrate on preparing students for a baccalaureate or graduate degree in special education or related services areas. Projects have also been funded to develop related services personnel, teacher trainers, researchers, administrators, and other specialists.

Table 1

Numbers of Special Education Teachers and Related
Services Personnel, Reported by States
(School Year 1988-89)

	<u>Numbers</u>	<u>Needed</u>	<u>Perceived Shortfall</u>
<u>Special Education Teachers</u>			
Learning disabled	88,032	6,853	24.5%
Mentally retarded	44,668	3,341	11.9
Speech and language impaired	37,139	3,110	11.1
Emotionally disturbed	27,547	4,553	16.3
Multihandicapped	7,575	788	2.8
Hard of hearing and deaf	7,062	622	2.2
Orthopedically impaired	3,143	261	0.9
Visually handicapped	2,892	360	1.3
Other health impaired	2,763	339	1.2
Deaf-blind	221	36	0.1
Not categorized	<u>65,504</u>	<u>7,714</u>	<u>27.6</u>
Subtotal, teachers	286,546	27,977	100.0
<u>Other Personnel</u>			
Paraprofessionals	144,907	5,990	38.4%
Other non-instructional staff	30,681	2,182	14.0
Psychologists	17,853	1,411	9.0
School social workers	8,559	898	5.8
Diagnostic staff	8,994	651	4.2
Counselors	6,995	740	4.7
Physical education coordinators	5,957	417	2.7
Vocational education	4,913	512	3.3
Occupational therapists	4,207	699	4.5
Physical therapists	3,003	636	4.1
Work-study coordinators	1,313	286	1.8
Audiologists	1,323	207	1.3
Recreational therapists	284	104	0.7
Supervisors	15,707	756	4.8
SEA supervisors	<u>1,209</u>	<u>105</u>	<u>0.7</u>
Subtotal, other personnel	255,904	15,594	100.0
Total, all personnel	542,450	43,571	100.0

Source: III.1.

Table 2

FY 1989 Special Education Personnel Preparation Projects
 Numbers of Full- and Part-Time Students Participating and Numbers Who Received Degrees

<u>Training Category</u>	<u>Number of Students</u>	<u>Percent of Total</u>	<u>Number who Received Degrees</u>	<u>Percent of Total</u>
<u>Educational personnel</u>				
Cross-categorical education	2,781	28.2	535	22.0%
Learning disabled education	797	8.1	216	8.9
Mentally retarded education	691	7.0	217	8.9
Emotionally disturbed children	682	6.9	188	7.7
Multihandicapped education	320	3.2	104	4.3
Visually handicapped education	196	2.0	58	2.4
Deaf education	224	2.3	103	4.2
Other health impaired education	17	0.2	1	0.0
Deaf-blind education	21	2.0	3	0.0
Hard of hearing education	80	0.8	36	1.5
Orthopedically impaired education	34	0.3	11	0.5
Vocational education	178	1.8	28	1.2
Supervisory administrator	153	1.6	86	3.5
Paraprofessional	492	5.0	9	0.4

Related services personnel

Other (medical personnel and interpreters)	911	9.2	149	6.2%
Speech language pathologist	1,239	12.6	361	14.8
Adaptive physical education	216	2.2	101	4.1
Psychologist	225	2.3	33	1.4
Audiologist	192	1.9	76	3.1
Occupational therapist	181	1.8	62	2.5
Physical therapist	27	0.3	14	0.6
Therapeutic recreation therapist	186	1.9	38	1.6
School social worker	16	0.2	5	0.2

Total

9,859

2,434

100.0

Source: III.1.

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The development and demonstration projects may develop and test curriculum materials, teacher guides, or training modules for training programs of all types; evaluate the materials or model program; and/or disseminate the materials or model program. Projects focused on computer technology; infants, ages birth through 2; adapted physical education; corrections education; emotionally disturbed children; transition from school; and parent training, as well as a variety of other special education areas. Many of these projects also provide some training to students.

State education agency grants support the salaries of State education agency personnel to improve the quality of special education personnel development in their State.

Outcomes

For school year 1988-89, projects reported that 5,123 students received degrees or certification.

Management Improvement Strategies

During FY 1991, the Department's Office of Special Education Programs began revising procedures for collection of data from grantees on program graduates.

III. SOURCES OF INFORMATION

1. Thirteenth Annual Report to Congress on Implementation of the Education of the Handicapped Act (Washington, DC: Department of Education, 1991).
2. Program files.
3. State education agency reports.
4. Reports from personnel training grant recipients, 1991.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Max Mueller, (202) 205-9554

Program Studies : Nancy Rhett, (202) 401-3630

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CLEARINGHOUSES FOR THE DISABLED PROGRAM
(CFDA No. 84.030)

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act (IDEA), P.L. 101-476, Part D, Section 633, (20 U.S.C. 1433) (expires September 30, 1994).

Purpose: The purpose of the Clearinghouses for the Disabled Program is to support three clearinghouses that: (1) disseminate information and provide technical assistance to parents, professionals, and other interested parties; (2) provide information on postsecondary programs and services for individuals with disabilities; and (3) encourage students and professional personnel to pursue careers in the field of special education.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1969	\$ 250,000	1985	\$1,025,000
1970	475,000	1986	1,062,000
1975	500,000	1987	1,200,000
1980	1,000,000	1988	1,149,000
1981	750,000	1989	1,135,000
1982	720,000	1990	1,479,000
1983	720,000	1991	1,525,000
1984	1,000,000		

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The role of the clearinghouses is to exchange information on special education among a wide range of constituents. As such, they further Goals 1, 2, 3, 4, and 5 by providing information essential to access to preschool education, postsecondary education, improvement of student achievement (including mathematics and science), and literacy programs.

Population Targeting

This program supports three clearinghouses aimed at providing information to parents, special education students, educational professionals for children and youth, and a wide range of educational, vocational, and independent living organizations.

The National Information Center for Children and Youth with Disabilities provides parents, professionals, and others with current and factual information regarding the diverse issues related to the education of children and youth with disabilities. Also, the project provides technical assistance and promotes the involvement of individuals with disabilities, their families, volunteers, and professionals in providing information to the general public. A major emphasis of this project is to develop and disseminate, in appropriate language and media, material to assist those families with low reading abilities which have children and youth with disabilities; families whose primary language is not English; and families that are in isolated sectors of the country where obtaining specific information for a particular child is difficult.

The National Clearinghouse on Postsecondary Education of Disabled Individuals provides information to the public on educational support services, procedures, policies, adaptations, and educational and training opportunities on American campuses, vocational technical schools, independent career schools, adult and continuing education programs, independent living centers, and other training entities after high school for youth and adults with disabilities. Information on the kinds of accommodations that enable full participation by persons with disabilities in regular as well as specialized postsecondary programs is also available.

The National Clearinghouse on Careers and Employment in Special Education provides information to the public on personnel, career opportunities, and training in special education. This clearinghouse collects and disseminates information on current and future needs for special education and related services personnel; disseminates information to high school counselors and others concerning career opportunities in special education and related services, location of programs, and various forms of financial assistance; identifies training programs for the various special education and related-services professionals around the country; provides technical assistance to institutions seeking to meet State and professionally recognized standards of professional preparation; and establishes a network among local and State education agencies and institutions of higher education concerning the supply of graduates and available openings.

Services

The three clearinghouses disseminate information concerning educational and career opportunities for persons with disabilities. In school year 1987-88, the clearinghouses responded to 58,000 requests for information; in school year 1988-89, some 80,000 requests; in school year 1989-90, 77,000 requests; and in 1990-1991, over 102,000 requests.

Networking activities performed by the three clearinghouses are accomplished by direct mailings, telecommunications, and conference participation.

Outcomes

Public requests for information at the clearinghouses have doubled over the last four years (III.1.).

Program Administration

The National Information Center for Children and Youth with Disabilities is operated by Interstate Research Associates in McLean, Va.; the National Clearinghouse on Postsecondary Education of Handicapped Individuals is operated by the American Council on Education, Higher Education and the Disabled (HEATH), Washington, D.C.; the National Clearinghouse on Careers and Employment in Special Education is operated by the National Association of State Directors of Special Education (NASDSE), Washington, D.C.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Sara Conlon, (202) 205-1857

Program Studies : Susan Thompson-Hoffman, (202) 401-3630

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**RESEARCH IN THE EDUCATION OF INDIVIDUALS WITH DISABILITIES
(CFDA No. 84.023)**

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act (IDEA), P.L. 101-476, as amended, Part E, Sections 641-643 (20 U.S.C. 1441-1443) (expires September 30, 1994).

Purpose: The purposes of this program are to advance knowledge regarding instruction and other interventions for infants, toddlers, children, and youth with disabilities, and advance the use of knowledge by personnel providing special education, related services, and early intervention services. Awards are authorized for a wide range of research and related activities, and may be made to State and local education agencies, and other public agencies, institutions of higher education, and nonprofit private organizations. Awards may also be made to profit-making organizations for certain limited activities. The program is one of the oldest continuous sources of Federal funding for studies in the field of special education.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1964	\$2,000,000	1985	\$16,000,000
1970	13,360,000	1986	16,269,000
1975	9,341,000	1987	18,000,000
1980	20,000,000	1988	17,233,000
1981	15,000,000	1989	17,026,000
1982	10,800,000	1990	19,825,000
1983	12,000,000	1991	20,173,000
1984	15,000,000		

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program conducts research on preschool education, dropping out among disabled students, student achievement, mathematics and science curricula, and

preparation for the world of work, further education, and independent living. As such, the program supports Goals 1, 2, 3, 4, and 5 of the National Goals.

Population Targeting

This research program is directed toward improving services for disabled infants, toddlers, children and youth, and providing key information to teachers, administrators, and stakeholders for disabled students.

Services

The research program sponsors multiple research programs including: (1) Field Initiated Research; (2) Student Initiated Research; (3) Initial Career Awards Program; (4) Small Grants Program; (5) Directed Research Projects (e.g., an early childhood research policy institute; research on school building models for educating students with handicaps in general education settings; home and school cooperation; and a research institute on the placement and integration of children with severe handicaps); and (6) Special Projects (e.g., a study of the Organization for Economic Cooperation and Development member countries to determine successful approaches used by regular schools to educate all children in their localities; a study aimed at assisting in the development and utilization of effective State and local policy options related to educational reform; approaches and choices in developing social competence in students with disabilities; textbook adoption processes and criteria; the implications for integrating children with disabilities into mainstream education; and centers for organizing and analyzing the research knowledge base for children with attention deficit disorder (ADD)).

Program Administration

In FY 1991, 145 grants and contracts were awarded. Awards were made to State and local education agencies, institutions of higher education, and nonprofit private organizations. Profit-making organizations are allowed to receive awards only for contracts dealing with research related to physical education or recreation.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

An evaluation study to examine the goals and activities of the Innovation and Development Division is in process and will be concluded in 1992. Also during 1992, a process will start to develop a multi-year research and strategic agenda for the Part E program.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Martha Coutinho, (202) 205-8156

Program Studies : Susan Thompson-Hoffman, (202) 401-3630

**CAPTIONED FILMS, TELEVISION, DESCRIPTIVE VIDEO,
EDUCATIONAL MEDIA FOR
INDIVIDUALS WITH DISABILITIES
(CFDA No. 84.026)**

I. PROGRAM PROFILE

Legislation: The Individuals with Disabilities Education Act (IDEA), P.L. 101-476, as amended (20 U.S.C. 1451-1454) (expires September 30, 1994).

Purpose: To promote the use of communications and learning media by persons with disabilities. The program primarily provides support for the captioning and distribution of films and captioning of television programs for persons who are deaf; descriptive videos for the visually impaired; and the National Theatre of the Deaf and other appropriate nonprofit organizations. These activities are intended to encourage the educational advancement of persons with disabilities and to provide them with enriched educational and cultural experiences.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1967	\$2,800,000	1985	\$16,500,000
1970	6,500,000	1986	16,747,000
1975	13,250,000	1987	13,804,000
1980	19,000,000	1988	13,216,000
1981	17,000,000	1989	13,403,000
1982	11,520,000	1990	15,192,000
1983	12,000,000	1991	16,424,000
1984	14,000,000		

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

This program is aimed at persons who are deaf or hard of hearing, blind or visually impaired, or who otherwise can benefit from special interventions to improve their use of the media. The number of people in the United States who meet these conditions

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is not known. However, in FY 1985, 21.5 million persons were identified as hearing impaired by the National Health Interview Survey of the National Center for Health Statistics. This figure includes both the mildly impaired and fully deaf persons. Of the total, about 1.6 million persons are deaf.

Services

In FY 1991, 54 projects were awarded for captioned films and video cassettes, 18 for captioned television programs, and one to support the study of advanced technology to benefit persons with sensory impairments. In addition, one award was made to Recording for the Blind, Inc., and one for the National Theater of the Deaf. Finally, two projects and seven research projects on descriptive video were awarded. More than \$10 million was spent on captioning films and television programs.

Program Administration

Project awards are generally for one to three years. Eligible institutions include profit and nonprofit, public and private agencies, institutions, and organizations.

In FY 1991, contracts were made with 34 educational film companies and 20 general interest companies to caption 99 educational titles and 67 feature-length titles for placement in captioned films libraries and depositories.

Outcomes

Recording for the Blind, Inc., distributes about 90,000 recorded books to students and records 4,000 new texts each year.

All major newscasts, all prime time television programming, as well as all Saturday morning children's programming on the major broadcast networks are closed-captioned. Additionally, children's programming on PBS, all major sporting events, many daytime syndicated and classic syndicated programs that are newly released ("evergreen" programs), and some cable programming are now being closed captioned. Captioning is supported by the Department of Education, the networks, program producers, cable companies, and many private businesses and foundations. Closed captioned commercials and music videos are funded entirely by the private sector. Closed captioned videocassettes are routinely available in local video rental stores.

Across the Nation, many local television stations are captioning their own local news programs. There are over 140 television stations engaged in this activity, with 17

supported in their captioning activities by the Department of Education. A National Conference on Closed Captioned Local News was sponsored by the Department of Education in FY 1991, to examine issues in quality of captioning local news broadcasts.

Two cooperative agreements with WGBH Educational Foundation to provide access to television and home videos to persons with visual impairments, will result in 50 described movies in home video format and at least 150 programs per year for public television.

III. SOURCES OF INFORMATION

1. Thirteenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1991).
2. "Analysis of Demand for Decoders of Television Captioning for Deaf and Hearing-Impaired Children and Adults" (Washington, DC: Pelavin Associates, Inc., April 1989).
3. Program files.

IV. PLANNED STUDIES

In FY 1991, the Department began a descriptive evaluation of the Instruction Media for Individuals with Disabilities Program's distribution system. A final report assessing the system and offering recommendations were expected in FY 1992.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Ernie Hairston, (202) 205-9172,
(202) 205-8170 TDD

Program Studies : Susan Thompson-Hoffman, (202) 401-3630

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SPECIAL STUDIES
(CFDA No. 84.159)

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act (IDEA), P.L. 101-476, as amended, Part B, Section 618 (20 U.S.C. 1418) (expires September 30, 1994).

Purposes: The purposes of the Special Studies program are as follows:

- o to assess progress in the implementation of the Individuals with Disabilities Education Act;
- o to assess the effectiveness of State and local efforts to provide free and appropriate public education to all children and youth with disabilities and early intervention services to infants and toddlers with disabilities;
- o to provide Congress with information relevant to policy making; and
- o to provide Federal, State, and local agencies with information relevant to program management, administration, and effectiveness.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1977	\$1,735,000	1986	3,170,000
1980	1,000,000	1987	3,800,000
1981	1,000,000	1988	3,638,000
1982	480,000	1989	3,594,000
1983	480,000	1990	3,545,000
1984	3,100,000	1991	3,904,000
1985	3,100,000		

Awards may be made to State and local education agencies, institutions of higher education, public and private nonprofit organizations, and private profit organizations when necessary because of the unique nature of the study.

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program conducts evaluation studies, including studies to assess (a) State and local programs in serving preschool children (Goal 1); (b) educational outcomes of students with disabilities including status of high school exit (i.e., graduation or dropping out) (Goal 2); and (c) the effect of education reforms on the achievement of disabled students (Goal 3).

Population Targeting

Studies are conducted on evaluation issues relating to the provision of special education and related services to infants, children, and youth, ages birth to 22.

Services

Federal Evaluation Studies

Study of Anticipated Services for Students with Handicaps Exiting from Schools

- o The Department continued work to develop and test a microcomputer-based system to aggregate data on anticipated services for exiting students. Data from early evaluations of the system will be used to refine the list of services and definitions currently used by States for Federal reporting of anticipated services data. Field testing of the system was conducted during FY 1991.

Longitudinal Study on a Sample of Handicapped Students

- o This study was required by P.L. 98-199, which stipulates that a longitudinal study of a sample of secondary special education students be conducted to examine their occupational, educational, and independent living status after leaving secondary school. To date, the Department has conducted two data collections on a sample of students ages 13 to 26. Ten volumes of data analyses, a final report, and several topical reports from the first round of data collection are currently available.

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Center for Outcome Assessment for Children and Youth With Disabilities

- o This center will assist in the design, planning, development, implementation and use of a comprehensive system of national indicators to effectively assess outcomes for children with disabilities. The Center will produce (1) a listing for each State on the status of outcomes assessment; (2) a conceptual framework with an initial listing of indicators for children with disabilities; (3) a plan for information exchange including target audiences, exchange methods, and a schedule for implementation; (4) a plan for providing solutions to technical and implementation issues; and (5) a plan for conducting secondary data analyses.

Access of Deaf Students to Postsecondary Programs

- o This project will gather baseline data on the experiences of deaf students served by federally funded postsecondary institutions. This study is mandated by Congress to identify gaps in existing information, and to detail how current data collections could be enhanced.

State Evaluation Projects

State Agency/Federal Evaluation Studies Program

Projects Funded in FY 1991

The Arizona Department of Education is assessing the impact and effectiveness of activities assisted under the IDEA on the education and post-school outcomes of students with disabilities. The project is collecting follow-along information that describes the post-school community adjustment of school leavers with disabilities, and will implement a system for using follow-along information at State and local levels to improve programs and policies serving students and young adults with disabilities.

The Colorado Department of Education is assessing the impact of needs-based programming on children with severe emotional disturbance (SED). The study will determine if such programs produce better outcomes than programs with no or little need-based programming. The effects of functional outcomes analyses and instructional themes on programming for children with SED will also be examined.

The Michigan Department of Education is developing workable alternatives for overcoming barriers that impede the successful implementation of Part H of IDEA. Stakeholders are determining the barriers to implementation of a system of early intervention services in Michigan, options and alternatives for overcoming these barriers, and effective strategies for implementation.

The Utah State Office of Education is evaluating the extent to which pre-referral interventions impact the instructional program and/or placement outcomes as mandated in the State Board of Education Special Education Rules. The study is assessing the variables that influence student outcomes following the pre-referral process, and comparing the significant process and outcome variables.

The Virginia Department of Education is gathering information about the local application of the Virginia Special Education Program Standards on class size and class mix, and describing the effects of variations of these standards on administrators, teachers, ancillary support professionals, students with disabilities, and their parents.

The Michigan Department of Education is developing a statewide "Report Card" on outcome performance areas for four educational levels and five disability areas, and evaluating the extent of statewide implementation of the Program Outcome Guides and assessment strategies.

The Oregon Department of Education is carrying out a feasibility study to analyze the effects of the Comprehensive Plan for Supported Education on LEA policy, service delivery system participant attitudes, and student outcomes.

The Connecticut State Department of Education is developing and pilot testing an attitude assessment instrument to measure students' judgments and self-perceptions about their participation in a special education program. The attitudes and attributes component is one of four outcome areas in the overall development and implementation of a statewide evaluation of special education services in Connecticut.

The Colorado Department of Education is developing a model, critical attributes, and effective evaluation tools to understand and improve co-teaching among regular and special education teachers.

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Findings of Studies Ending in FY 1991

The Kentucky Department of Education conducted a follow-up study of students who were enrolled in special education in Kentucky in 1982-1983 to examine the relationship between secondary school experiences and post-school outcomes. Specifically, the study examined the effect of placement in a special education program on postsecondary outcomes for students with different disabilities; the effect of participation in vocational education on postsecondary outcomes of special education students; and the effect of community-referenced instruction on postsecondary outcomes of special education students. The postsecondary outcomes that were examined included employment, marriage, socialization, group membership, possession of a driver's license, and economic indicators.

Findings from the study indicate that:

- o At the time of the interview, 58 percent of the respondents were employed. This was a somewhat higher figure than obtained in national studies of special education exiters. Of those employed, 81 percent were earning minimum wage or more. Learning disabled students were most likely to be employed (72 percent), while only 36 percent of students classified as other severely disabled were employed.
- o Twenty-six percent of the respondents indicated that they were married; 88 percent engaged in social activities; and 21 percent were members of a social group. Mildly disabled students were far more likely than more severely disabled students to have a driver's license (80 percent for learning disabled and other mildly disabled compared to 27 percent for students categorized as other severely disabled).
- o Overall, the employment outcomes of students who participated in vocational education were slightly better than for those students who did not participate. Interestingly, the data suggest that students with more severe disabilities benefit more from vocational education in terms of post-school employment than students with milder disabilities. For those respondents characterized as other severely disabled, 51 percent who took vocational education classes in school were employed at the time of the survey compared to 27 percent of those who did not participate in vocational education.

2-3-1991

The Bureau of Special Education Services in New Hampshire conducted a feasibility study to further develop State and local capacities to evaluate the outcomes of special education services. The project conducted a pilot study to determine for high school special education students: (1) absence, suspension, withdrawal rates, and grade performance outcomes; (2) whether absence, suspension, and withdrawal rates for learning disabled and emotionally handicapped students differ; (3) grade performance by subject and disability; (4) relationships between outcome variables; and (5) relationships at the school level between suspension rates and teacher perceptions of special education program delivery.

The pilot study found that:

- o Twenty-eight percent of disabled students were suspended at least once during the year. Females had significantly higher suspension rates than males (31 percent versus 22 percent); mainstreamed students were more likely to be suspended (29 percent versus 21 percent); and disabled students in non-urban settings were more likely to be suspended than their urban peers (31 percent versus 22 percent). Fewer regular education students (14 percent) in participating schools were suspended compared to special education students (28 percent).
- o The 1988-1989 dropout rate for participating disabled students was 8 percent compared to 5.5 percent for participating non-disabled students. Mainstreamed students with emotional handicaps dropped out at the highest rate of all (14 percent). Disabled students in urban settings had significantly higher dropout rates than those in non-urban settings (10 percent versus 6 percent).
- o A high proportion (65 percent) of mainstreamed students with learning disabilities received at least one D or F in one or more subject areas. Male students with learning disabilities and 10th and 11th graders were more likely than females and 12th graders to have received a D or F. An even greater percentage of mainstreamed emotionally handicapped students received at least one D or F in English and in social studies, and over half received a D or F in mathematics and science.

The Maryland Department of Education documented post-school outcomes for students with disabilities who exited from Prince George's County Public Schools in 1987-1988. Data were collected in two interviews, with the first shortly after graduation and the second eight months later. Data were analyzed according to

level. In Maryland, level I includes the least severely impaired students and level V includes the most severely impaired.

The study produced the following findings:

- o Most students were employed in service, clerical and sales positions. By the second interview, some graduates in levels I-III found jobs in machines and trades.
- o At interview 2, 57 percent of graduates in levels I-III and 30 percent of graduates in level IV were involved in post-secondary training.
- o While some students moved away from home between interviews 1 and 2, the vast majority of students continued to live at home (90 percent for levels I-III, 95 percent for level IV). In addition, while driving themselves was the most frequent means of transportation, only 30 percent of level IV students and less than 5 percent of level V students drove themselves.
- o The study found a higher rate of placement in employment or adult services for moderately and severely disabled students in level V than many previous studies. This may be due, at least in part, to a federally funded model demonstration project called PLANS that is sponsored by United Cerebral Palsy. The project provided case managers to level V students as they graduated. Files from the PLANS project indicated that 81 percent of the level V participants in this study were served by a PLANS case manager. A second reason may be the fact that vocational coordinators arranged work-study placements for graduating students so many of the students were employed before leaving school.

The Minnesota State Department of Education examined issues of overlap in special and regular education in terms of the appropriate and current roles of staff, and current and ideal service delivery models.

The study found that:

- o The respondents believe the abilities of those who are mildly disabled and those who are low-achieving differ and the skills required to work with these two types of students differ. For instance, in a group of items on student abilities, the majority of respondents in each group felt low-achievers could function on grade level with appropriate assistance. However, slightly less than one half of

all respondents felt mildly disabled students could achieve grade level performance. When asked whether regular education teachers possessed the skills necessary to deal with the academic problems of low achievers, the majority of respondents in each group agreed that regular classroom teachers were successful in teaching these students, but slightly less felt that regular education teachers possessed the skills to teach mildly disabled students.

- o While most principals responding to the survey felt regular education teachers could effectively teach mildly disabled students, less than half of the other respondents (special education teachers, regular education teachers, and special education administrators) were in agreement with principals on this point.

Program Administration

In FY 1991, nine awards were made: six "State Agency/Federal Evaluation Studies Projects" and three "State Agency/Federal Evaluation Studies Projects - Feasibility Studies of Impact and Effectiveness."

National Studies

A cooperative agreement was awarded to the University of Minnesota in FY 1990 to support a National Center for Outcome Assessment. Researchers continued to work on the design, planning, development, implementation, and use of a comprehensive system of national indicators to effectively assess outcomes for children with disabilities. The specific purposes of the project include:

1. Characterize the State of the Practice. The development and implementation of an ongoing tracking and reporting system that describes the status of the design, development, and implementation of outcome indicators on a State-by-State basis.
2. Conceptual Model of Indicators Assessment System. The development of a conceptual framework for specifying a comprehensive system of outcome indicators.
3. Information Exchange. The development and implementation of communication and networking procedures that facilitate and promote the exchange of information among State education agency personnel, professional and parent organization representatives, and other interested parties.

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4. Solutions to Technical/Implementation Issues. The identification of technical and implementation issues impeding efforts to assess the outcomes of children with disabilities.
5. Strategic Planning. The design and implementation of an ongoing strategic planning process for advancing the development of a comprehensive system of outcome indicators for children with disabilities. The system will be capable of providing comparable data and allowing for the aggregation of data across States.
6. Secondary Data Analysis. The identification and analysis of State extant data based on student outcome measures that correspond to the conceptual framework of the comprehensive system of indicators.

III. SOURCES OF INFORMATION

1. Thirteenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1991).
2. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Lou Danielson, (202) 205-8119

Program Studies : Susan Thompson-Hoffman, (202) 401-3630

**SECONDARY EDUCATION AND TRANSITIONAL
SERVICES FOR YOUTH WITH DISABILITIES
(CFDA No. 84.158)**

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act (IDEA), P.L. 101-476, Part C, Section 626 (20 U.S.C. 1425) (expires September 30, 1994).

Purpose: To strengthen and coordinate education and related services for youth with disabilities currently in school or who recently left school to help them make the transition to postsecondary education, vocational training, competitive employment (including supported employment), continuing education, independent and community living, or adult services; to stimulate the development and improvement of programs for special education at the secondary level; and to stimulate the improvement of the vocational and life skills of students with disabilities to better prepare them for the transition to adult life and services.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1984	\$6,000,000
1985	6,330,000
1986	6,316,000
1987	7,300,000
1988	7,372,000
1989	7,284,000
1990	7,989,000
1991	14,639,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

One of the goals of the Secondary Education and Transitional Services (SETS) program is to reduce the dropout rate of youth with disabilities, and to increase the numbers of students completing high school. As such, this program supports Goal 2 of the National Goals.

Performance Indicators

In 1983, Congress mandated that the U. S. Department of Education commission a national study on the transition experiences of youth with disabilities in secondary school and beyond. The National Longitudinal Transition Study selected a sample of more than 8,000 youth who were ages 13 to 21 and secondary school students in special education in the 1985-86 school year. This nationally representative sample permits generalizations to youth as a whole, as well as to youth in each of the then 11 special education disability categories.

Findings of the first wave of data collection of this comprehensive study can be found in Youth With Disabilities: How Are They Doing?, the first report produced by SRI International (III.2).

This study includes multiple indicators of performance. Not only is extensive information provided on the population receiving transitional services (disability, gender, ethnicity, functional ability, household composition, socioeconomic status, age, school status, and grade level), but comprehensive information on services and program outcomes is provided, including information on coursetaking, placements, performance, school completion, social activities, personal and residential independence, employment, postsecondary enrollment, and productive engagement.

Major findings from this study on the characteristics of youth with disabilities, secondary school programs of students in special schools, secondary school performance, and secondary school completion have been included in Chapter 302. See the Outcomes section of this chapter for further findings from this study.

Population Targeting

In school year 1988-1989, 248,590 students with disabilities left school. Of these, 43.9 percent earned diplomas, 9.7 percent earned certificates of completion, 2.5 percent reached the maximum age served, almost 27 percent dropped out, and 17.3 percent left for other reasons. The count of students exiting with status unknown may include students who transferred to other school districts but were not known to be continuing their education, students who died, or students who did not formally withdraw but simply stopped attending school.

Students who are emotionally disturbed (39 percent), learning disabled (27 percent), and mentally retarded (25 percent) are more likely to exit school by dropping out. Factors associated with dropping out of special education include poor academic

performance, poor social adjustment, frequent absenteeism, low parental support, low socioeconomic status, and substance abuse problems.

Services

State-reported data at the Department's office of Special Education Programs show that education placements differ substantially by age (III.3.). While 41 percent of students ages 6 to 11 are served in regular classes, only 19 percent of students ages 12 to 17 and 14 percent of students ages 18 to 21 are served in regular classrooms. The majority of 12 to 17 and 18 to 21 year-olds are served in resource rooms. Twenty-eight percent of 12 to 17 and 32 percent of 18 to 21 year-olds are served in separate classes.

Outcomes

The National Longitudinal Transition Study provides rich information on the outcomes of secondary and transitioning special education students.

In-school outcomes indicate that secondary-school special education students have lower grade point averages (GPAs) than those in the general school-age population (2.0 versus 2.6 GPA); one-third of the students failed a course in their most recent school year; students averaged 15 days absent per year; and one in ten students who remained in school was retained at grade level at the end of the school year.

More than half of youth with disabilities who left secondary school in a two-year period did so by graduating (56 percent), and three-fourths of those graduates were reported by their schools to have been awarded regular diplomas. Almost one-third of school leavers with disabilities dropped out of school (32 percent), a significantly higher dropout rate than for the general population of youth.

Out-of-school outcomes include:

- o Forty-six percent of youth were reported by their parents to be employed in the summer of 1987, a substantially lower rate than for youth in the general population (59 percent).
- o Employment was more common among youth with higher functional abilities and among males, younger exiters, suburban residents, and those from households with relatively higher incomes.

- o Youth who graduated from high school, took vocational education in their last year in high school, or had work experience as part of their vocational training, were significantly more likely than other youth to be competitively employed after high school.
- o The median wage was \$3.95 per hour, with lower wages for part-time workers (\$3.45) than for full-time workers (\$4.00).
- o Despite increasing opportunities for youth with disabilities to pursue education after high school, only 14% of youth who had been out of secondary school up to two years had enrolled in postsecondary schools in the preceding year. This rate is significantly below the rate of 56% for students in the general population. Enrollment was highest for youth who were deaf or visually impaired (about 1/3 of youth) and lowest for youth classified as mentally retarded, multiply handicapped, or deaf/blind (fewer than 10 percent).
- o Postsecondary vocational/trade schools were the most commonly attended by youth with disabilities (nine percent). Only four percent attended a two-year or community college, and one percent attended a four-year college.
- o Twenty-two percent of youth with disabilities who had been out of secondary school between one and two years had not been engaged in any education- or work-related activities (so-called "productive activities") in the preceding year. Engagement was most common for youth who were hard of hearing, learning disabled, or deaf, and lowest for those with multiple handicaps. Functional abilities, socioeconomic status, gender, and marital status were important determinants of engagement rates.

Program Administration

Awards are authorized to institutions of higher education, State education agencies, local education agencies, and other appropriate public and private nonprofit institutions and agencies. Seventy-nine projects, primarily demonstrations, were funded in FY 1991. New projects focus on training and employment, self-determination, and family networking. A continuation grant was awarded to the Institute on Intervention Effectiveness, that focuses on the applied problems of youth in transition from high school to post-secondary education, employment, adult and community living, and social integration. Twelve five-year cooperative agreements were funded under the State System for Transition Services for youth

with Disabilities. This program serves as a primary source of support and assistance to States implementing the transition services requirements of IDEA.

III. SOURCES OF INFORMATION

1. Thirteenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1991).
2. Youth with Disabilities: How Are They Doing? (Menlo Park, CA: SRI International, 1991)
3. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : William Halloran, (202) 205-8112

Program Studies : Susan Thompson-Hoffman, (202) 401-3630

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GRANTS FOR SEVERELY EMOTIONALLY DISTURBED
(CFDA No. 84.237)

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act (IDEA), Part C, Section 627, as amended by the Education of the Handicapped Act Amendments of 1990, P.L. 101-476 (20 U.S.C. 1426) (expires September 30, 1994).

Purpose: To establish projects for the purpose of improving special education and related services to children and youth with serious emotional disturbance. Projects may have purposes such as the following: demonstration of innovative approaches, facilitation of interagency and private sector resource pooling, or training or dissemination of information to parents, service providers, and other appropriate people.

Funding History:

<u>Fiscal Year</u>	<u>Appropriation</u>
1991	1,952,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This special education program addresses the national goal of school completion (Goal 2). Children with serious emotional disturbance have the highest dropout rates of any category of children with disabilities. Programs are needed to help them to remain in school and prepare for adulthood.

Population Targeting

For school year 1989-90, 382,570 students ages 6 through 21 were served under State Grants for Children with Disabilities or the Chapter 1 State Grants for Handicapped Children program. This number amounted to 0.9 percent of the resident population in the U.S. ages 6 through 21.

The percent of children served varies considerably depending on the State. The percent of children served ranged from .04 percent to 2.1 percent of State populations at the same age levels. State variability may be due to different classification procedures, eligibility criteria, or the overall rates at which States identify school-age children as having disabilities.

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These children represent 8.4 percent of all children with disabilities. The prevalence of this condition is highest in the adolescence years, however, unlike most other disabling conditions which show higher prevalences earlier in childhood.

Very few of these children are being served in regular classrooms -- only 14.1 percent. This compares with 76 percent of children with speech impairments, 26.9 percent of children with hearing disabilities, or 19.6 percent of children with specific learning disabilities. Most are served in resource rooms (30 percent) or separate classes (35.8 percent).

Analysis of data on how students exited school shows that students with serious emotional disturbance have by far the highest dropout rate of any group of children with disabilities. In school year 1988-89, 39.1 percent of these students left school by dropping out. Only 36.1 percent graduated or left with a certificate of completion. This group of students also has a comparatively large percent whose school status is simply unknown.

Services

This program funded 12 new projects in 1991: 1 research and 11 demonstration projects. Priority for awards was given to projects that proposed to

- o Analyze the knowledge base for students with serious emotional disturbance, or
- o Develop support for school district, community, and State collaboration in designing and implementing comprehensive service systems.

Projects funded in response to these priorities are as follows:

1. Development of a knowledge base on educational placement of students with serious emotional disturbance, by the Virginia Behavior Disorders Project.
2. Development of rural delivery systems in northeast Kansas to address the needs of two kinds of children with emotional disturbance -- those with aggressive, acting-out behaviors and those who exhibit withdrawn and depressed behaviors.
3. Design and testing of improvements to a comprehensive interagency model for serving these children and their families in Albany, Oregon.
4. Design and testing of a comprehensive system of care for children and youth at risk of serious emotional disturbance in Leon County, Florida.
5. Design and testing of a state-of-the-art comprehensive system of education and related interagency services in Montgomery County, Virginia, including testing of an operational model for case management services in a general education setting and development of a manual for implementation.

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6. Determination of the feasibility of a comprehensive community-based system in a rural school district in Vermont, implementation of a planning process for the system, and development of a manual for replication in other communities.
7. Evaluation and expansion of a pilot program in Lagrange, Illinois, called "Wrap Around Program." WRAP is an interagency collaborative approach to providing services in normalized settings.
8. Development and evaluation of a comprehensive service delivery model in middle Tennessee.
9. Development and implementation of a planning process for use by local communities in Indiana. The project involves collaboration among the Indiana State Department of Education, local education agencies in Indiana, and the Institute for the Study of Developmental Disabilities.
10. Implementation of a model program for the coordination of educational, social, mental health, recreational, and other support services in Manatee County, Florida.
11. Development in Great Falls, Montana, of a coordinated model of educational and community support services, including development of a self-help booklet for parents.
12. Implementation of a new collaborative service delivery model in Louisville, Kentucky, and development of a resource guide for parents.

III. SOURCES OF INFORMATION

1. Thirteenth Annual Report to Congress on the Implementation of Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1991)
2. Program files.

IV. PLANNED STUDIES

Several awards are planned for FY 1992 including research and demonstration activities related to reducing out of community placements, support for families, school preparedness for promoting personal and social development, and enhancing professional knowledge skill and strategies.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Martha Coutinho (202) 205-8156

Program Studies : Nancy Rhett (202) 401-3630

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GRANTS FOR PARENT TRAINING
(CFDA No. 84.029)

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act (IDEA), P.L. 101-476, as amended, Part D, Section 631(c), (20 U.S.C. 1431, 1432, 1434 and 1435) (expires September 30, 1994).

Purposes: To provide training and information to parents of children with disabilities and persons who work with parents to enable them to participate more effectively with professionals in meeting the educational and early intervention needs of children with disabilities.

Grants are awarded to private, nonprofit organizations that are governed by a board of directors of whom a majority are parents of children with disabilities, or have members who represent the interests of individuals with disabilities and which establish a governing committee of which a majority of members are parents of children with disabilities.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1991	\$9,758,873

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This programs furthers Goals 1 through 4 in that it provides assistance to children with disabilities to succeed in school.

Population Targeting

Grants are targeted to parents of children in both urban and rural areas or on a State or regional basis. In addition, grants must serve parents of minority children

representative of the proportion of the minority population in the areas being served.

Services

In FY 1991, funds under this authority were used for the following activities:

- o Parent Training and Information Centers (\$8,498,295; 24 new grants and 36 continuation grants). These projects provide support for parent training and information designed to assist parents of infants, toddlers, children, and youth with disabilities, and to assist persons who work with parents to enable parents to participate more fully and effectively with professionals.
- o Technical Assistance to Parent Groups (\$1,185,729; 1 continuation grant). The grant provides technical assistance in establishing, developing, and coordinating parent training and information programs. The grantee is the Federation for Children with Special Needs.

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Max Mueller (202) 205-9554

Program Studies : Ricky Takai (202) 401-3630.

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**REMOVAL OF ARCHITECTURAL BARRIERS TO INDIVIDUALS
WITH DISABILITIES
(CFDA No. 84.155)**

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act (IDEA), P.L. 101-476, as amended, Part A, Section 607 (20 U.S.C. 1406) (no expiration date).

Purpose: To pay part or all of the cost of altering existing buildings and equipment in accordance with standards under the Architectural Barriers Act of 1968, P.L. 90-480.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1982	0	1987	\$0
1983	\$40,000,000 <u>1/</u>	1988	0
1984	0	1989	0
1985	0	1990	0
1986	0	1991	0

1/ Although funds were appropriated in FY 1983, they could be obligated in any succeeding year.

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

Services

This formula grant program provides funds on a one-to-one basis to State education agencies (SEAs) and through them to local education agencies (LEAs) and intermediate education units to alter existing buildings and equipment in order to remove architectural barriers to persons with disabilities. Grants totaling \$40,000,000 were made to all eligible State and territories, as of September 30, 1990.

The Education of the Handicapped Act Amendments of 1986 added the Department of the Interior to the list of eligible applicants. Although the Department of the Interior was added to the regulations for this program, it was not eligible to receive funds from the fiscal 1983 appropriation.

III. SOURCES OF INFORMATION

1. Program files.

IV.. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Sandra Brotman, (202) 205-9131

Program Studies : Kimmon Richards, (202) 401-3630

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**EARLY INTERVENTION PROGRAM FOR INFANTS AND TODDLERS
WITH DISABILITIES
(CFDA No. 84.181)**

I. PROGRAM PROFILE

Legislation: The Individuals with Disabilities Education Act, P.L. 101-476, Part H (20 U.S.C. 1471-1485) (expires September 30, 1994) .

Purpose: To provide Federal assistance to States to establish early intervention services for infants and toddlers with disabilities from birth through age 2, and their families. Funds are to be used to plan, develop, and implement a Statewide comprehensive, coordinated, interagency multidisciplinary system for providing early intervention services. States may also use funds to provide direct services that are not otherwise provided from other public or private sources and expand and improve current services.

By the beginning of the fourth year of its participation, a State must have in effect a Statewide system and must have established a policy to serve all eligible children from birth through age 2, in order to receive funds under this program. By the beginning of the fifth year, States must serve all eligible children. For most States, the first year in which all eligible children must be served is 1991-1992.

Because some States have made good faith efforts to adopt policies consistent with Part H, but have been unable to implement the program according to schedule because of legislative or other delays, States describing why they have been unable to meet the timeline for policy adoption may apply for waivers of the policy adoption requirement for the third year. In these cases, differential funding may be awarded to States for the third year even if the State has not yet adopted the policy.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$50,000,000
1988	67,018,000
1989	69,831,000
1990	79,520,000
1991	117,107,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program directly supports Goal 1, school readiness. By identifying children in need of early intervention services and providing them that help, States are working to ensure that all children, including those with disabilities, will start school ready to learn.

Population Targeting

This program serves children who are experiencing developmental delays or who have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay. The children may be delayed in one or more of the following areas: cognitive, physical, language and speech, psychosocial development, or self-help skills. States must serve children with developmental delays. At their discretion, they may serve children at risk of developmental delay.

Services

Early intervention services may include family training, counseling, and home visits; special instruction; speech pathology and audiology; occupational therapy; physical therapy; psychological services; case management services; diagnostic and evaluative medical services; assessment and evaluation services; nursing; nutrition; transportation; and health services needed to enable the child to benefit from the other early intervention services.

Program Administration

Grants are based on the proportion of children ages birth through 2 in the general population, except that no State receives less than 0.5 percent of the total funds available to States.

The Governor of each State must designate a lead agency for administration of this program. The State must also establish a State interagency coordinating council with 15 members--to include at least 3 parents, 3 public or private service providers, 1 representative from the State legislature, 1 person involved in personnel preparation, and others representing the appropriate agencies for early intervention services. The State education agency may also be represented although this is not required by law. Each State must develop procedures to

implement the 14 required components of the comprehensive Statewide system of early intervention services by the fourth year of participation.

In FY 1990, all States, the District of Columbia, and the Outlying Areas participated in the program. About one-third of the States designated the SEA as lead agency for the program, another third selected the State department of health, another third selected the State department of social or human services.

States continued to organize interagency coordinating councils at the State and local levels, to design their Statewide systems, and to establish common eligibility criteria among various State agencies serving infants. Some States provided funds for direct services to the children. The reliability of information on the numbers served is questionable, given that many States were unable to establish an unduplicated count.

III. SOURCES OF INFORMATION

1. Education of the Handicapped Act Amendments of 1986, P.L. 99-457.
2. Thirteenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1991).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Jim Hamilton, (202) 205-9084

Program Studies : Susan Thompson-Hoffman, (202) 401-3630

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**TECHNOLOGY, EDUCATIONAL MEDIA, AND MATERIALS FOR
INDIVIDUALS WITH DISABILITIES
(CFDA No. 84.180)**

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act, Part G, P.L. 101-476, as amended, (20 U.S.C. 1461, 1462) (expires September 30, 1994).

Purpose: To advance the use of new technology, media, and materials in the education of children and youth with disabilities, and the provision of early intervention to disabled infants and toddlers.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$4,696,000 ^{1/}
1988	4,787,000
1989	4,730,000
1990	5,425,000
1991	5,593,000

^{1/} The Education of the Handicapped Act Amendments of 1986, P.L. 99-457, created this new authority under which activities related to special education technology are funded. Previously, these activities were funded through the Media and Captioning Services program, under Part 7.

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program addresses Goal 1, by providing assistance to disabled infants and toddlers so that they may be ready for further schooling. It also addresses Goal 5, by sponsoring the development and application of new technologies to the education of individuals with disabilities, furthering their ability to become literate and prepared for the workplace.

Services

Grants are awarded to institutions of higher education, State and local education agencies, or other appropriate agencies or organizations, to assist the public and private sector in developing and marketing new technology, media, and materials for the education of persons with disabilities; to disseminate information on the availability and use of new technology, media, and materials for such persons; to design and adapt new technology, media, and materials that will improve the education of such persons; and to determine how technology, assistive technology, media and materials are being used most effectively, efficiently, and appropriately for the education of individuals with disabilities.

Program Administration

In FY 1991, a total of 18 awards were made; of that number, 2 were contracts and 15 were grants, and 1 was a cooperative agreement.

Management Improvement Strategies

In FY 1991, a process for setting a national research agenda on technologies, media and materials for this program was field tested; in FY 1992, this agenda-setting process will be implemented. The process is noteworthy in its engagement of the special education community in identifying research needs and, specifically, in clarifying important issues to be investigated and resolved to achieve the goal of better outcomes for students with disabilities.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

An evaluation of selected Office of Special Education (OSEP) discretionary programs is being carried out over a five-year period, through a contract to COSMOS Corporation, to provide OSEP with information related to the achievement of program goals and to enhance program planning, design, implementation, and performance. Selected aspects of the program in Technology, Educational Media, and Materials for Individuals with Disabilities will be included in the study. Results of the study are expected to be available in October 1992.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Ellen Schiller, (202) 205-8123

Program Studies : Lenore Garcia, (202) 401-3630

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**NATIONAL INSTITUTE ON DISABILITY AND REHABILITATION
RESEARCH (NIDRR)
(CFDA No. 84.133)**

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, Title II and Section 311(a), as amended by P.L. 99-506, (29 U.S.C. 760-762a and 777 (a)) (expires September 30, 1992).

Purpose: To support rehabilitation research and the use of such research to improve the lives of individuals with physical and mental disabilities, especially those with severe disabilities, and to provide for the dissemination of information to rehabilitation professionals, individuals with disabilities, and their families concerning developments in rehabilitation procedures, methods, and devices.

Funding History:

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u> ^{1/}
1963	\$12,200,000	1984	\$36,000,000
1965	20,443,000	1985	39,000,000
1970	29,764,000	1986	42,108,000
1975	20,000,000	1987	49,000,000
1980	31,488,000	1988	51,100,000
1981	29,750,000	1989	53,525,000
1982	28,560,000	1990	54,318,000
1983	31,560,000	1991	58,924,000

^{1/} Since 1984, \$5 million a year has been appropriated for the Spinal Injury program. Although NIDRR administers this program, it is not a part of the NIDRR appropriation. See in this connection, chapter 324 on Grants for Vocational Rehabilitation Services to Individuals With Severe Handicaps.

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Improving the lives of individuals with disabilities means increasing their ability to function independently. This contributes to Goal 5 by making it possible for more individuals with disabilities to exercise the rights and responsibilities of citizenship.

Performance Indicators

The purpose of this program is to improve the state of the art in rehabilitation by means of research, and to improve the effectiveness of rehabilitation services by means of dissemination of state-of-the-art knowledge to practitioners. Improvements in the state of the art can only be measured with reference to specific types of functional impairment; this means that general or summary measures are not possible. With respect to the program's dissemination function, appropriate measures would require direct testing of practitioners' knowledge of best practice, but this is impractical. Thus, as noted below under Outcomes, evidence of the program's impact is largely anecdotal.

Services

About 500 studies are under way at any given time, and 600 training sessions serving approximately 60,000 rehabilitation professionals, are conducted annually. The composition of the National Institute on Disability and Rehabilitation Research (NIDRR) program is shown in the table on page 3.

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Table 1
NIDRR Programs, Funding and Projects

	FY 1991 Funding (\$ millions)	Number of Projects	
		FY 1991	FY 1990
Rehabilitation Research and Training Centers	\$22.8	39	40
Rehabilitation Engineering Centers	11.1	19	18
Research and Demonstration Utilization and Dissemination	5.6	27	51
Field-Initiated Research	8.0	35	18
Fellowships	7.4	60	63
Innovation Grants	.4	10	10
Model Spinal Injury	.8	12	21
Research Training Grants	5.0 <u>1/</u>	13	13
SBIR <u>3/</u>	1.4	18	8
Total	.9	<u>10</u>	=
	57.5 <u>2/</u>	243	242

1/ Not included in total.

2/ Excludes funding for field readers, consultants, conferences, and printing.

3/ Small Business Innovative Research.

Program Administration

The NIDRR funds research and related activities through nine separate programs. The Rehabilitation Research and Training Centers and Rehabilitation Engineering Centers represent the largest investment of NIDRR resources. Other programs include a directed research and demonstration program, a knowledge diffusion program, Field-Initiated Research, Innovation Grants, and Fellowships. Rehabilitation Research Training Grants were instituted in FY 1986. This program provides support for advanced training in research for physicians and other clinicians. NIDRR is also responsible for promoting coordination and cooperation among Federal agencies conducting rehabilitation research through an Interagency Committee on Disability Research.

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Outcomes

No aggregate measures of impact are available, but this program is able to offer many examples of research and dissemination outcomes that qualitatively improve the lives of persons with disabilities. These include the development of methods to overcome restrictions on physical mobility and the establishment of supportive practices permitting fuller participation in community life (III.1).

Mangement Improvement Strategies

In FY 1991, specific priorities were announced for Rehabilitation Research and Training Centers in the areas of vocational rehabilitation and blindness, and vocational rehabilitation and deafness. NIDRR also announced priorities for discrete projects on low back pain, supported employment, disability demographics, and vocational rehabilitation counseling. A new Rehabilitation Engineering Center (REC) in assistive technology for elderly persons with disabilities was also established.

NIDRR has established an integrated planning system for setting goals, developing priorities, and allocating resources over the next five years and beyond. Efforts are also underway to improve the quality of data available on the outcomes and effects of research supported by NIDRR.

On the basis of a consultant report, NIDRR has redesigned its priority for its grants for regional information exchanges to make them more effective vehicles.

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

NIDRR is undertaking a major revision of its long-range plan for rehabilitation research. NIDRR also intends to develop program improvement information on its investigator-initiated projects in FY 1992, as well as to evaluate its Rehabilitation Engineering Centers.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Betty Jo Berland, (202) 205-9739

Program Studies : Rob Barnes, (202) 401-0325

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**REHABILITATION SERVICES--BASIC STATE GRANTS
(CFDA No. 84.126)**

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, as amended by P.L. 95-602, P.L. 98-221, P.L. 99-506, and P.L. 102-52, Sections 100-111, (29 U.S.C. 720-731) (expires September 30, 1992).

Purpose: To provide a variety of vocational rehabilitation services to individuals with handicaps, to enable them to prepare for and engage in gainful employment to the extent of their abilities.

Federal and State funds cover the costs of a variety of vocational rehabilitation services including, but not limited to, the following: evaluation of rehabilitation potential; counseling and guidance; vocational and other training; reader services for the blind; interpreter services for the deaf; physical and mental restoration services; transportation to obtain vocational rehabilitation services; maintenance during rehabilitation; employment placement; tools, licenses, equipment, supplies, and management services for vending stands or other small businesses for individuals with severe handicaps; rehabilitation engineering services; specific post-employment services necessary to assist individuals with handicaps to maintain or regain employment; assistance in the construction and establishment of rehabilitation facilities; and services to families of individuals with handicaps when such services will contribute substantially to their rehabilitation.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1967	\$225,268,000	1985	\$1,100,000,000
1970	432,000,000	1986	1,145,148,839
1975	673,000,000	1987	1,277,797,000
1980	817,484,000	1988	1,376,051,000
1981	854,259,000	1989	1,446,375,000
1982	863,040,000	1990	1,524,677,000
1983	943,900,000	1991	1,628,543,000
1984	1,037,800,000		

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II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program contributes to Goal 5 by helping individuals with disabilities acquire the knowledge and skills necessary for productive employment and the exercise of the rights and responsibilities of citizenship.

Performance Indicators

Measures of program performance annually available through uniform State agency reports include acceptance rate, average time in program, percent of clients with severe disabilities, rehabilitation rate, percent of persons rehabilitated placed in competitive employment, and average gain in weekly earnings from referral to closure of those rehabilitated.

Population Targeting

Recent national surveys have estimated that there are over 21 million Americans of working age with functional limitations. Of this number, about 13 million are significantly limited in the amount or kind of work they can perform, including substantial numbers who are totally incapacitated. The number eligible for vocational rehabilitation under the Rehabilitation Act is still smaller, since ability to benefit from services in terms of employability is also a critical factor, and entitlements under other programs (e.g., veterans or those with worker compensation claims) are often provided for separately. Finally, many potentially eligible individuals fail to apply for service.

Services

In FY 1991, 941,771 individuals were served by State agencies. Of this number, 351,916 (37.4 percent) were newly accepted for vocational rehabilitation, with the balance (589,855) having entered the program in FY 1990 or earlier.

Information on actual services received is most complete for the 220,000 clients whose cases were closed in FY 1989 as successfully rehabilitated. Average time from application to closure for this group was 21.6 months. Private individuals, such as physicians, provided services to 44 percent of the clients rehabilitated. Agency outlays for purchased services amounted to an average of \$2,125 per successful rehabilitation. Leading the list of services provided was diagnosis and

evaluation (94 percent of those rehabilitated), followed by training (53 percent), restorative services (40 percent), and job placement (35 percent). All rehabilitated persons also received counseling and guidance services.

Program Administration

Services are delivered by 81 rehabilitation agencies in the United States, Puerto Rico, and outlying territories. Some States have separate agencies for individuals who are blind and visually impaired. Federal funds are distributed by formula. The State matching share is 20 percent of the amount allotted to the State in 1988. Beginning in FY 1989, any increased amount a State receives above its 1988 allotment is matched at an additional 1 percentage point per year for five years. In FY 1991, 35 States and the District of Columbia exceeded this match requirement, with Alaska, the District of Columbia and West Virginia providing more than twice the required minimum.

Outcomes

During FY 1991, about 202,831 clients were rehabilitated for an overall rehabilitation rate of 59.9 percent. Of all rehabilitations in FY 1989, 82 percent involved successful placements into competitive employment. Average weekly earnings at closure for all those rehabilitated in FY 1989 (including those in homemaking occupations with no earnings) showed an increase of \$151 over average earnings at the time of the client's initial application for program services.

On the evidence of recent program data, severity of handicap is not a significant factor in predicting successful rehabilitation. In recent years, the overall rehabilitation rate for non-severe cases has been about 2 percentage points higher (e.g., 61.4 percent versus 59.2 percent in 1991), but an analysis of a large national sample of 1985 closures shows that this difference disappears when statistical controls for types of primary disability are introduced (III.3). There is a disparity, however, in placements of severely and non-severely disabled persons into competitive employment. In FY 1989, State agencies placed 77.9 percent of severely disabled persons into competitive employment, compared to 91.9 percent of the non-severely disabled. Placements into sheltered workshops were 7.9 percent and 1.2 percent, respectively.

The best evidence on the implications of successful rehabilitation for earnings comes from the Rehabilitation Services Administration-Social Security Administration (SSA) Data Link Project. The latest analysis compared pre- and

post-closure earnings (up to the maximum covered by SSA) for a national sample of cases closed in FY 1975. Expressed in constant 1988 dollars, those successfully rehabilitated registered increased annual earnings in four successive years following closure (i.e., 1975 to 1979), and although those not rehabilitated exhibited a similar pattern of growth in earnings, their annual earnings were substantially lower in each of these post-closure years. However, in years five through nine following closure, earnings of both groups steadily declined. By year nine, earnings had fallen below 1975 earnings, but were still substantially higher than pre-referral earnings. Related to the earnings decline is a decline in the percent of successful rehabilitants who had paid employment during the year. From 1975 to 1983, the percent employed at any time during the year fell from 82 to 58 percent.

III. SOURCES OF INFORMATION

1. Disability, Functional Limitation, and Health Insurance Coverage: 1984/1985 (Washington, DC: Bureau of the Census, 1986).
2. Annual Report of the Rehabilitation Service Administration for FY 1990 (Washington, DC: U.S. Department of Education, October 1991).
3. Analysis of Program Trends and Performance in the Federal-State Vocational Rehabilitation Program (Berkeley, California: Berkeley Planning Associates, 1989).
4. The Economic Benefits of the Vocational Rehabilitation Program (Berkeley, California: Berkeley Planning Associates, 1989).

IV. PLANNED STUDIES

Evaluation of Quality Assurance (QA) Systems in State Vocational Rehabilitation Agencies will describe (1) the scope of existing quality assurance systems and sub-systems and develop standards for their use; (2) nominate exemplary QA systems and sub-systems; and (3) develop a QA manual that provides guidance to State vocational rehabilitation agencies and to RSA.

Traumatic Brain Injury Best Practice Study will provide an overall assessment of State vocational rehabilitation agency programming and services delivery for individuals with traumatic brain injury, with focus on effective practices and model programs and coordination with other agencies/organizations in the delivery of rehabilitation services.

Evaluation of Procedures to Recruit and Retain Qualified Field Service Delivery Personnel in the State-Federal Rehabilitation Program will (1) identify factors that facilitate or impede the recruitment and retention of qualified field service delivery personnel by State vocational rehabilitation agencies, including the effects of post-employment training; (2) document cases of exemplary practices of field service delivery personnel with respect to recruitment and retention; (3) identify the level of information that selected pre-service training programs have on their recent graduates, including whether graduates are taking jobs in State vocational rehabilitation agencies; and (4) identify the representation of individuals with handicaps or minority groups in the pre-service training program student population, and identify factors that contribute to achieving adequate representation of individuals with handicaps or minority groups in field service delivery positions in State vocational rehabilitation agencies.

Assessment of Client Information Systems will examine and compare the analytic and practical utility of a range of proposed enhancements of existing client information systems.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Mark Shoob, (202) 205-9406

Program Studies : Rob Barnes, (202) 732-3630

**CLIENT ASSISTANCE PROGRAM (CAP)
(CFDA No. 84:161)**

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, Section 112, as amended by P.L. 102-52 (29 U.S.C. 732) (expires September 30, 1992).

Purpose: To establish and implement assistance programs to inform and advise all clients and client applicants of all available benefits under the Rehabilitation Act and to help any who request assistance in their relationships with projects, programs, and facilities providing services to them under the Act, including assistance to clients or applicants in pursuing legal, administrative, or other appropriate remedies to ensure the protection of their rights under the Act. The program also can provide information to the public about the Client Assistance Program (CAP) and information on the available services under the Rehabilitation Act to any person with disabilities in the State.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1983	\$1,734,000	1988	\$ 7,500,000
1984	6,000,000	1989	7,775,000
1985	6,300,000	1990	7,901,000
1986	6,412,000	1991	8,310,000
1987	7,100,000		

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Client Assistance Program supports Goal 5 by helping ensure that individuals with disabilities exercise the rights and responsibilities of citizenship.

Population Targeting

In FY 1991, there were 57 grantees, covering all the States and the territories eligible for funding.

Services

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Services that may be provided under the Client Assistance Program are information and referral, and assistance in pursuing legal, administrative, and other available remedies when necessary to ensure the protection of a client's or a client applicant's rights under the

Rehabilitation Act. The CAP may also provide the cost of travel for a client, client applicant, or attendant in connection with the provision of assistance under this program.

In FY 1987, 44,711 persons were served. Of those, 31,133 received information and referral services and 13,578 received more extensive services. In FY 1988, 47,404 individuals were served. Of this total, 34,721 made requests for information and referrals and 12,683 received more extensive services. In FY 1989, 50,333 persons were served. Of those, 38,325 received information or referral services and 12,008 received more extensive services. In FY 1990, 53,044 individuals were served. Of this total, 41,302 made requests for information and referrals and 11,742 received more extensive services. In FY 1991, 51,370 persons were served. Of those, 39,866 received information and referral services and 11,504 received more extensive services.

Program Administration

In the State's application for a grant under this program, the Governor designates a public or private agency in the State to conduct the State's Client Assistance Program. The designated agency must be independent of any agency providing treatment, services, or rehabilitation to individuals under the Rehabilitation Act unless, prior to February 22, 1984, there was an agency in the State that directly carried out a Client Assistance program under Section 112 and was, at the same time, a grantee under Section 112 or any other section of the Rehabilitation Act.

Management Improvement Strategies

The Rehabilitation Services Administration (RSA) has developed uniform program monitoring instruments for use by RSA in evaluating performance and activities of the CAP designated agencies. The first instrument is an interview guide used to determine the degree of compliance of the CAP agent with the Governor's assurances. The second instrument, a case review guide, is used to determine eligibility of persons receiving services and whether the service provided is authorized under the CAP. One-third of the CAPs will be monitored each year, and problem areas will be identified so that corrective action and technical assistance can be targeted appropriately.

III. SOURCES OF INFORMATION

1. Evaluation of the Client Assistance Program (Rockville, MD: Professional Management Associates, Inc., September 1986).
2. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Mark Shoob, (202) 732-1406

Program Studies : Sandra Furey, (202) 401-3630

**DISCRETIONARY PROJECT GRANTS FOR TRAINING
REHABILITATION PERSONNEL
(CFDA Nos. 84.129, 84.160, and 84.246)**

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, as amended by P.L. 102-52, Title III, Part A, Section 304(a), (29 U.S.C. 774) (expires September 30, 1992).

Purpose: To support projects to increase the number and improve the skills of personnel trained to provide vocational rehabilitation services to handicapped people.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1966	\$24,800,000	1985	22,000,000
1970	27,700,000	1986	25,838,000
1975	22,200,000	1987	29,550,000
1980	28,500,000	1988	30,000,000
1981	21,675,000	1989	30,500,000
1982	19,200,000	1990	31,110,000
1983	19,200,000	1991	33,353,000
1984	22,000,000		

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

This program is designed to increase the numbers and skills of rehabilitation personnel. By providing improved services to individuals with disabilities, it contributes to Goal 5 by helping those individuals exercise more fully the rights and responsibility of citizenship.

Population Targeting

The Rehabilitation Act of 1973 requires that Rehabilitation Training funds be targeted to areas of personnel shortages. The Department developed priorities for the allocation of training funds based on a National Survey of Personnel Shortages and Training Needs. Specialties which were determined to most affect service to clients with severe disabilities included rehabilitation counseling; rehabilitation of the blind, deaf, and mentally ill; job development; supported employment; and vocational evaluation and work adjustment (III.1).

Services

The program supports training, scholarships, and related activities in a broad range of rehabilitation disciplines and areas of professional practice, including long-term training, training of interpreters, experimental and innovative training, continuing education, short-term training, and inservice training. Grants and contracts are awarded to States and public or nonprofit agencies and organizations, including institutions of higher education, to pay all or part of the cost of conducting training programs.

Type of Training	Estimated Number of Trainees	Total Grant Awards	Avg. Federal Cost per Trainee
Long-term	1,427	\$21,830,882	\$15,298
Experimental and Innovative	86	1,160,883	13,499
Continuing Education	13,461	4,444,232	330
Inservice	8,950	3,773,431	422
Short-term	264	379,253	1,436
Total	24,188	\$31,588,681 ¹	\$30,985

¹Figures do not include costs for interpreter training, peer review expenses, and certain other costs. Long-term training figures include postsecondary training but exclude short-term training.

Management Improvement Strategies

Towards setting rehabilitation training priorities, RSA, through an outside contractor, developed an assessment survey instrument to collect data on personnel shortages and training needs. This survey was conducted in FY 1987, and FY 1989. The results were used to establish funding priorities in 1987 through 1992. RSA plans to repeat the survey at regular intervals to ensure that funding priorities and justifications are based on current data. The next study is under way and planned for completion in 1992.

III. SOURCES OF INFORMATION

1. National Assessment of Personnel Shortages and Training Needs in Vocational Rehabilitation (Washington, DC: Pelavin Associates, July 1989).
2. National Assessment of Personnel Shortages and Training Needs in Vocational Rehabilitation (Washington, DC: Pelavin Associates, June 1987).
3. Program Files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Richard P. Melia, (202) 205-9400

Program Studies : Rob Barnes, (202) 401-0325

**SPECIAL PROJECTS AND DEMONSTRATIONS FOR PROVIDING
VOCATIONAL REHABILITATION SERVICES TO INDIVIDUALS
WITH SEVERE HANDICAPS
(CFDA No. 84.235)**

I. PROGRAM PROFILE

Legislation: The Rehabilitation Act of 1973, P.L. 93-112, Title III, Part B, Section 311 (a)(1), as amended by P.L. 102-52 (29 U.S.C. 777(a)(1))(expires September 30, 1992).

Purpose: To provide financial assistance to projects for expanding or otherwise improving vocational rehabilitation services and other rehabilitation services for individuals with severe handicaps.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1974	\$1,000,000	1985	\$14,635,000 <u>1/</u>
1975	1,295,000	1986	19,332,000 <u>2/</u>
1980	9,568,000	1987	15,860,000 <u>3/</u>
1981	9,765,000	1988	16,590,000 <u>4/</u>
1982	8,846,000	1989	17,200,000 <u>4/</u>
1983	9,259,000	1990	32,269,000 <u>5/</u>
1984	11,235,000 <u>1/</u>	1991	18,368,000 <u>6/</u>

1/ Includes funding for the Spinal Cord Injury program administered by the National Institute on Disability and Rehabilitation Research (NIDRR).

2/ Includes \$5,000,000 for the Spinal Cord Injury program, \$718,000 for the South Carolina Comprehensive Rehabilitation Center, and \$4,785,000 for the Oregon Hearing Institute.

3/ Includes \$5,000,000 for the Spinal Cord Injury program, and \$450,000 for Model Statewide Transitional Planning Services for Severely Handicapped Youth Projects.

4/ Includes \$5,000,000 for the Spinal Cord Injury program, and \$475,000 for Model Transition projects.

5/ Includes \$5,000,000 for the Spinal Cord Injury program, and \$14,814,000 earmarked to establish Comprehensive Head Injury Centers.

6/ Includes \$5,000,000 for the Spinal Cord Injury program administered by the National Institute on Disability and Rehabilitation Research (NIDRR).

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The role of the program is to support projects which help individuals with severe handicaps achieve satisfactory vocational outcomes. As such, it furthers Goal 5 by helping these individuals gain the ability to compete in a global economy and exercise the rights and responsibilities of citizenship.

Population Targeting

Priority was given to the support of projects that would provide services to special disability populations for whom there was an identified need to improve and expand rehabilitation service delivery.

Services

In FY 1991, 97 continuation projects and 9 new projects were funded, including continuations of 13 spinal cord injury projects administered by the National Institute on Disability and Rehabilitation Research (NIDRR), and 2 projects serving "Deaf and Hard of Hearing People Who Are Low-Functioning." Continuation projects currently funded by the program address the following priority categories: (1) Rehabilitation Technology; (2) Innovative Strategies to Promote Vocational and Independent Living Rehabilitation Outcomes for Individuals with Severe Handicaps; and, (3) AIDS (invitational priority). Applications were also funded under the program in a "non-priority" category that permitted the support of applications that were not responsive to one of the absolute priorities. Recently funded new projects propose to serve "Individuals with Specific Learning Disabilities" (4 projects) and "Individuals with Long-term Mental Illness" (4 projects).

Management Improvement Strategies

An evaluation of the Special Projects and Demonstrations program was completed in 1988 (III.1). The Rehabilitation Services Administration (RSA), through an

outside contractor, evaluated the Title III, Part B Special Projects to identify overall trends and results. Evaluation results indicated that almost one-half of the clients did improve their employment status through participation in a special project.

Recommendations to RSA included the establishment of: a systematic uniform reporting procedure; a directory with project information that can be nationally disseminated; ongoing relationships between special projects and the State Vocational Rehabilitation agencies; project evaluation standards; and a monitoring process to ensure that project evaluation standards are being followed. In addition, it was recommended that State Vocational Rehabilitation agencies should become involved in the planning of the project, along with the dissemination of project techniques and innovation. Work has begun on all recommendations. For example, a project catalogue was due in FY 1992, and a standard monitoring instrument was scheduled for pilot testing in early FY 1992.

III. SOURCES OF INFORMATION

1. Evaluation of Special Rehabilitation Projects and Demonstrations for Severely Disabled Individuals: Final Report (Winchester, MA: Harold Russell Associates, Inc., February 1987).
2. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Richard P. Melia, (202) 205-9400

Program Studies : Lenore Garcia, (202) 401-3630

**SUPPORTED EMPLOYMENT PROJECTS FOR INDIVIDUALS WITH
SEVERE HANDICAPS
(CFDA. No. 84.128)**

I. PROGRAM PROFILE

Legislation: The Rehabilitation Act of 1973, P.L. 93-112 Title III, Part B, section 311 (d), as amended by P.L. 102-52 (29 U.S.C. 777a (d)) (expires September 30, 1992).

Purpose: To support grants for special projects and demonstrations to expand or otherwise improve the provision of supported employment services to individuals with severe handicaps. Discretionary grants provide funding for statewide systems change, community-based and technical assistance projects. Supported employment is paid work at integrated work sites, especially designed for severely disabled persons for whom competitive employment would have been unlikely. These individuals, because of their disabilities, need intensive ongoing support in order to perform in a work setting. Awards are made on a competitive basis to public and nonprofit rehabilitation facilities, designated State units, and public or private organizations.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1985	4,360,000 ^{1/}
1986	8,613,000 ^{1/}
1987	9,000,000
1988	9,520,000
1989	9,520,000
1990	9,876,000
1991	10,023,000

^{1/} Funds were provided under the authority of Title III, Part B, section 311(a)(1), Special Demonstration Program.

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The role of the program is to support projects which help individuals with severe handicaps achieve competitive supported employment. As such, it furthers Goal 5 by helping these individuals gain the ability to compete in a global economy and exercise the rights and responsibilities of citizenship.

Population Targeting

Supported employment projects assist individuals with severe handicaps, for whom competitive employment would have been unlikely, to acquire the skills and experience needed to achieve and maintain employment in the community. Priority was given to the support of projects that would provide services to special disability populations for whom there was an identified need to improve and expand rehabilitation service delivery.

Services

Statewide systems-change demonstration projects stimulate the development and provision of supported employment services on a statewide basis. These projects cannot use their Federal funding for the direct provision of client services. Community-based projects stimulate the development of innovative approaches for improving and expanding supported employment services as well as to enhance local capacity to provide these services. These projects can use their Federal funding for the direct provision of client services. Authorized direct services under community-based supported employment projects include job search assistance, job development, on-the-job training, job placement, rehabilitation engineering, and time-limited post-employment services. Technical assistance projects help States to implement the State Supported Employment Services Program authorized by Title VI, Part C.

Management Improvement Strategies

In FY 1991, 17 new statewide demonstrations were initiated to further the development of supported employment. A total of 38 States have received systems-change grants. A National Institute on Disability and Rehabilitation Research-funded study surveyed all 50 States and the District of Columbia on supported employment participation (III.2). The study reported that of the 32,342

individuals in supported employment in FY 1988, approximately 77 percent were served by the 27 States which had received their systems-change grants in 1985 and 1986. Examination of the final reports on the first 10 Statewide system-change projects that terminated in FY 1990 revealed that systems-changes have occurred in all 10 of the States (III.1). The Department funded two projects of national scope in FY 1987, 12 three-year community-based service projects in FY 1989, and two National Technical Assistance projects in FY 1990.

III. SOURCES OF INFORMATION

1. The Annual Report to Congress for Fiscal Year 1990 on Supported Employment Activities under Section 311(d) of the Rehabilitation Act (Washington, DC: U.S. Department of Education, Rehabilitation Services Administration, September 1991).
2. A National Analysis of Supported Employment Growth and Implementation. (Richmond, VA: Virginia Commonwealth University, 1990).
3. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Fred Isbister, (202) 205-9297

Program Studies : Lenore Garcia, (202) 401-3630

**PROJECTS FOR INITIATING SPECIAL RECREATION PROGRAMS FOR
INDIVIDUALS WITH HANDICAPS
(CDFR No. 84.128)**

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, Title III, Section 316, P.L. 93-112, as amended by P.L. 102-52 (29 U.S.C. 711(c) and 777(f)) (expires September 30, 1992).

Purpose: To initiate special programs of recreational activities for individuals with handicaps in order to increase their mobility, socialization, independence, and community integration.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1982	\$1,884,000	1987	\$2,330,000
1983	2,000,000	1988	2,470,000
1984	2,000,000	1989	2,620,000
1985	2,100,000	1990	2,588,000
1986	2,105,000	1991	2,617,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

This program addresses Goal 5, by increasing the ability of recipients of services to function successfully and independently as individuals and citizens.

Population Targeting

The 28 projects initiated in FY 1990 and to be continued through FY 1992 serve an estimated 20,000 persons with disabilities in 18 States.

settings. Projects also promote independence, socialization, and increased mobility. These projects include activities such as scouting, camping, music, dance, handicrafts, art, physical education, and sports. These projects are primarily conducted at the local and community level by local governments, nonprofit organizations, and colleges and universities.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Edward A. Hofler, (202) 205-9432

Program Studies : Lenore Garcia, (202) 401-3630

**VOCATIONAL REHABILITATION SERVICE PROJECTS PROGRAM
FOR MIGRATORY AGRICULTURAL AND SEASONAL
FARM WORKERS WITH HANDICAPS
(CFDA No. 84.128)**

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, Section 312, P.L. 93-112, as amended by P.L. 102-52 (29 U.S.C. 711c and 777b) (expires September 30, 1992).

Purpose: To provide vocational rehabilitation services to migratory and seasonal farm workers (MSFWs) with disabilities and other services to members of their families.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1977	\$ 530,000	1986	\$ 957,000
1980	1,530,000	1987	1,058,000
1981	1,325,000	1988	1,100,000
1982	951,000	1989	1,100,000
1983	951,000	1990	1,086,000
1984	950,000	1991	1,060,000
1985	950,000		

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

In funding vocational rehabilitation projects for migratory and seasonal farm workers with disabilities, this program supports Goal 5, by providing necessary skills to individuals so that they may compete effectively and achieve satisfactory vocational outcomes.

Population Targeting

There are at least 280,000 disabled migratory and seasonal farm workers in the labor force, and another 60,000 family members with disabilities nationwide (III.1).

Farm workers with disabilities served by the projects are very poor. The average family income of MSFWs with disabilities served in FY 1987 was \$2,316 (III.1). Only 30 percent of the Hispanic farm workers regularly spoke English. Seventy-five percent of farm workers over 40 years of age have only a primary school education.

Almost one-third of MSFW disabilities are work-related; 21 percent of the farm workers with disabilities interviewed were disabled as a result of a work accident. Another 11 percent of those interviewed reported that their disability stemmed from a work-related illness.

Eleven funded projects are located in 10 of the 23 States with the highest numbers of migratory and seasonal farmworkers. Projects do not always cover all parts of the State with large MSFW populations.

Services

Approximately 2,500 migratory and seasonal farm workers with disabilities are served annually and about 400 are rehabilitated. The 11 service projects funded each year provide a variety of rehabilitation services to the MSFW population.

Comprehensive rehabilitation services and culturally relevant counseling are provided by the staff of these projects. Specific services include outreach and diagnostic services, vocational assessment, plan development, physical restoration services, vocational training, and placement and post-placement services. The primary service provided was physical restoration. Many of the vocational programs also included remedial education and English as a Second Language because lack of education and language skills prevent many older MSFWs with disabilities from successfully participating in the training courses that are available.

Program Administration

Programs are administered by the directors of the State vocational rehabilitation agencies, which are the only eligible applicants for these grants.

Outcomes

A 1987 Department of Education Study (III.1) examined quality of services provided, participant outcomes, and interagency coordination. Clients were generally satisfied with services. They reported that the most important benefits were the receipt of medical services and counseling.

Management Improvement Strategies

Rehabilitation Services Administration plans to conduct teleconference workshops for Migrant Project Directors in Washington, D.C., in 1992, as recommended by the 1987 study on vocational rehabilitation of migrant and seasonal farmworkers (III.1) which suggests annual meetings. The study is used as a basis for conducting the workshops and improving the program at all levels.

III. SOURCES OF INFORMATION

1. Evaluation of the Migrant and Seasonal Farm Workers' Vocational Rehabilitation Service Projects (San Francisco, CA: E.H. White and Company, September 1987).
2. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Edward A. Hofler, (202) 205-9432

Program Studies : Sandra Furey, (202) 401-3630

**HELEN KELLER NATIONAL CENTER (HKNC) FOR DEAF-BLIND
YOUTHS AND ADULTS
(CFDA No. 84. 128)**

I. PROGRAM PROFILE

Legislation: The Helen Keller National Center Act, as amended by P.L. 99-506, (29 U.S.C. 1901-1906) (expires September 30, 1992).

Purpose: To provide rehabilitation and training services, to train professional personnel, and to conduct applied research on training methods and curriculum at the national center or anywhere in the United States to enable persons who are deaf-blind to reach their full potential.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1972	\$600,000	1985	\$4,200,000
1975	2,000,000	1986	4,115,000
1980	2,500,000	1987	4,600,000
1981	3,200,000	1988	4,800,000
1982	3,137,000	1989	4,900,000
1983	3,500,000	1990	4,938,000
1984	4,000,000	1991	5,367,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program helps deaf-blind individuals acquire skills necessary for functioning independently in the community at large. Thus, it furthers Goal 5 by making it possible for these individuals to exercise the rights and responsibilities of citizenship.

Population Targeting

Services are targeted exclusively on individuals who are deaf-blind. There are an estimated 41,000 in this country.

Services

In FY 1991, the Helen Keller National Center for Deaf Blind Youths and Adults (HKNC) served 64 clients at its residential facility and provided referral and counseling to another 1,616 persons who are deaf-blind in their own States and communities through 10 regional offices. Agencies affiliated with HKNC served 2,656 persons who are deaf-blind. In addition, 340 persons participated in training seminars in the headquarters facility, and conferences were conducted throughout the Nation for a total of 2,040 participants. The Center hosted 260 American and 80 international professionals at its headquarters during the July 1, 1990 - June 30, 1991 program period.

Outcomes

Of the 64 persons receiving training at the National Center, 34 completed their training by June 30, 1991, with 16 being placed in employment settings and 22 placed in residential programs. Comparable information for the clients who were served through regional field services and affiliated agencies for the 1991 program year is not presently available.

Management Improvement Strategies

In the July 1, 1990 - June 30, 1991 program period, HKNC established the Supported Home Environment for Life-Long Learning program (SHELL) which trains severely multihandicapped deaf-blind persons for improved self-care and independent living in the concrete setting of a residence. The National Center also initiated the Personal Futures Planning program (PFP) whereby HKNC staff, family and advocates assist the individual client to develop, plan and make decisions concerning the individual's goals for life in the community and workplace, and validated the Helen Keller Functional Profile (HKFP) which enabled professionals to identify the functional level of a client and develop an appropriate training program to enhance the client's skills.

III. SOURCES OF INFORMATION

1. Program 1991 Annual Report of the Helen Keller National Center.
2. Evaluation of the Helen Keller National Center for Deaf-Blind Youths and Adults (Washington, DC: Associate Control, Research and Analysis Inc., August 1988).

IV. PLANNED STUDIES

The HKNC Act requires that the Secretary of Education annually evaluate the HKNC's activities. The Center uses special evaluation instruments developed under contract to the Department to help prepare the report the Secretary annually transmits to the President and Congress.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Chet Avery, (202) 205-9316

Program Studies : Rob Barnes, (202) 401-8630

PROJECTS WITH INDUSTRY PROGRAM (PWI)
(CFDA No. 84.234)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, Title VI, Part B, Section 621, as amended by P.L. 99-506 (29 U.S.C. 711 (c) and 795g), and P.L. 102-52 (expires September 30, 1992).

Purpose: This is a Federal government/private industry partnership initiative in which corporations, labor organizations, trade associations, foundations, State vocational rehabilitation agencies, and volunteer agencies work with the rehabilitation community in order to (1) create and expand job opportunities in the competitive labor market; (2) provide job training in realistic work settings; and (3) provide support services to enhance the pre- and post-employment success of individuals with handicaps.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1970	\$900,000	1985	\$14,400,000
1975	1,000,000	1986	14,547,000
1980	5,500,000	1987	16,070,000
1981	5,250,000	1988	17,000,000
1982	7,510,000	1989	17,350,000
1983	13,000,000	1990	18,765,000
1984	13,000,000	1991	19,445,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

The role of this program is to expand job opportunities for individuals with handicaps. As such, it furthers Goal 5 by enhancing the pre- and post-employment success of individuals with handicaps, thus allowing them to compete in the global economy and exercise the rights and responsibilities of citizenship.

Performance Indicators

This program is unique within the Department of Education in having formally prescribed standards and related performance indicators for evaluating grantees and determining eligibility for continuation awards. Projects are given points based on the proportion of their clients with severe disabilities, with a prior history of unemployment, the project's cost per successful job placement, actual costs compared to projected costs, overall placement rate, actual placements compared to projected placements, gain in client earnings, and proportion of successful placements of persons with severe disabilities or prior history of unemployment. (For a full description, see 34 CFR Part 379, Subpart F).

Services

Services available to disabled clients vary from project to project depending on the population served and type of project. Services generally include intake and evaluation, prevocational counseling, training to enhance job-seeking skills, vocational training, job development, and job placement. Services to employers could include job-site modification, equipment modification, and employee recruitment.

Nearly 5,000 business persons and rehabilitation professionals donate time to Projects With Industry (PWI) by serving on project advisory committees. Approximately 24,000 people were served by the 125 projects operating in FY 1991.

Program Administration

Each project is required by law to have a Business Advisory Council (BAC) composed of representatives from private industry, business, and organized labor. Each BAC is to become involved in the management of the project by identifying job availability in the community, identifying the skills necessary to fill the identified jobs, and developing and/or initiating training programs tailored to their need. Projects can be funded for up to five years if they achieve a satisfactory composite score on nine performance indicators.

Outcomes

A 1985 study (III.2) reported the following findings:

- o Many PWI clients are making the transition to stable, competitive employment, indicating general PWI program success.
- o The relatively low cost per PWI placement indicates that goals are being met efficiently.

Management Improvement Strategies

The FY 1986 amendments to the Rehabilitation Act required improved distribution of PWI projects, development of indicators for program and project assessment, and technical assistance to PWI projects and potential grantees. Mandated site visits began in FY 1989 and will continue through FY 1992. One-third of the 36 PWI projects funded in 1987 were site-visited from FY 1989 through 1991; 15 site visits to PWI projects were conducted in FY 1991.

In accordance with the 1986 Amendments to the Rehabilitation Act, indicators have been developed to determine the extent that each grantee is in compliance with the evaluation standards previously developed for this program. After initial pretesting and public comment, the final regulations were published in the August 31, 1989 Federal Register. The indicators were first used in FY 1990 when 2 of the 114 projects seeking continuation funding failed to achieve the prescribed minimum of 70 points on the 9 performance indicators. In FY 1991, a major competition was held to re compete 91 percent of the available funding. A total of 100 projects were funded, including 21 first-time projects. The indicators will be used to make decisions about continuation funding for FY 1992 for an anticipated 13 projects seeking third-year continuation funding.

III. SOURCES OF INFORMATION

1. Assessment of the Projects with Industry Program (Washington, DC: Advanced Technology, Inc., April 1983).
2. Evaluation of the Projects with Industry (PWI) Program (Washington, DC: Policy Studies Associates, Inc., January 1986).
3. Compliance Indicators for Projects with Industry Program.
4. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Thomas Finch, (202) 205-9796

Program Studies : Rob Barnes, (202) 401-3630

**CENTERS FOR INDEPENDENT LIVING (CIL)
(CFDA No. 84.132)**

I. PROGRAM PROFILE

Legislation: Section 711 of the Rehabilitation Act of 1973, P.L. 93-112, as amended (29 U.S.C. 796e) (expires September 30, 1992).

Purpose: To plan, establish, and assist in the operation of Centers for Independent Living (CILs) that provide independent living services to persons with severe disabilities to help them function more independently in family and community settings or to secure and maintain appropriate employment.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1979	\$2,000,000	1986	\$22,011,000
1980	15,000,000	1987	24,320,000
1981	18,000,000	1988	25,500,000
1982	17,280,000	1989	26,000,000
1983	19,400,000	1990	26,666,000
1984	19,400,000	1991	27,579,000
1985	22,000,000		

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The role of this program is to establish and operate Independent Living Services for individuals with severe disabilities. As such, it furthers Goal 5 by helping these individuals function independently in community settings and exercise their rights and responsibilities of citizenship.

Performance Indicators

Performance standards and indicators have been proposed for this program. Upon completion of the rule-making process, these standards are expected to govern decisions about continuation awards commencing in FY 1993.

Population Targeting

Centers for Independent Living provide diverse services to persons with a variety of severe disabilities. More than 80,000 persons with disabilities have been served by (CILs) funded under this authority since 1979. If CILs are not serving only individuals with severe disabilities with Title VII funds, they are not in compliance with the law.

In FY 1991, 144 continuation grants were awarded through 97 grantees for the operation of 202 CILs, including 10 branches or satellites.

Services

Centers for Independent Living devote a significant amount of their resources to advocacy, peer counseling, and training to develop independent living skills. The array of additional services available from centers includes personal care attendant training and management, housing modification, technical assistance to create accessible community programs, interpreter services and sign language classes, transitional programs for high school students with severe disabilities, and social skill and job readiness training. CILs are providing services in response to community needs of consumers with severe disabilities who are homeless. The CILs teach medical and nursing students about the independent living movement to enhance the quality of medical care and eliminate bias in the medical profession. They are also developing cooperative home ownership opportunities among persons with severe disabilities, and serving as plaintiffs in litigation to gain accessible transportation and housing.

Program Administration

All centers are required to have a governing board comprised of a majority of persons with disabilities. This is a condition for receipt of Part B funds. All projects are monitored to ensure project compliance with this requirement.

Management Improvement Strategies

The 1986 Amendments required that indicators of minimum compliance be developed pursuant to the evaluation standards developed for Centers for Independent Living. Independent Living Indicators have been proposed and, following clearance from the Office of Management and Budget, will be published in the Federal Register for public comment. Beginning in FY 1992, and continuing through FY 1993, site visits will be conducted at 15 percent of the grantees. The evaluation standards, continuing grant applications, and proposed compliance indicators will be used to evaluate the performance of individual centers.

III. SOURCES OF INFORMATION

1. Comprehensive Evaluation of the Title VII, Part B of the Rehabilitation Act of 1973 (as amended), Centers for Independent Living Program (Berkeley, CA: Berkeley Planning Associates, May 1986).
2. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Victor Galloway, (202) 205-9152
TDD/205-8352

Program Studies : Rob Barnes, (202) 401-3630

**VOCATIONAL REHABILITATION SERVICES FOR
HANDICAPPED AMERICAN INDIANS
(CFDA No. 84.128)**

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, as amended by P.L. 102-52, Title I, Section 130 (29 U.S.C. 711(c) and 750) (expires September 30, 1992).

Purpose: The purpose of this program is to support projects that provide vocational rehabilitation services to handicapped American Indians who live on Federal or State reservations.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1981	\$ 650,000	1987	3,202,500
1982	624,000	1988	3,448,750
1983	650,000	1989	3,625,750
1984	715,000	1990	3,821,000
1985	1,430,000	1991	4,082,000
1986	1,340,000		

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

Improving the lives of American Indians with disabilities means increasing their ability to function independently. This contributes to Goal 5 by making it possible for more individuals to exercise the rights and responsibilities of citizenship.

Population Targeting

In FY 1991, 15 Vocational Rehabilitation Service projects for handicapped American Indians (of which 11 were continuations and 3 were new) were funded. These three-year projects are directed by the tribes that received grants from the Rehabilitation Services Administration (RSA). The tribes serve Indians who live on

Federal or State reservations and are expected to provide services similar to those provided under the Vocational Rehabilitation State Grant program.

Services

The Vocational Rehabilitation Service projects for handicapped American Indians provide comprehensive rehabilitation services, including diagnostic services, vocational assessment, plan development, restoration, vocational training, placement, and postemployment support. Individual projects also conduct outreach activities designed to acquaint potential clients with the range of services available. Approximately 3,350 disabled American Indians were served with FY 1991 funds.

Program Administration

RSA provides grant funds to projects and also monitors the projects. The governing bodies of the tribes provide rehabilitation services directly or contract for delivery of services. Under the basic support program, State vocational rehabilitation agencies also provide vocational rehabilitation services to American Indians in the same manner as to all other clients. The agencies are required to submit a rehabilitation plan that includes addressing the rehabilitation needs of American Indians to RSA Regional Offices for approval.

Management Improvement Strategies

States are required to address the rehabilitation needs of American Indians in their State plans. RSA regional staff are able to utilize this information to improve the delivery of rehabilitation services to American Indians, working together with tribal groups and State and local agencies.

In the past, many of the applications received under the Indian program have been of poor quality. The Department has been making efforts to improve the quality of applications received for this program, such as sending copies of individual peer reviewer's evaluations and the panel summary to unsuccessful grantees and providing technical assistance to prospective applicants. In addition, certain tribes have been collaborating with State VR agencies in the development of applications. The steps taken to improve the quality of applications submitted for funding consideration had a positive impact on the quality of applications received for FY 1991 competition.

III. SOURCES OF INFORMATION

1. Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation (Flagstaff, AZ: Native American Research and Training Center, Northern Arizona University, November 1987).
2. Service, Research and Training Needs of American Indian Vocational Rehabilitation Indian Rehabilitation Projects (Flagstaff, AZ: American Research and Training Center, Northern Arizona University, November 1989).
3. Follow-up on the Effectiveness of Tribally Operated Vocational Rehabilitation Projects (Flagstaff, AZ: American Indian Rehabilitation Research and Training Center, Northern Arizona University, 1991).
4. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Edward A. Hofler, (202) 205-9432

Program Studies : Rob Barnes, (202) 401-3630

INDEPENDENT LIVING SERVICES FOR OLDER BLIND INDIVIDUALS
(CFDA No. 84.177)

I. PROGRAM PROFILE

Legislation: Section 721 of the Rehabilitation Act of 1973, P.L. 93-112, as amended by Section 721 of P.L. 99-506 (29 U.S.C. 796f) (expires September 30, 1992).

Purpose: To provide independent living services for blind persons age 55 years or older, to correct their blindness or visual impairment, or to help them adjust to blindness so that they may live more independently in their homes and communities.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1986	\$4,785,000
1987	5,290,000
1988	5,600,000
1989	5,700,000
1990	5,829,000
1991	6,505,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**Population Targeting**

Blind or severely visually impaired individuals age 55 or older whose blindness or severe visual impairment makes gainful employment extremely difficult and who are in need of independent living skills to prevent institutionalization or enhance their capability to live independently within the community or family.

Services

Independent living services for older blind persons include any services that will assist such persons, as defined in Section 721(d) of the Rehabilitation Act, to correct blindness or visual impairment, or to adjust to blindness by becoming more able to care for individual needs. These include visual screening, therapeutic treatment, outreach, eyeglasses, other vision aids, guide services, transportation, orientation and mobility services, reader services, Braille instruction, and other services to promote independent functioning in the home and community. In addition to these statutory services, the program also provides information

and referral, housing relocation, peer counseling, and adaptive skills training. In fiscal year 1991, approximately 14,500 individuals received one or more services through this program.

Program Administration

The State unit designated to provide rehabilitation services to persons who are blind, is the eligible agency under this program. Each designated State unit may either directly provide independent living services under this program or make subgrants to other public agencies or private, nonprofit organizations to provide these services.

This program was authorized by the 1978 Amendments to the Rehabilitation Act, but was not founded until 1986. The Rehabilitation Services Administration awarded 24 one-year grants in 1986; 26 one-year grants in 1987; and 28 three-year grants in 1988. A competition was held for 28 new three-year grants in 1991.

Management Improvement Strategies

Final regulations for this program were published in the Federal Register on July 15, 1988, and became effective September 16, 1988. The regulations provide that the only eligible applicant is the designated State unit authorized to provide rehabilitation services to blind persons. Selection criteria included in these regulations encourage applicants to include older blind persons in the planning of program activities.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operation : Ray Melhoff, (202) 205-9320
Program Studies : Barbara Vespucci, (202) 401-3630

COMPREHENSIVE SERVICES FOR INDEPENDENT LIVING
(CFDA No. 84.169)

I. PROGRAM PROFILE

Legislation: Section 701-706 of the Rehabilitation Act of 1973, P.L. 93-112, as amended (29 U.S.C. 796-796d-1) (expires September 30, 1992).

Purpose: The State Independent Living Rehabilitation Services program authorizes grants to designated State units, as defined in 34 CFR 361.1, to provide comprehensive services for independent living to persons whose disabilities are so severe that they do not presently have the potential for employment, but may benefit from vocational rehabilitation services that will enable them to live and function independently. The program may also serve individuals with severe disabilities who require independent living services to improve their ability to engage in or continue in employment.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1985	\$ 5,000,000
1986	10,527,000
1987	11,830,000
1988	12,310,000
1989	12,678,000
1990	12,938,000
1991	13,619,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program helps persons with severe disabilities to live or function more independently in the family or community or to engage or continue in employment. This program supports Goal 5 by enhancing the ability of such individuals to compete in the global economy and furthering their ability to exercise the rights and responsibilities of citizenship.

Population Targeting

In FY 1991, funds under this program were distributed to 79 State agencies, including both general vocational rehabilitation agencies and separate vocational rehabilitation agencies for persons who are blind. The total number of active cases for persons served under this program was estimated to be 18,223 for FY 1991. The major disability categories of persons served were orthopedic impairments, including spinal cord injuries and amputations (39.1 percent), and blindness and other visual impairments (34.2 percent). Other categories included hearing impairments, traumatic brain injury, and persons with multiple disabilities. Individuals with severe disabilities not served by other Rehabilitation Act programs are given priority for services under this program.

Services

Under Part A of Title VII of the Rehabilitation Act, the designated State unit may offer appropriate comprehensive services for independent living as specified under Section 702(b) and Title I of the Rehabilitation Act. Section 702(b) includes 16 broad categories of services. Counseling was the service most frequently provided. Other major service areas were advocacy and referral, daily living skills, and physical and mental restoration.

In its State Plan for Independent Living Rehabilitation Services, the designated State unit identifies those services it chooses to provide to persons with severe disabilities. The State Plan must also assure that the designated State unit conducts or has previously conducted studies of the independent living rehabilitation service needs of persons with severe disabilities within the State to plan for and improve future independent living services. Decisions regarding the services provided to a person with severe disabilities are based on an individualized written rehabilitation program developed jointly by the appropriate staff member and the person with severe disabilities.

Program Administration

The designated State unit administers the State's Independent Living Rehabilitation Services program. The State must use at least 20 percent of the funds provided through this program to make grants to local public agencies and private nonprofit organizations for the conduct of independent living services, unless the State submits sufficient evidence to show that it cannot feasibly grant 20

percent of the funds it receives to local public agencies and private nonprofit organizations. The Federal share of total program budget is limited to 90 percent.

Management Improvement Strategies

The Rehabilitation Services Administration (RSA) has developed a case review system for this program based on the established case review system used for the vocational rehabilitation program under Title I of the Rehabilitation Act. In 1990, RSA developed a State plan review guide for the purpose of monitoring State agency performance and State agency compliance with applicable laws and regulations. In addition, RSA revised the annual report instrument for this program to include data on the amount of non-Federal funds over the required 10 percent match; amount of Federal funds subgranted; number of subgrants awarded; number of subgrantee staff; reasons for closure; and time in active caseload.

III. SOURCES OF INFORMATION

1. State Plan for Independent Living Rehabilitation Services.
2. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Dora Teimouri, (202) 205-9497

Program Studies : Kimmon Richards, (202) 401-3630

**SUPPORTED EMPLOYMENT STATE GRANTS PROGRAM FOR
INDIVIDUALS WITH SEVERE HANDICAPS
(CFDA 84.187)**

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, Title VI, Part C, as amended by P.L. 102-52, Sections 631-638 (U.S.C. 795 j-q) (expires September 30, 1992).

Purpose: The State Supported Employment Services Program authorizes formula grants (supplementary to grants for vocational rehabilitation services under Title I) to help States develop collaborative programs with appropriate public agencies and private nonprofit organizations for training and traditionally time-limited post-employment services leading to supported employment for persons with severe handicaps.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	25,000,000
1988	25,935,000
1989	27,227,000
1990	27,630,000
1991	29,150,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program addresses Goal 5 by helping ensure that individuals with severe disabilities are able to acquire the knowledge and skills necessary for productive employment and citizenship.

Population Targeting

The State Supported Employment Services Program, administered through designated State units, provides services to individuals with severe handicaps to aid them toward the rehabilitation goal of supported employment. The purpose of the

program is to help persons with severe disabilities who may have been thought to be too disabled to benefit from vocational rehabilitation to achieve competitive vocational outcomes.

Services

Services authorized under Title VI, Part C, are limited to training and time-limited post-employment services leading to supported employment. Extended services are provided by State agencies and private organizations as specified under Section 634 (b) (4), and other sources. Decisions regarding services to be provided to an individual with severe handicaps are based on an individualized written rehabilitation program developed for that person.

Outcomes

Supported employment data elements have been added to the Vocational Rehabilitation (VR) Case Services Report System to collect information from State VR agencies on 1990 closed cases. Current information on supported employment is available through a study conducted by Virginia Commonwealth University (VCU) on all 50 States and the District of Columbia. VCU surveyed all States, analyzed their data on supported employment, and assessed the impact of supported employment.

From this study and subsequent updates, the most significant outcome data suggest:

- o Over 73,000 individuals were served in supported employment programs through FY 1990.
- o The total Title I, Title III and Title VI, Part C funds expended in FY 1989 were \$61,974,000, an increase of 24.8 percent over FY 1988.
- o State Vocational Rehabilitation (VR) agencies increased the number of new individuals receiving supported employment services in FY 1989 to 14,377, a 68.1 percent increase over the preceding year.

Management Improvement Strategies

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The Rehabilitation Services Administration (RSA) has implemented a system for reviewing case record documentation for Title VI, Part C, which is part of the Case

Review System (CRS) for the Vocational Rehabilitation program under Title I of the Rehabilitation Act. RSA has developed a supplement to the State Plan Assurance Review (SPAR) for Title I which addresses supported employment services and is used for monitoring State agency performance.

III. SOURCES OF INFORMATION

1. State Plan Supplement for the Supported Employment Services Program.
2. The Annual Report to Congress for Fiscal Year 1990 on Supported Employment Activities under Section 311(d) of the Rehabilitation Act, September 1991. (Washington, D.C.: U.S. Department of Education, Rehabilitation Services Administration).
3. A National Analysis of Supported Employment Growth and Implementation. (Richmond, VA: Virginia Commonwealth University 1990).
4. Program files.

IV. PLANNED STUDIES

The National Institute on Disability and Rehabilitation Research (NIDRR) is continuing to study supported employment programs to determine what strategies the States have employed in developing a Statewide system of supported employment; to further identify long-term financial support available to the program; and to determine the number of persons served, cost of services, and the employment history of those served.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Fred Isbister, (202) 205-9297

Program Studies : Lenore Garcia, (202) 401-3630

SPECIAL INSTITUTIONS FOR THE HANDICAPPED

A. American Printing House for the Blind (APH) (CFDA No. 84.998)

I. PROGRAM PROFILE

Legislation: Act to Promote the Education of the Blind of March 3, 1879 (20 U.S.C 101 et seq.) (no expiration date).

Purpose: To provide high-quality special educational materials to legally blind persons enrolled in educational or vocational training programs below the college level. Materials are manufactured and made available free of charge to schools and States through proportional allotments based on the number of blind students in each State.

Funding History 1/

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1965	\$ 865,000	1985	\$5,000,000
1970	1,404,000	1986	5,263,000
1975	1,967,000	1987	5,500,000
1980	4,349,000	1988	5,266,000
1981	4,921,000	1989	5,335,000
1982	5,000,000	1990	5,663,000
1983	5,000,000	1991	6,136,000
1984	5,000,000		

1/ Excludes a permanent appropriation of \$10,000 for all years; reflects enacted supplementals, rescissions, and reappropriations.

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The American Printing House for the Blind (APH) supports the goal of providing adult Americans with the knowledge and skills necessary to compete in a global economy (Goal 5).

Population Targeting

To be eligible for services, a student who is blind must be enrolled in an educational or vocational training program below the college level, for 20 hours or more per week. APH

estimated that 30 percent of those served in 1991 were visual readers, 13 percent auditory readers, 12 percent braille readers, 11 percent prereaders, and 34 percent non-readers. Of the students counted in the annual census conducted by APH, 83 percent were enrolled in public school programs, 9 percent in residential programs, 3 percent in rehabilitation programs, and 5 percent in programs for the multiple handicapped.

Services

APH maintains an extensive inventory of special educational materials for the blind. These include text materials in braille, large type, and recorded form; and special tools, teaching aides, microcomputer hardware and software, and supplies not available on a commercial basis. APH provides advisory services for consumers, including visits to approximately 20 agencies or programs each year to inform administrators and teachers about available materials. In addition, APH conducts basic and applied research to develop new educational materials for use in educating students who are blind.

Program Administration

The Act to Promote the Education of the Blind, as amended, authorized the Federal government to provide an appropriation to APH to manufacture and distribute special educational materials free of charge to schools and programs serving students who are blind, enrolled in education or vocational training programs below the college level. APH has two standing advisory committees: one establishes the need for new publications and the second oversees research and development. The funds provided under this Act represent approximately 39 percent of APH's total budget in FY 1991. Materials are available to each State and territory in proportion to their share of the total national enrollment of students who are blind. This enrollment is determined by an annual census administered by APH.

Outcomes

The American Printing House for the Blind served 48,071 students in FY 1991, an increase of 1,587 above the 1990 level of 46,484 students. Examples of material under development in 1991 include:

- o Curriculum materials for multihandicapped and preschool students
- o Aides for assessment of visual efficiency
- o Portable lightbox programs for near distance activities
- o Braille language and adult braille writing programs
- o Texttalker & Texttalker GS improvements

- o Tools for assessing Braille skills
- o High interest and low vocabulary software
- o Speaqualizer enhancement
- o Microcomputer applications and adaptations

The Department of Education completed a study of the American Printing House for the Blind on the provision of educational materials for the blind, in FY 1991 (III.2). The study includes data on the operations of the Federal quota program, trends in services provided, and the context under which the program operates. The study also included an analysis of survey data on parental perspectives on educational products available for use with visually impaired students.

With regard to service trends, the study found that educational aids increased 20.6 percent as a percentage of total sales from 26.2 percent in 1988 to 31.6 percent in 1991. In contrast, the greatest percentage decrease in sales has been of braille products. States were generally very positive about the performance of the Printing House and indicated that they believe the current per-pupil allocation system represents an equitable and appropriate means for distributing Federal funds appropriated for APH. Some concerns were raised in relation to more timely delivery of materials, the high cost of materials such as tangible aides, and amount of overhead charged for materials made available from other vendors.

This study was expanded in the spring of 1990 to include a survey by the National Association of Parents of the Visually Impaired. They conducted the survey in order to obtain information about consumer needs and satisfaction with educational materials used with blind students. There was a low level of response to this survey, but the contractors found considerable variation in the availability of educational materials for students with visual impairments. Students in public special day schools were more likely to have available different learning aids than children in any other educational placement. Parents who purchased materials privately did so from a variety of sources, with purchases from APH accounting for less than half.

Management Improvement Strategies

APH updated its strategic plan in FY 1991, implemented a comprehensive information system to improve production planning, created an information systems function, and increased its finished goods inventory. APH has recruited a consultant to expand its expertise in the textbook publications area. In addition, APH continues to build and purchase machinery to eliminate labor-intensive work tasks.

III. SOURCES OF INFORMATION

1. Program files.
2. Study of the American Printing House for Blind: Parental PeRspectives on Services for the Visually Impaired, (Washington, DC: Pelavin Associates, October 1990).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Lisa Gorove, (202) 205-5411

Program Studies : Barbara Vespucci, (202) 401-3630

B. National Technical Institute for the Deaf (NTID)
(CFDA No. 84.998)

I. PROGRAM PROFILE

Legislation: Title II of the Education of the Deaf Act, P.L. 99-371, Title IV (20 U.S.C. 4301 et seq.) (expires September 30, 1992).

Purpose: To promote the employment of people who are deaf or hard-of-hearing by providing technical and professional education for the Nation's youth who are deaf or hard-of-hearing. The National Technical Institute of the Deaf (NTID) also conducts applied research and offers training in occupational and employment-related aspects of hearing loss, including communication assessment and instruction, and education and cognition.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1970	\$ 2,851,000	1985	\$31,400,000
1975	9,819,000 <u>1/</u>	1986	30,624,000 <u>3/</u>
1980	17,349,000 <u>2/</u>	1987	32,000,000
1981	20,305,000	1988	31,594,000
1982	26,300,000	1990	36,070,000 <u>4/</u> , <u>5/</u>
1983	26,300,000	1991	37,212,000
1984	28,000,000		

1/ Includes \$1,981,000 for construction.

2/ Includes \$2,729,000 for construction.

3/ Includes \$1,400,000 for construction.

4/ Includes \$ 476,000 for construction.

5/ Includes \$ 888,000 for projects to serve low-functioning persons who are deaf, to be administered by the Rehabilitation Services Administration.

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The National Technical Institute for the Deaf (NTID) supports the goal of increasing achievement in science and mathematics (Goal 4) and providing adult Americans with the knowledge and skills necessary to compete in a global economy (Goal 5).

Population Targeting

NTID provides a residential higher education facility for the postsecondary technical training and education of the Nation's young people who are deaf or hard-of-hearing. NTID serves students with an average hearing loss of 92 decibels. In FY 1991, a total of 1,105 students were enrolled, of whom 839 were in technical fields and 266 in professional disciplines. In addition, NTID estimates that about 325 persons participated in its Summer Vestibule Program (SVP). SVP is a four-week experience that allows new students to engage in career exploration and decision making, adjust to college life, and assess their academic skills and competencies. Students get hands-on experience and information about various programs.

Services

NTID offers a variety of technical programs at the certificate, diploma, and associate degree levels, including majors in business, engineering, science, and visual communications. Students at NTID may also take courses through the other eight colleges of the Rochester Institute of Technology. The academic programs are supplemented by support services and special programs such as tutoring, note-taking, interpreting, special educational media, cooperative work experience, and job placement. In addition, NTID conducts applied research and provides training in occupational and employment-related aspects of hearing loss, communication assessment, and educational techniques to professionals in the field of deafness and hearing loss, and to others working with or for people who are deaf or hard-of-hearing.

Program Administration

The Department of Education contracts with the Rochester Institute of Technology (RIT) to provide the facilities and core services necessary to operate NTID. NTID is one of eight colleges at RIT, all of which are open to NTID students seeking course work beyond that offered by NTID, or degrees beyond the associate degree level. NTID receives a Federal subsidy to provide educational programs for Americans who are deaf or hard-of-hearing. The Federal appropriation represents approximately 83 percent of NTID's total budget.

Outcomes

NTID awarded degrees to 200 students in FY 1991. Approximately 100 publications developed at NTID are available for distribution to the public.

Management Improvement Strategies

The Education of the Deaf Act of 1986 significantly expanded the monitoring and evaluation responsibilities of the Secretary of Education over NTID. The Department of Education is working with NTID to contain expenditures and to increase non-Federal revenues while preserving the quality and availability of programs. In FY 1991, NTID established a

strategic planning process to develop a comprehensive plan for the next decade. The process will involve students, staff, and faculty and will result in recommendations on future directions, including potential program enhancements, reductions, and eliminations. NTID plans to continue to increase affirmative action and equal employment opportunities in response to criticism from Congress. An updated affirmative action policy has been prepared and is being implemented. The Institute also has begun a program to alleviate problems encountered by its interpreting staff resulting from repetitive-motion injuries.

III. SOURCES OF INFORMATION

1. Educating Students at Gallaudet and the National Institute for the Deaf (March 22, 1985, General Accounting Office, GAO/HRD 85-34).
2. Deaf Education: Cost and Student Characteristics at Federally Assisted Schools (February 14, 1986, General Accounting Office, GAO/HRD-86-64BR).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Lisa Gorove, (202) 205-5411

Program Studies : Barbara Vespucci, (202) 401-3630

C. Gallaudet University
(CFDA No. 84.998)

I. PROGRAM PROFILE

Legislation: Title I of the Education of the Deaf Act of 1986, P.L. 99-371 (20 U.S. C. 4301 et seq.) (expires September 30, 1992).

Purpose: To provide elementary, secondary, college-preparatory, undergraduate, and continuing education programs for persons who are deaf or hard-of-hearing, and graduate programs relating to deafness for both hearing and deaf persons; to conduct basic and applied research related to deafness; and to offer public service programs to persons who are deaf or hard-of-hearing and to persons who work with these individuals.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1970	\$ 6,400,000 <u>1/</u>	1985	\$58,700,000
1975	35,595,000 <u>2/</u>	1986	59,334,000
1980	48,768,000 <u>3/</u>	1987	62,000,000
1981	49,768,000 <u>4/</u>	1988	65,998,000
1982	52,000,000 <u>5/</u>	1989	67,643,000
1983	52,000,000	1990	67,643,000
1984	56,000,000	1991	72,262,000 <u>6/</u>

1/ Includes \$1,218,000 for construction.

2/ Includes \$18,213,000 for construction.

3/ Includes \$10,730,000 for construction.

4/ Includes \$6,594,000 for construction.

5/ Includes \$1,600,000 for construction.

6/ Includes \$2,440,000 for construction.

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Programs at Gallaudet University support the national achievement goals (Goal 3 and 4) and the goal of providing adult Americans with the knowledge and skills necessary to compete in a global economy (Goal 5).

Population Targeting

Programs at Gallaudet University primarily serve persons who are deaf or hard-of-hearing. A study by the General Accounting Office (GAO) (III.1) found that 89 percent of entering students had a hearing loss of 70 decibels or greater and that 64 percent had profound hearing losses of 90 decibels or greater. During FY 1991, Gallaudet enrolled 2,404 preparatory, undergraduate, special, and graduate students. Gallaudet University operates federally funded elementary and secondary programs; the Model Secondary School for Deaf, which enrolled 322 secondary students, including 42 students in the Postsecondary Enrichment Program; and the Kendall Demonstration Elementary School, which enrolled 191 elementary school students. Gallaudet University also served an estimated 62,000 persons through outreach programs and product dissemination and provided 45,000 hours of student support services.

Hearing students are admitted to graduate and outreach programs, including a master's degree program in interpreting.

Services

Gallaudet University, which is a private, nonprofit educational institution, provides a wide range of educational opportunities for persons who are deaf or hard-of-hearing from the elementary to postsecondary levels, including graduate programs in fields related to deafness for students who are deaf, hard-of-hearing, and hearing. It conducts a wide variety of basic and applied research, and provides public service programs for persons who are deaf or hard-of-hearing and to professionals who work with persons who are deaf or hard-of-hearing. In addition, its support programs provide services in educational technology, social services, family education, speech, audiology, student counseling, educational assessment, occupational therapy, medical services, and evaluation.

Program Administration

The Federal Government provides 100 percent of the funding for elementary and secondary programs and approximately 65 percent of the funding for the college-level and outreach programs. The programs are authorized by the Education of the Deaf Act of 1986, which also significantly expanded the monitoring and evaluation responsibilities of the Secretary of Education over Gallaudet University's educational programs and activities and administrative operations. The operation of the institution is under the direction and control of a Board of Trustees.

Management Improvement Strategies 332

In FY 1990, Gallaudet completed an internal review study of the institution's organizational structure and initiated a plan to streamline the organizational structure, decentralize responsibility, and reduce overall staffing levels by 2 percent a year over five years. The

Department of Education is working with the University to monitor progress in these and other areas. In response to a 1987 GAO report (III.3), Gallaudet is also developing a system to separately report and account for school operations and research projects, and re-evaluate its strategy for marketing precollege materials.

Outcomes

Gallaudet University awarded degrees to 337 students in FY 1991. Of this number, 13 Associate, 204 Bachelor, 114 Master and 6 Ph.D. degrees were earned.

III. SOURCES OF INFORMATION

A planning study was conducted in 1989 to assist the Department in drafting guidelines for a programmatic review of Gallaudet University programs. As part of this study, a panel of experts in deafness, higher education, and program evaluation met and made recommendations regarding evaluation priorities, including the need for more detailed baseline data on the postsecondary experiences of exiting high school students and the postsecondary educational opportunities and experiences of persons who are deaf.

A study was conducted of the Model Secondary School for the Deaf and Kendall Demonstration Elementary School in 1990 on the utility of selected data bases for an analysis of per-pupil expenditures and the influence these schools have on placement decisions of local school districts (III. 4.).

1. Educating Students at Gallaudet and the National Institute for the Deaf (March 22, 1985, General Accounting Office GAO/HRD 85-34).
2. Deaf Education: Cost and Student Characteristics at Federally Assisted Schools (February 14, 1986, GAO/HRD-86-64BR).
3. Deaf Education: The National Mission of Gallaudet's Elementary and Secondary Schools (September 30, 1987, GAO/HRD-87-133).
4. The Utility of Selected Data Bases for the Analysis of Educational Outcomes and Expenditures for Deaf Students (Washington, DC: Pelavin Associates, April 1990).

IV. PLANNED STUDIES

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In 1991, the Department initiated a study of Gallaudet's management, planning, and budget processes. The purpose of the study is to assess the availability of information at Gallaudet that could be used in the Federal budget process. The information will help to evaluate the University's budget request in relation to overall programs and operations, and to provide an overview of Gallaudet's budgetary and planning processes and how operational and programmatic priorities are derived. Study findings were due in FY 1992.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Lisa Gorove, (202) 205-5411

Program Studies : Barbara Vespucci, (202) 401-3630

TECHNOLOGY-RELATED ASSISTANCE
(CFDA Nos. 84.224 and 84.231)

I. PROGRAM PROFILE

Legislation: Technology-Related Assistance for Individuals with Disabilities Act of 1988, P.L. 100-407, Title I (U.S.C. 2201-2217) (expires September 30, 1993).

Purpose: The Technology Assistance program authorizes support for a variety of activities intended to enhance the ability of individuals of all ages with disabilities to obtain assistive devices and services. Major advances in technology have resulted in devices and help in learning to use them, and continued support is not always easily available or even known about.

The activities authorized are intended to:

- o Increase public and government awareness of the needs of individuals with disabilities for assistive technology devices and services.
- o Increase the availability of assistive devices and services, including helping States review or establish policies and procedures that may help ensure the availability of assistive devices; increase funding for the provision of devices and revise policies that impede device availability; build State and local capability to provide them; and improve coordination among public and private agencies.
- o Increase the awareness and knowledge of the efficacy of assistive technology among persons with disabilities, their families, professionals who work with the disabled, employers, and other appropriate people.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1989	\$ 5,150,000
1990	14,814,000
1991	20,982,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The population that receives services under this legislative authority includes a wide variety of persons with disabilities for whom assistive technology can help with tasks in daily life, in school training programs, and at the workplace.

In addition, this program is aimed at improving the knowledge and cooperation of persons who may work with or serve disabled persons, including staff of appropriate agencies and organizations, employers, family members, and others.

Services

Two main types of awards are made under this program: (1) discretionary grants to agencies designated by the Governors to develop comprehensive State programs that coordinate or directly serve persons needing assistive technology and (2) demonstration and innovation grants in local agencies.

Grants to States Technology Assistance. This program provides for competitive discretionary grants to States to establish Statewide programs of technology-related assistance.

The State projects may carry out a wide variety of activities, depending on the particular needs in the State, including: identifying the number and needs of persons with disabilities for assistive technology; identifying and coordinating resources for services and devices; directly providing devices and services to those who need them; information dissemination and public awareness; training and technical assistance; assistance to Statewide and community-based organizations; partnerships and cooperative initiatives; improving staff qualifications; compilation and evaluation of data; and procedures for involving concerned citizens.

FY 1990 grants totaling \$12.2 million were made to 23 States for this program. In FY 1991, a total of \$4.2 million was awarded for 8 new State grants.

Progress reports by the first nine States to receive awards indicated that the States all implemented some similar activities. All nine States developed Statewide networks of information and referral, established sites for evaluation and training on assistive devices, and implemented public awareness campaigns.

The projects have resulted in models of service delivery and support activities which can be adopted by other states and communities. For example:

- o Utah established assistive technology service centers in five sites throughout the State. Each of these centers assesses more than 300 clients a year.
- o Maine established an interactive cable television program which reached homes, offices, and classrooms throughout the State.
- o Illinois set up a "store-front" information center and office in the State capitol.
- o Minnesota sponsored consumer forums throughout the State to learn from consumers what their needs were.
- o Colorado funded five "Assistive Technology Teams" through a competitive process. The teams are multidisciplinary, with individuals experienced in service delivery who meet with consumers and their families across the state on a regular basis. Colorado also funded a study to find out what programs already exist that will help with the costs of assistive technology and what barriers exist for access to these programs or to establishing new ones.

Demonstration and Innovation Grants. This program provides for awards to private agencies and organizations to operate model projects for delivering assistive technology and services; research; development; and loan projects. In 1990, the first year of operation for this program, 10 innovation projects were funded in private agencies for a total of \$1.5 million. In FY 1991, no new awards were made in this program.

Program Administration

All awards are competitive, with the exception of one legislatively-directed award to the National Council on Disability.

Under the State grant program, the development grants are awarded for three years. States may apply for an additional two years of funding if the Secretary of Education determines that the State made significant progress during the first grant. No State may receive more than five years of funding under this activity.

The Governor must designate a lead agency which applies for the State grant funding and coordinates with other appropriate agencies in the State. Lead agencies have included State vocational rehabilitation agencies, State education agencies, universities, health and human service agencies, and Governors' councils.

Management Improvement Strategies

The Secretary is required to develop an information system providing quantitative and qualitative data on the program's impact. In 1990, a three-year technical assistance contract was awarded to provide help to the grantee States in implementing their development grants and to work with them in developing the information system. The contractor will provide help in developing plans, provide information on assistive technology services, and arrange for or recommend consultants in specific fields. The contractor is also coordinating self-evaluations by the grantees.

In FY 1990, the Department funded a mandated study of the feasibility and desirability of establishing a national information and program referral network. This study will evaluate the services currently available that provide information on assistive technology, conduct a consumers' needs assessment, and identify barriers to effective services.

Also in FY 1990, a study of Federal, State, local and private financing of assistive technology devices and services was awarded to the National Council on Disability, as mandated.

A new program was funded in FY 1991 to support training and public awareness activities. For this program, in preparation for developing regulations and program priorities, the Department's National Institute on Disability and Rehabilitation Research conducted public hearings in September 1990. In FY 1991, 8 awards were made under this program for a total of \$1.2 million.

In FY 1991, a mandated national evaluation study was started to assess the effects of the State grant program.

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

In FY 1992, the National Institute on Disability and Rehabilitation Research (NIDRR) intends to fund an evaluation of the feasibility of loan demonstration projects and on-site peer reviews of the first 9 grantees to assess their suitability for extension grants.

V. CONTACTS FOR FURTHER INFORMATION

Program operations: Carol Cohen, (202) 732-1139

Program studies : Nancy Rhett, (202) 401-3630

OFFICE OF VOCATIONAL AND ADULT EDUCATION

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VOCATIONAL EDUCATION--BASIC GRANTS TO STATES
(CFDA No. 84.048)

I. PROGRAM PROFILE

Legislation: Carl D. Perkins Vocational Education Act (P.L. 98-524), Title II, Part A and Part B (20 U.S.C. 2331-2334 and 2341-2342 respectively). Although the Perkins Act was amended effective July 1, 1991, by the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (P.L. 101-392) (expires September 30, 1995), all programs under the Perkins Act addressed in this report operated in the final year before the amendments became effective.

Purposes: To help States and Outlying Areas expand and improve their programs of vocational education and provide equal opportunity in vocational education for traditionally underserved populations. Vocational education programs supported by Basic Grants are designed to give the Nation's work force the marketable skills needed to promote economic growth and live productive lives.

Funding History

<u>Fiscal Year</u>	<u>Appropriation 1/</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1965	\$168,607,000	1985	\$777,633,758
1970	342,747,000	1986	743,965,099
1975	494,488,000	1987	809,507,974
1980	719,244,000	1988	798,665,863
1981	637,315,000	1989	825,600,408
1982	587,736,648	1990	844,429,254
1983	657,902,000	1991	848,359,869
1984	666,628,758		

1/ These amounts include funds provided to the States each year under the Smith-Hughes Act's permanent appropriation. For FY 1965 through FY 1984, the amounts represent funds appropriated under P.L. 94-482. For FY 1985 through FY 1990, the amounts represent funds appropriated under P.L. 98-524 and for FY 1991 under P.L. 101-392.

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

The activities carried out in Basic Grants to States with funds reserved for disadvantaged individuals, including dropouts and potential dropouts, support the goal of increasing the high school graduation rate (Goal 2); providing American students who leave elementary and

secondary education with basic skills and competencies that will prepare them for responsible citizenship, further learning, and productive employment (Goal 3); providing special courses and teaching strategies designed to teach fundamentals of math and science through practical applications (Goal 4); and providing adult Americans with the knowledge and skills, including basic literacy, necessary to compete in a global economy (Goal 5).

Performance Indicators

The National Center for Research in Vocational Education surveyed State vocational directors to assess the status of efforts as of June 1991 to develop performance measures and standards as required by the Perkins Act of 1990 (III.6). About half of the States indicated that they have specific performance measures and/or standards for students in vocational education in the past--49 percent for secondary and 43 percent for postsecondary education. Of those States, 56 percent applied their standards to all students in secondary vocational education and 64 percent to all students in postsecondary vocational education. Thus at least half of the States are starting from scratch and face substantial work in developing and implementing performance measures and standards by July 1993 as required by the amended Perkins Act.

Population Targeting

The Final Report of the Department of Education's National Assessment of Vocational Education (NAVE) completed in August 1989 reported the following findings on secondary vocational education (III.2):

- o Schools with the largest percentage of disadvantaged students offer 40 percent fewer vocational courses, a third fewer occupational programs, and half as many advanced occupationally specific courses as schools with the smallest percentage of disadvantaged students.
- o Students in schools with the largest concentrations of poor and academically disadvantaged students were 40 percent less likely than students in schools with the smallest percentage of disadvantaged students to have access to an area vocational school.
- o Both students with disabilities and academically disadvantaged students earn more credits in secondary vocational education than other students.
- o Data on high school classes of 1982 show that vocational courses in applied mathematics, such as business math, vocational math, and vocational courses that included substantial math content (e.g., electronics, drafting, accounting, agricultural science) were associated with significant gains in math learning.

Findings from the NAVE Final Report and data from the Department's Integrated Postsecondary Education Data System for the 1988-1989 school year (III.7.) show that at the postsecondary level:

- o Enrollments in vocational education are high and, over time, the proportion of total course work in vocational subject areas has increased. The share of vocational coursework taken by members of the high school class of 1980 who enrolled in community colleges was 18 percent higher than it was for the high school class of 1972.
- o While two-year public institutions accounted for only 14 percent of the total number of institutions offering vocational education in 1988-89, they delivered the vast majority of vocational education offerings to the high school class of 1980. In contrast, private proprietary schools represented 69 percent of the institutions offering vocational education, but on average were quite small, accounting for less than 10 percent of vocational courses taken by 1980 high school seniors in less than baccalaureate institutions.
- o In 1988-89, private postsecondary institutions awarded 53 percent of the less-than-four-year degrees. Over 60 percent of these degrees awarded by private postsecondary institutions were less-than-one-year certificates, while almost half of those awarded by public postsecondary institutions were associate's degrees. The majority of the degrees awarded by public institutions were in business (28 percent) and health (27 percent) programs. The highest percentage of degrees awarded by private institutions was in business programs (36 percent) followed by health (12 percent) and marketing (10 percent).
- o Compared to four-year colleges, less-than-baccalaureate institutions attract a broader cross-section of students in terms of age, race, economic background, and level of ability. Students at these institutions are more likely to be female, black, Hispanic, from families with lower incomes, older, and financially independent of their parents.

Program Administration

Basic Grants programs operating during FY 1991 were supported by funds appropriated for FY 1990 under P.L. 98-524. Under that authorization, after setting aside up to 7 percent for administration, States were required to allot 57 percent of their remaining Basic Grants for services designed to increase the vocational education opportunities of disadvantaged students (22 percent); adults who need training or retraining (12 percent); students with handicaps (10 percent); single parents, single pregnant women, and homemakers (8.5 percent); students in courses to overcome sex bias and stereotyping (3.5 percent); and criminal offenders in correctional institutions (1 percent).

The remaining 43 percent of each State's Basic Grant was reserved under Part B for program improvement, innovation, and expansion activities, including renovation of training facilities, upgrading of equipment, staff training, and curriculum development. Expenditures for career

guidance and counseling services also were authorized and required to be maintained by each State at the FY 1984 levels.

Although formulas and set-asides were established within the Perkins Act, States retained the discretion to allocate most funds between secondary and postsecondary sectors and within sectors. More than 50 percent of all funds were required to be spent in economically depressed areas; however, some States identified so much of their territory as economically depressed that the constraint had little meaning (III.5). With the exception of the set-aside for handicapped and disadvantaged students, there was no requirement that funds be allocated according to population, enrollment, economic need, or other criteria.

In allocating funds set aside for handicapped and disadvantaged students, the percentage of a State's grant allocated to an eligible recipient (i.e., a school district or postsecondary institution) depended on the number of disadvantaged students enrolled (50 percent) and either the number of handicapped students or the number of disadvantaged students served in vocational education (50 percent). The Limited-English-Proficiency portion of the disadvantaged allocation depended on the ratio of limited-English-proficiency students enrolled in the eligible recipient.

The NAVE Final Report found that, across the country, the rates at which States allocated Perkins funds between secondary and postsecondary sectors varied greatly. In the 1986-87 school year, the postsecondary shares ranged from 8 to 100 percent. The NAVE Second Interim Report (III.4) found that, nationally, 42 percent of FY 1986 funds were allocated to postsecondary education. In addition, separate area vocational school districts appeared to receive a disproportionate share of the Federal funds that flowed to secondary education. Area vocational school districts and postsecondary institutions received much larger grants than school districts on a per-pupil basis.

Other NAVE findings concerning the allocation of Perkins funds indicate that:

- o For the disadvantaged set-aside alone, school districts with the highest poverty rates had a greater likelihood of receiving an award, and their per-student disadvantaged (and handicapped) set-aside awards were larger than those in other districts. Within districts, however, case studies were unable to uncover any systematic means for funds distribution or service provision based on student or programmatic characteristics.
- o A substantial share of program improvement funds was being retained for Statewide activities. Most Statewide activities involved assistance to secondary vocational education. Funds retained at the State level were most commonly used for curriculum development. Under the Perkins Act of 1990, no funds are specifically set aside for program improvement.

Outcomes

NAVE developed a new indicator for evaluating vocational education programs. The "skilled course utilization rate" measures the share of all vocational courses that are related to jobs that students obtain when those jobs require more than minimal skills. Based on this measure:

- o About 38 percent of all occupationally specific vocational courses were used in skilled jobs approximately 16 months after high school graduation for the high school class of 1982. By fall 1985, the skilled jobs course utilization rate had risen to 44 percent.
- o Rates of skilled course utilization were higher for women than for men--46 percent compared with 33 percent, 16 months after graduation from high school. The higher rate for women was due, in large part, to their extensive enrollment in business education and the relatively high rate at which business graduates obtained skilled, business-related jobs.

III. SOURCES OF INFORMATION

1. Program files.
2. National Assessment of Vocational Education (NAVE) Final Report, (Washington, DC: U.S. Department of Education, Vol. I, July 1989, Vol. II, May 1989).
3. NAVE First Interim Report (Washington, DC: U.S. Department of Education, January 1988).
4. NAVE Second Interim Report (Washington, DC: U.S. Department of Education, September 1988).
5. Vocational Education: Opportunity to Prepare for the Future (Washington, DC: General Accounting Office (GAO)/HRD-89-55, May 1989).
6. Results of the Fifty States Survey on Performance Measures and Standards (National Center for Research in Vocational Education, forthcoming).
7. Vocational Education in the United States: 1969-89 (Washington, DC: National Center for Education Statistics, forthcoming).

IV. PLANNED STUDIES

The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 authorized a new national assessment, although no funds were appropriated for this purpose in FY 1991. An interim report is due to Congress on or before January 1, 1994, and a final report on or before July 1, 1994.

Through studies and analyses conducted independently after competitive awards, the new assessment will include descriptions and evaluations of:

- o Implementation studies on administration and practice. The effect of the Perkins Act Amendments of 1990 on State and tribal administration of vocational education and on local vocational education practice.
- o Implementation studies on funding. Federal, State, and local expenditures to address program improvement; the impact of the within-State allocation requirements; the effect of funding flexibility on services to special populations; the distribution of Federal vocational education funds to the States.
- o General and special populations studies. Participation of general and special populations in vocational education; access to high-quality programs; the effect of statutory requirements on criteria for services to special populations.
- o Quality of vocational education. Preparation and qualifications of teachers; shortages of teachers; the extent and success of academic/vocational integration; articulation between secondary and postsecondary programs; effect of performance standards on vocational education; academic outcomes; effect of educational reform on vocational education.
- o Employment studies. School-to-work transition; employment outcomes and the relevance of vocational training to occupations; employer satisfaction and involvement.
- o Special studies. Coordination of services under the Perkins Act Admendments of 1990, the Job Training Partnership Act, and other Federal programs; vocational education in tribal institutions; vocational education in correctional facilities; involvement of minority students in vocational student organizations.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Marcel R. Duvall, (202) 205-9444

Program Studies : Audrey Pendleton, (202) 401-3630

VOCATIONAL EDUCATION--INDIAN AND HAWAIIAN NATIVES PROGRAMS
(CFDA No. 84.101)

I. PROGRAM PROFILE

Legislation: The Carl D. Perkins Vocational Education Act (P.L. 95-524), Title I, Part A, Section 103 (20 U.S.C. 2313). Although the Perkins Act was amended effective July 1, 1991, by the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (P.L. 101-392) (expires September 30, 1995), all programs under the Perkins Act addressed in this report operated in the final year before the amendments became effective.

Purpose: To provide financial assistance to eligible Indian tribes and to organizations serving Native Hawaiians to plan, conduct, and administer vocational education programs authorized by, and consistent with, the Perkins Act.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	
	<u>American Indians</u>	<u>Hawaiian Natives</u>
1977	\$ 5,281,476	0
1980	6,929,755	0
1981	6,182,654	0
1982	6,186,230	0
1983	5,936,734	0
1984	6,645,484	0
1985	9,895,639	\$1,979,128
1986	9,564,367	1,912,873
1987	10,414,352	2,082,870
1988	10,462,777	2,092,555
1989	10,808,990	2,220,793
1990	11,099,592	2,201,990
1991	11,104,009	2,220,793

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Indian and Hawaiian Natives Vocational Education program supports funding of education and training projects for Indians and Hawaiian Natives to attain the knowledge and skills necessary to compete in a global economy (Goal 5).

Outcomes

Placement rates for American Indian projects range from 67 to 100 percent. Among the grantees with the highest placement rates are the NANA Regional Corporation in Anchorage, Alaska and the Mississippi Band of Choctaw Indians.

- o In Alaska, the Red Dog Indian Vocational Project provides training in mine operations, maintenance, and materials management. Of the 104 Native Americans who completed training by 1991, all were placed in apprenticeship positions in the Red Dog zinc mine.
- o In Mississippi, the Band of Choctaw Indians has provided training primarily in the open cable and electrical wire harness trade. Of the 313 Native Americans who completed training, all were placed in jobs; 236 were employed by the Chahta Enterprise, a tribally owned enterprise. In addition, 298 employees of the Chahta Enterprise received training to upgrade their skills.

Management Improvement Strategies

American Indians

The Department of Education has worked with grantees to improve job placement by giving special consideration to grant recipients that link their programs with tribal economic development plan as required by law.

The Department provides training materials and technical assistance to all Indian tribes in an effort to develop high-quality vocational education programs.

Hawaiian Natives

The program for Hawaiian Natives Vocational Education under the Perkins Act stipulates that grants can only be made to organizations that primarily serve and represent Hawaiian Natives and are recognized by the Governor of the State of Hawaii. Thus far, only one organization, Alu Like Inc., has received this recognition and has thus received all the available funds. Alu Like is a nonprofit organization with the primary mission of assisting Hawaiian Natives to achieve social and economic excellence. (III.2)

The mission of the Hawaiian Natives Vocational Education program administered by Alu Like is to foster changes in the Hawaiian vocational education delivery system to ensure that Native Hawaiian students participate in, and benefit from, vocational education to the same degree as other ethnic groups in the State. Goals of projects funded by the program include increasing the number of Native Hawaiian vocational education high school students who pursue vocational education at the community college level, adoption of methods culturally appropriate for teaching basic academic skills to Native Hawaiians at the intermediate level, improving the retention and completion rates of Native Hawaiians enrolled in community

college vocational education programs, and establishing community-based vocational education facilities to assist Hawaiian Native adults to reenter the public vocational system.

The University of Hawaii Community College Student Retention Model, which is supported in part by the program, includes a data collection system that is being updated to track the progress of Native Hawaiian students in community colleges. An outreach effort is continuing to recruit Native Hawaiian high school students for enrollment in community college programs and to assist students in continuing in higher level programs.

The grantee is working with the private sector to develop training alternatives in occupations such as home health care and small business management. Cooperative learning is being used in schools as a culturally appropriate and effective means of educating Hawaiian Native students.

III. SOURCES OF INFORMATION

1. Program files.
2. Pelavin, Diane C., Levine, Andrea B., and Sherman, Joel D., Descriptive Review of Set-Aside Programs for Hawaiian Natives (Washington, DC: Pelavin Associates, April 1989).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Indian Vocational Education: Harvey G. Thiel, (202) 205-5680
Perness Swett, (202) 205-9379

Program Operations : Native Hawaiian Vocational Education:

Kate Holmberg, (202) 205-5563

Program Studies : Audrey Pendleton, (202) 401-3630

**VOCATIONAL EDUCATION--COMMUNITY-BASED
ORGANIZATIONS PROGRAMS**
(CFDA No. 84.174)

I. PROGRAM PROFILE

Legislation: Carl D. Perkins Vocational Education Act (P.L. 98-524), Title III, Part A (20 U.S.C. 2351-2352). Although the Perkins Act was amended effective July 1, 1991, by the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (P.L. 101-392) (expires September 30, 1995), all programs under the Perkins Act addressed in this report operated in the final year before the amendments became effective.

Purpose: To provide States with financial assistance to operate programs that provide special vocational education services to disadvantaged youth who are not adequately served by the regular vocational education system. Projects must involve the collaboration of public agencies, community-based organizations (CBOs), and business.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$ 6,000,000
1988	8,845,000
1989	8,892,000
1990	10,850,000
1991	11,710,848

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

By focusing services on at-risk individuals, including dropouts, who may not be served by regular vocational education services, this program supports the goal of increasing the high school graduation rate (Goal 2). Development of basic skills supports the goal of achieving competencies to prepare for responsible citizenship, further learning, and productive employment (Goal 3). Goal 5 is furthered by providing necessary skills to individuals so that they may become a competitive part of the global economy.

Population Targeting

Title III, Part A, of the Perkins Act is restricted to certain activities specified in the next section. Funds are allocated based on a statutory formula to States upon submission and

approval of a State plan that addresses State needs. In FY 1991, 53 grants were made to the States, the District of Columbia, Puerto Rico, and the Virgin Islands.

A descriptive study of the CBO programs published in March 1990 (III.2), provided information about State administration and funding of local projects and about local project implementation. The study found that:

- o Most States use grants competitions to fund vocational education at community-based organizations.
- o A variety of organizations, including private nonprofit organizations, neighborhood associations, and social service groups receive funding.
- o States tend to distribute funds widely among a large number of organizations located in different parts of the State rather than concentrate funds on only a few projects.

Services

Joint projects of eligible recipients and community-based organizations provide special vocational education services and activities, such as outreach programs, transitional services, pre-vocational educational preparation and basic skills development, and career intern programs.

Program Administration

States generally renew projects that appear to be working successfully, but renewal of the grant is not automatic. States monitor the implementation of CBO projects through on-site visits and performance reports, but most States do not conduct formal evaluations.

III. SOURCES OF INFORMATION

1. Program files.
2. Descriptive Review of Data on the Vocational Education Community-Based Organizations Program (Washington, DC: Pelavin Associates, March 1990).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Isaac Wilder, (202) 205-9435

Program Studies : Audrey Pendleton, (202) 401-3630

**VOCATIONAL EDUCATION--CONSUMER AND HOMEMAKING EDUCATION
(CFDA No. 84.049)**

I. PROGRAM PROFILE

Legislation: The Carl D. Perkins Vocational Education Act (P.L. 98-524), Title III, Part B (20 U.S.C. 2361-2363). Although the Perkins Act was amended effective July 1, 1991, by the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (P.L. 101-392) (expires September 30, 1995), all programs under the Perkins Act addressed in this report operated in the final year before the amendments became effective.

Purpose: To assist the 50 States and the outlying areas in conducting consumer and homemaking education programs that prepare male and female youths and adults for the occupation of homemaking. Funds can be used to provide instruction in food and nutrition, consumer education, family living and parenthood education, child development and guidance, housing, home management (including resource management), and clothing and textiles.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1970	\$15,000,000	1985	\$31,633,000
1975	35,994,000	1986	30,273,000
1980	43,497,000	1987	31,273,000
1981	30,347,000	1988	32,791,000
1982	29,133,000	1989	33,118,000
1983	31,633,000	1990	34,118,000
1984	31,633,000	1991	33,351,566

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

By providing instruction to youths and adults in nutrition, consumer education, child development, home management, housing and parenthood education, this program addresses Goals 1, 2, 3, and 5 through assisting parents in working with their children so they are prepared for school; contributes to retention of high school graduation rate; through applied academics will ensure responsible citizenship, further learning, and productive employment for a world class workforce; and through access to education will allow individuals to acquire the necessary skills to exercise the rights and responsibilities of citizenship.

Population Targeting

Consumer and homemaking education programs, services, and activities are intended to be accessible to males and females, youth and adults at all educational levels. At least one-third of Federal funds were required to be used for programs, services, and activities in economically depressed areas or areas with high rates of unemployment to improve quality of family life. Grants were made, through a statutory formula, to the 50 States, Puerto Rico, the District of Columbia and the five U.S. territories in FY 1991.

Services

Programs, services, and activities provided by the Federal Consumer and Homemaking Education Program include (1) program development and improvement of instruction and curricula; and (2) support services and activities designed to ensure quality and effectiveness of programs including application of academic skills in consumer and homemaking programs, professional development, and State administration, supervision, and leadership.

Program Administration

State Boards of Education are responsible for administering the program and assisting eligible recipients to plan and conduct instructional programs in all consumer and homemaking education areas. All States and territories currently offer consumer and homemaking education programs.

States and Territories are updating, expanding, and revising curricula to reflect the needs of youth and adults. According to State and local records, 4.3 million students are served by 34,100 consumer and homemaking education programs across the country; 42 percent of these students are males. Fifty-nine percent of the consumer and homemaking students are enrolled in parenthood education, family living, nutrition education, child development, and management of resources.

States have implemented new and/or revised programs and curriculum in areas such as Consumer and Homemaking Education, Interrelatedness of Balancing Work and the Family, Management of Resources and Life Management Skills, Child Growth and Development, Parenting/Family Life Education, and Consumer Education. An integral part of all instructional programs is the application of academic skills.

Management Improvement Strategies

- o States and universities are conducting research aimed at program improvement in cooperation with business and industry and professional organizations of consumer and homemaking education.

- o States are providing professional development and leadership conferences for teachers to improve the quality of instructional programs including the application of academic education and development of performance standards/core measures and the effectiveness of evaluation of programs and services.
- o National leadership workshop conferences, conducted by the Office of Vocational and Adult Education, enhance State and local education agencies' efforts to carry out the legislative requirements of the Carl D. Perkins Vocational and Applied Technology Education Act and to develop strategies for meeting the challenges cited in recent national studies on education reform.

III. SOURCES OF INFORMATION

1. Enrollment Source: Vocational Home Economics Education Coalition (Washington, DC: U.S. Department of Education, Division of Vocational Home Economic Education, Office of Vocational and Adult Education, 1991).
2. Research and Curriculum Projects by State Departments of Education, 1990-91 (Washington, DC: U.S. Department of Education, Division of Vocational Home Economics Education, American Vocational Association, and Office of Vocational and Adult Education).
3. State Annual Performance Reports for Vocational Education (Washington, DC: U.S. Department of Education, Division of Vocational Education, Office of Vocational and Adult Education, December 1991).
4. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Bertha G. Kings, (202) 205-5421
 Program Studies : Audrey Pendleton, (202) 401-3630

VOCATIONAL EDUCATION--TECH-PREP EDUCATION
(CFDA No. 84.243)

I. PROGRAM PROFILE

Legislation: The Carl D. Perkins Vocational and Applied Technology Education Act, P.L. 101-392, Title III, Part E (20 U.S.C. 2394) (expires September 30, 1995).

Purpose: To provide planning and demonstration grants to consortia of local education agencies and postsecondary educational institutions, for the development and operation of four-year programs designed to provide a tech-prep education program that leads to a two-year associate degree or a two-year certificate; and to provide, in a systematic manner, strong, comprehensive links between secondary schools and postsecondary educational institutions or an apprenticeship program.

Funding History:

<u>Fiscal Year</u>	<u>Appropriation</u>
1991	\$63,000,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Tech-Prep Education Program addresses several national education goals: Goal 2, high school completion; Goal 3, student achievement; Goal 4, mathematics and science achievement; and Goal 5, ability to compete in a global economy.

Population Targeting

The program, through a cooperative effort between consortia of local education agencies and postsecondary educational institutions, links the last two years of high school vocational programs with two years of community, junior, and technical college programs. It does this by developing and implementing a "2+2" model of a four-year program that combines a common core of learning with technical education. Tech-prep education programs require basic proficiency development in mathematics, science, communication, and technology that leads to a two-year associate degree or a two-year certificate in a specific career field.

Services

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Activities that may be provided under the Tech-Prep Education Program include developing a tech-prep curriculum appropriate to the needs of students participating in the program; providing in-service training for teachers; and training counselors how to recruit students and

provide counseling that ensures successful completion of tech-prep education programs, and provide employment placement counseling.

Program Administration

States administer the tech-prep program through their State Boards of Vocational Education and make subgrants to eligible consortia of secondary-level and postsecondary educational institutions, on either a discretionary or formula basis. The State is responsible for providing federally required plans and reports, reviewing, and processing applications for local projects, and providing technical assistance.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

A study is planned to begin at the end of FY 1992 to evaluate the effectiveness of the Tech-Prep Education program. It will examine Tech-Prep Education Program implementation and administration at the State level and tech-prep education programs at the local level, using mail surveys and limited site visits.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Nancy Smith Brooks, (202) 205-8269

Program Studies : Sandra H. Furey, (202) 401-3630

**VOCATIONAL EDUCATION--TRIBALLY CONTROLLED POSTSECONDARY
VOCATIONAL INSTITUTIONS
(CFDA No. 84.245)**

I. PROGRAM PROFILE

Legislation: The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (P.L. 101-392) (expires September 30, 1995).

Purpose: To provide grants for the operation and improvement of tribally controlled postsecondary vocational institutions to ensure continued and expanded educational opportunities for Native American students, and to allow for the improvement and expansion of the physical resources of such institutions.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1991	\$2,440,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

By funding the operation and improvement of tribally controlled postsecondary vocational institutions, the program supports Goal 5 by providing opportunities for Native Americans to acquire the necessary skills to exercise the rights and responsibilities of citizenship and to compete in the economy.

Population Targeting

This program targets funds on tribally controlled postsecondary vocational institutions that: (1) are governed by a board of directors or trustees, a majority of whom are Indians; (2) demonstrate adherence to a philosophy which fosters individual Indian economic self-sufficiency and opportunity; (3) are accredited by a nationally recognized accrediting authority for postsecondary vocational education; and (4) enroll the full-time equivalency of not less than 100 students, of whom the majority are Indians. The two institutions supported in FY 1991 (the first year of funding) were Crownpoint Institute of Technology (Crownpoint, New Mexico) and United Tribes Technical College (Bismarck, North Dakota). The authorizing statute requires the Secretary to give priority for funding in future years to the grantees who previously were funded.

Services

Program grants provided to program institutions support the operation and improvement of tribally controlled postsecondary vocational institutions to ensure continued and expanded educational opportunities for Native American students, and to allow for the improvement and expansion of the physical resources of such institutions. Among the services provided through program funds are the maintenance and operation of the program, including development costs, costs of basic and special instruction, materials, student costs, administrative expenses, boarding costs, transportation, student services, day care, and family support for students and their families (including contributions to the costs of education for dependents); capital expenditures, including operations and maintenance and minor improvements and repair, physical plan maintenance costs; and costs associated with repair, upkeep, replacement, and upgrading of the instructional equipment.

Program Administration

By statute, only tribally controlled postsecondary vocational institutions are eligible for assistance under the Tribally Controlled Postsecondary Vocational Institutions Program.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

Pursuant to a statutory directive, two studies were undertaken November 1991 to exam the facilities, training equipment, and housing needs of tribally controlled postsecondary vocational institutions eligible for assistance under the Tribally Controlled Postsecondary Vocational Institutions Program. The first study is intended to provide a (1) detailed description of the housing needs, including such factors as quality of facilities, location, and housing options (bonding, private leasing) of the institutions; and (2) detailed assessment of the training needs, including equipment needs, recruitment, admissions, financial aid, support services, and job placement activities of the study institutions. The second study will provide a five-year projection of the training facilities, equipment, and the housing needs of the studied institutions. Reports from the two studies are due in 1992.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Harvey Thiel, (202) 205-5680
Program Studies : Sandra H. Furey, (202) 401-3630

VOCATIONAL EDUCATION--NATIONAL PROGRAMS
(CFDA Nos. 84.051 and 84.193)

I. PROGRAM PROFILE

Legislation: Carl D. Perkins Vocational Education Act (P.L. 98-524), Title IV, Parts A, B, and C, Sections 401-404, 411-417, and 722 (20 U.S.C. 2401-2404, 2411-2417, and 2422). Although the Perkins Act was amended effective July 1, 1991, by the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (P.L. 101-392) (expires September 30, 1995), all programs under the Perkins Act addressed in this report operated in the final year before the amendments became effective.

Purposes: (1) To conduct and disseminate research that would improve the quality of vocational education, expand its access to special populations, provide results that are readily applicable to the vocational setting, and provide practical information that can be used by vocational education administrators, counselors, and instructors; (2) to conduct nationally significant model demonstration programs in vocational education; and (3) to establish a reporting and accounting system for vocational education that includes support for the National Occupational Information Coordinating Committee (NOICC).

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1982	\$ 8,536,073
1983	8,036,073
1984	8,177,963
1985	10,320,963
1986	9,706,823
1987	11,142,963
1988	25,800,963
1989	26,147,963
1990	23,154,963
1991	24,858,836

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Cooperative Demonstration Program has supported the high school graduation goal (Goal 2) through funding of dropout prevention projects in vocational education. The National Center for Research in Vocational Education has conducted a number of projects that support the academic achievement goal (Goal 3), including studies of the development of

performance measures and standards and the integration of academic and vocational education including math and science (Goal 4). Other activities support the goal that every adult American will possess the knowledge and skills necessary to compete in a global economy (Goal 5).

Performance Indicators

NOICC. Occupational Information Systems and Career Information Delivery Systems supported by NOICC appear to be of relatively high quality and used extensively by State and local administrators (see Outcomes).

Demonstration Centers for Retraining of Dislocated Workers Program. The three centers funded in FY 1988 - FY 1990 have placement rates between 75 and 85 percent (see Outcomes).

Cooperative Demonstration Program. Dropout prevention projects are able to deliver services earlier when they are implementing a program model they know well. Familiarity with the model and issues requiring resolution facilitate effective implementation. Funding levels (proposed by grantees) were frequently insufficient to replicate comprehensive models (see Outcomes).

Services

The National Center for Research in Vocational Education (NCRVE) is a competitively awarded, nonprofit, university-affiliated entity designated by the Secretary of Education for a five-year period on the advice of a panel of nationally recognized experts in vocational education. NCRVE is charged with conducting applied research and development to improve vocational education. Activities include conducting projects that improve the quality of vocational education for targeted populations, by integrating academic and vocational education skills and by developing methodologies for emerging technologies; providing training for vocational education leaders; conducting policy-oriented studies to facilitate national planning; providing a clearinghouse for State-supported program improvement projects; developing evaluation and planning methodologies to help States evaluate and plan their programs; managing a dissemination program; and making an annual assessment of joint planning and coordination under the Carl D. Perkins Act and the Job Training Partnership Act (JTPA).

The National Occupational Information Coordinating Committee (NOICC) is made up of senior officials of the Departments of Agriculture, Commerce, Defense, and Labor, and four offices within the Department of Education. The NOICC cooperates with State agencies to develop and implement occupational information systems to meet a comprehensive range of planning, program administration, and career guidance needs.

Six regional Curriculum Coordination Centers (CCCs) coordinate the development and dissemination of curriculum and instructional materials. In FY 1991, 82,912 clients were served through dissemination of curriculum materials, special searches, technical assistance, and site visits. These services resulted in 1,605 adoptions or adaptations of curriculum products (III.11).

Discretionary Research Activities

- o Under a contract entitled, "Training Future Vocational Teachers and Guidance Counselors," materials were developed to train future vocational teachers and guidance counselors to integrate basic academic skills content into occupational content areas.

Demonstration Programs

- o The Demonstration Centers for the Retraining of Dislocated Workers Programs. Four centers have been established under this program. The first center, established in FY 1988 and located at Roxbury Community College in Boston, Massachusetts, focused on underserved populations (Hispanic, Chinese, and Southeast Asian displaced garment workers). This center was unable to continue operating after Federal funds expired. The second center, established in FY 1989 and located at Lorain County Community College near Cleveland, Ohio, focuses on training displaced manufacturing workers through the use of specially developed high-technology courseware. Although Federal funding has ceased for this project, the center continues to operate with funds from other sources. The third center was established in FY 1990 at Joliet Junior College in Joliet, Illinois. This project, with support from the Department of Labor, provides training and instruction to dislocated workers. Such services may include: outreach, recruitment, counseling, basic skills, vocational or technical training, evaluation and assessment of students' needs, support services, and job placement. A fourth center was established in FY 1991 and is managed by the Minnesota Board of Vocational Technical Education. Located at Dakota County Technical College, this center serves a clientele similar to that served by Joliet Junior College. Each demonstration center has established certain distinct objectives or theories that it will attempt to demonstrate.
- o Cooperative Demonstration Programs. The 10 dropout prevention projects funded in FY 1989 under the Cooperative Demonstration program continued operations during FY 1991. The purpose of this program is to demonstrate exemplary approaches for encouraging vocational education students to remain in school or for encouraging dropouts to reenter school through vocational education programs.

In FY 1990, the Cooperative Demonstration Program supported 30 new demonstration projects that focused on high-technology training at the secondary and postsecondary levels. The purpose of these projects was to demonstrate how vocational education students can successfully be taught high technology skills. An independent evaluation was conducted to determine the impact of these projects.

In FY 1991, the Cooperative Demonstration Program supported six new demonstration projects that focus on the building trades, especially masonry trades. The purpose of these projects is to develop regional model demonstration centers to create new training opportunities or expand or improve existing activities. All projects involve cooperation between the private sector and public agencies and are based on successful training programs in the building trades. Each regional demonstration center serves two or more States.

Outcomes

NCRVE. The National Center for Research in Vocational Education has completed research studies addressing:

Vocational education for special populations, including the unique, multifaceted problems confronting rural and urban vocational education. These guides are intended to assist professionals to locate needed resources (III.5,6).

Indicators of education and the economy, including long-term economic and demographic trends that raise concerns about the nation's ability to compete in the international economy and to sustain improvements in the national standard of living. Basic data on education and the economy are presented, aimed at providing a context for discussion of strategies for vocational education (III.3).

Vocational teacher education as offered at U.S. colleges and universities, including where, when, what, how, to whom, and by whom vocational teacher education is provided (III.1).

Models for integrating vocational and academic education, including identification and examination of eight integration models (III.7).

These studies, along with technical assistance to the field and a national teleconference on performance standards and measures and tech-prep programs, address current issues as mandated in the Perkins Act.

National Occupational Information Coordinating Committee (NOICC) and the State Occupational Information Coordination Committees (SOICCs). The Department completed a study in 1991 describing the activities of the NOICC/SOICC system, the quality of the data in the system, and the users of data from the system, based on FY 1987. The two key activities supported by NOICC are Occupational Information Systems (OISs) and Career Information Delivery Systems (CIDS). OIS assembles labor market information, drawing on occupational and educational information from various State and local sources, and disseminates information to State and local planners and administrators. NOICC disseminates career-related information through CIDS for private individuals to use in making personal job and educational decisions.

OIS databases include information on current and projected labor supply and demand determined by the States. Overall, the study found that data included in OIS databases appear to be of relatively high quality and consistent with the standards for supply and demand data. In four of the five States that were visited, the OIS databases appear to be used extensively by State and local administrators and program planners as well as school districts and schools.

CIDS were available at approximately 15,000 sites in 46 States across the country and used by more than 6 million people. Almost 75 percent of the CIDS sites were located at schools, colleges, and universities; other sites include State employment and training agencies, vocational rehabilitation agencies, libraries, correctional facilities, and community-based organizations. SOICCs are not required to operate CIDS or to adopt a particular CIDS vendor. Staff at three of five SOICCs visited that operated CIDS reported that no assistance had been received for the operation and maintenance of their CIDS. The other two sites visited did not operate CIDS, citing excessive costs and overemphasis on services for college-bound students (III.10).

High Technology Demonstration Projects. The Office of Policy and Planning is conducting an evaluation of Discretionary Cooperative Demonstration Program high-technology projects funded in FYs 1988 and 1989. The projects were authorized to increase access of special populations to high-quality programs, improve the transition from school to work, and provide suitable models for replication. The projects were also to demonstrate successful cooperation between the private sector and public agencies to teach vocational education skills through a variety of models, e.g., work experience and apprenticeship, work-site training, placement, and public works.

The first-year evaluation focused on 23 of the 36 projects funded in FY 1988 that responded to the priority of addressing high technology issues based either on the type of job for which training was offered or the nature of the training. The funded grant applications were rated on the logic of their design and the plausibility of achieving their objectives. Thirteen out of the 23 applications were considered to be successful or potentially successful. The predicted success of projects was compared with actual success based on the proposed numbers of students to be trained. The comparison revealed that the logic and plausibility of the project's application was not a good predictor of whether or not the project would meet its proposed targets. For both those projects rated most and least likely to succeed, two of three projects fell short of the targeted number of students to be trained. Among eight of the 23 projects that were visited, five were able to implement their proposed plan and met their goals and objectives. In seven of the eight projects, costs were reasonable for project outcomes (III.9).

For the second-year evaluation of projects funded in FY 1989, projects were chosen for site visits based on the type of partnership, degree of innovation in the partnership arrangement, and number of disadvantaged students served. The second report is scheduled for completion in 1992.

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Dropout Prevention and Reentry Demonstration Projects. The Office of Policy and Planning is conducting a longitudinal study of dropout prevention projects funded in FY 1989 under the Discretionary Cooperative Demonstration Program. The first interim report, addressing project implementation, will be released in 1992. Grantees were authorized to replicate a dropout prevention model that had been found effective in other settings, adapt a locally developed model, or expand a project currently in operation in their district. Because of the timing of the grant awards in September 1989, many projects were unable to complete planning, staffing, and logistical arrangements required to fully initiate services during the 1989-90 school year. Projects in which the grant writer was not involved in the implementation of the program also took more time to get off the ground.

The findings suggest that districts are able to deliver services earlier if they are implementing models they know well. Familiarity with the model and issues requiring resolution at the State and local level facilitates effective implementation. When grantees did not have prior experience with the model they were implementing, features were sometimes found to be incompatible with State regulations. For example, one of the alternative school models that integrates academic and vocational education requires instructors to teach more than one subject, but regulations in some States require certification in all subjects taught, making it difficult or impossible to find qualified staff in the project location. Funding levels (proposed by grantees) were frequently insufficient to replicate comprehensive models. Strategies such as reducing class size, providing extra consultation and preparation time for teachers, and providing counseling for students, are expensive. The success of the projects in improving student outcomes will be the focus of the second interim report expected in 1992 (III.8.). The final report is scheduled for January 1993.

Demonstration Centers for Retraining of Dislocated Workers Programs. The Retraining of Dislocated Workers Centers collected placement and wage data for program completers. The Center at Roxbury Community College had an 81% placement rate with 85% of placements at a higher wage than the previous job. The Center at Lorain Community College had a 90% placement rate with average hourly wages between \$6 and \$8. Data from Joliet Junior College show a 75% placement rate with an average placement wage of \$9.64. The Minnesota Center has placed 60 of 247 completers at an average wage of \$12.42.

III. SOURCES OF INFORMATION

1. A National Database on Vocational Teacher Education (Berkeley, CA: National Center for Research in Vocational Education (NCRVE), 1991).
2. Curriculum Coordination Centers Impact Report for 1991 (Washington, DC: U.S. Department of Education, 1991).
3. Indicators of Education and the Economy (Berkeley, CA: NCRVE, 1991).

4. Results of the Fifth State Survey on Performance Measures and Standards (Berkeley, CA: NCRVE, forthcoming).
5. Selected Vocational Preparation Resources for Serving Rural Youth and Adults with Special Needs (Berkeley, CA: NCRVE, 1991).
6. Selected Vocational Preparation Resources for Serving Urban Adults with Special Needs (Berkeley, CA: NCRVE, 1991).
7. The Cunning Hand, the Cultural Mind: Models for Integrating Vocational and Academic Education (Berkeley, CA: NCRVE, 1991).
8. Evaluation of Dropout Prevention and Reentry Demonstration Projects in Vocational Education (Mountain View, CA: RMC Research Corp, forthcoming).
9. Evaluation of the Vocational Education High Technology Demonstration Projects, First Year Report (Washington, DC: Cosmos Corporation, July 1991).
10. Descriptive Review of Data on the National Occupational Information Coordinating Committee (NOICC) and the State Occupational Information Coordinating Committees (SOICCs). (Washington, DC: Pelavin Associates, February 1991).
11. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Richard F. DiCola, (202) 205-9962
 Joyce F. Cook, (202) 205-9761
 Program Studies : Audrey Pendleton, (202) 401-3630

**BILINGUAL VOCATIONAL EDUCATION
PROGRAMS--DISCRETIONARY GRANTS**
(CFDA Nos. 84.077, 84.099, 84.100)

I. PROGRAM PROFILE

Legislation: The Carl D. Perkins Vocational Education Act (P.L. 98-524), Title III, Part I (20 U.S.C. 2441). Although the Perkins Act was amended effective July 1, 1991, by the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (P.L. 101-392) (expires September 30, 1995), all programs under the Perkins Act addressed in this report operated in the final year before the amendments became effective.

Purposes:

- o Bilingual Vocational Training (BVT) program: To provide bilingual vocational education and training and English-language instruction to persons with limited English proficiency (LEP) and to prepare these persons for jobs in recognized (including new and emerging) occupations.
- o Bilingual Vocational Instructor Training (BVIT) program: To provide preservice and inservice training for instructors, aides, counselors, and other ancillary personnel participating, or preparing to participate, in bilingual vocational training programs for LEP persons.
- o Bilingual Vocational Materials, Methods, and Techniques (BVMMT) program: To develop instructional and curriculum materials, methods, or techniques for bilingual vocational training for LEP persons.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1975	\$2,800,000	1986	\$3,527,000
1980	4,800,000	1987	3,686,000
1981	3,960,000	1988	3,734,000
1982	3,686,000	1989	3,771,000
1983	3,686,000	1990	2,959,000
1984	3,686,000	1991	2,887,962
1985	3,686,000		

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Bilingual Vocational Training program supports adult literacy (Goal 5) through funding of education and training projects for those with limited English proficiency who also need occupational competency training.

Performance Indicators

Program files show that job placement rates for program participants range between 80 and 100 percent.

Population Targeting

One BVMNT award was made in FY 1990 with funds appropriated in FY 1989. That contract, "Community College Efforts for LEP Vocational Students," ran until June 1992. Nine new BVT and one new BVIT awards were made with FY 1990 funds. It was anticipated that nine continuation BVT and two new BVIT awards would be made with FY 1991 funds.

Management Improvement Strategies

Grantees are asked to submit their curriculum packages to a retrieval system so that other grantees can consult them. Grantees are also encouraged to share their findings through the development of resource handbooks and the accurate reporting of program results and accomplishments. Project directors meet periodically to share program strategies and information.

Outcomes

Studies conducted as part of the National Assessment of Vocational Education (NAVE) showed that vocational training for LEP adults varies considerably depending upon training objectives, vocational skill areas, and needs of the populations served. Services may generally be divided into three areas: a language component, a vocational component, and a support services component. The more comprehensive training programs offer services from all three components.

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Based on six case studies of State and local policies and services, NAVE found that while vocational training services for adults and out-of-school youth are readily available in most areas, proficiency in oral English is generally required prior to enrollment along with basic reading, writing, and math skills (III.2). These entry criteria essentially exclude LEP adults. Those LEP adults who do apply are generally referred to English as a Second Language

(ESL) programs and are asked to re-apply when they can meet the vocational program's entry criteria. Vocational training specifically directed at LEP adults, which combines training in occupational and language skills, is less frequently available. Generally, it is administered by an agency or organization that has a special interest in serving that population, such as a refugee program or community-based organization with ties to a specific ethnic group.

III. SOURCES OF INFORMATION

1. Program files.
2. Fleishman, Howard L. and Willette, JoAnne. An Analysis of Vocational Training Needs and Services for Limited English Proficient Adults (Arlington, VA: Development Associates, Inc., November 1988).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Laura Karl, (202) 205-5565
Program Studies : Audrey Pendleton, (202) 401-3630

ADULT EDUCATION--GRANTS TO STATES
(CFDA No. 84.002)

I. PROGRAM PROFILE

Legislation: Adult Education Act, P.L. 91-230, as amended, (20 U.S.C. 1201 et seq.) (expires September 30, 1995).

Purpose: To improve educational opportunities for adults and to expand and improve the delivery system for adult education services that enable educationally disadvantaged adults to acquire the basic literacy skills necessary for literate functioning, to profit from employment-related training, obtain or retain productive employment, and complete secondary school.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1967	\$26,280,000	1985	\$101,963,000
1970	40,000,000	1986	97,579,000
1975	67,500,000	1987	105,981,000
1980	100,000,000	1988	115,367,000
1981	122,600,000 ^{1/}	1989	136,344,000
1982	100,000,000	1990	157,811,000
1983	86,400,000	1991	201,032,000
1984	95,000,000		

^{1/} Includes one-time funding of \$5 million for services to Indochinese immigrants and refugees and \$17.6 million for services to Cuban and Haitian entrants.

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

All the services provided by this program contribute to adult literacy and citizenship skills (Goal 5). In addition, by assisting adults to earn high school diplomas, the program's Adult Secondary Education component contributes to Goal 2, increasing the high school graduation rate.

Population Targeting

The Adult Education State-Administered Basic Grant program continues to target its services on adults with less than a high school education. Census data (1980) indicate that 51.8 million persons comprise this target population, of which 5.2 million failed to go past the fifth grade. The program, through a cooperative effort between the States and the Federal government, offers persons 16 years of age or older or who are beyond the age of compulsory school attendance under State law, the opportunity to attain reading, writing, and computational skills through the secondary school level of competence. Opportunities are also provided for adults to overcome English-language deficiencies.

States must give preference to local service providers who have demonstrated or can demonstrate a capability to recruit and serve educationally disadvantaged adults. This group of adults is defined generally as those who demonstrate basic skills equivalent to or below the fifth-grade level.

The Adult Education Act directs special attention to programs for incarcerated and other institutionalized adults, by requiring that each State use at least 10 percent of its Federal grant for this population.

Two new national discretionary grant programs for the correctional population were included in the National Literacy Act of 1991. These programs will provide funds to State and local correctional agencies to develop and implement a functional skills program or a life skills program for the adult correctional population.

Services

For FY 1990, the latest year for which data are available, States reported serving 3.6 million adults. Sixty-nine percent of these participants were in level I (below grade 8 and English-as-a-Second-Language programs). Nearly 70 percent of the expenditures are directed at this level. Instruction was provided by approximately 9,000 full-time and 70,000 part-time teachers. Over 93,000 literacy volunteers participated, over two-thirds of whom served as tutors. The remaining volunteers served in various supportive roles, providing outreach, transportation, child care, and clerical services. States continued their efforts to improve the quality of instructional services through special experimental demonstration projects and teacher training projects. Projects trained administrators, supervisors, teachers, and paraprofessionals.

Program Administration

Programs of adult education are administered by State education agencies and, in five States, by community college boards. Local projects, conducted by local education agencies and by public or private agencies, organizations, and institutions, are approved by States on the basis of need and resources available. The State agency is responsible for providing federally required plans and reports, reviewing and processing applications from local deliverers of adult education services, coordinating programs serving adults, providing technical assistance, and evaluating local programs.

While only 10 percent was required, State contributions in FY 1990 for adult education amounted to over 80 percent of total program expenditures, or more than four times the Federal contribution. Nationally, costs per participant average over \$212. Most States report somewhat higher average costs for level I participants. Average costs for adults who persist in the program long enough to make substantial learning gains are undoubtedly much higher.

Outcomes

Information from annual performance reports submitted by the States (III.2) indicates the following educational and economic outcomes:

- o A total of 206,952 participants passed the General Educational Development (GED) test.
- o Another 67,003 participants received adult high school diplomas.
- o Over 206,898 entered another education or training program.
- o Over 10,597 participants received U.S. citizenship.
- o Jobs were obtained by approximately 120,800 participants who had previously been unemployed.
- o Approximately 105,700 participants obtained a better job or a salary increase after instruction.
- o Over 28,020 participants were removed from public assistance rolls.

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Management Improvement Strategies

Strategies for program improvement resulting from the National Literacy Act of 1991 include:

- o Creation of a National Institute For Literacy. The Institute will be administered under the terms of an interagency agreement among the Secretaries of Education, Labor, and Health and Human Services. The major activities of the Institute will be: research; technical assistance and training; dissemination of information with respect to promising practices; and assistance in the development of performance standards and measures and identification of ways to achieve uniformity of reporting requirements.
- o Creation of State/Regional Literacy Resource Centers. The Centers will provide a link between the National Institute and local programs. They will improve and promote diffusion and adoption of exemplary teaching methods, technologies, and administrative practices.
- o Establishing indicators of program quality. States must, within two years, develop a system of indicators of program quality to be used to judge the effectiveness of local programs of instruction.
- o Evaluation of grantee performance. States must evaluate 20 percent of grant recipients each year of the State Plan period.
- o Setting criteria for renewal of grants. Additions to the criteria used by States to allocate Federal funds to local grant recipients include past program effectiveness with respect to recruitment, retention, and literacy gains of program participants, the degree of coordination with other literacy and social services, and commitment to serving those most in need.
- o Increasing set-asides. The State set-aside under Section 353 of the Act for innovative and demonstration projects and teacher training is increasing from 10 percent to 15 percent, with two-thirds of that amount to be used for teacher training.
- o Expanding advisory councils. The Act broadened the membership and increased the responsibilities of State advisory councils on adult education and literacy.

- o Requiring long-term measurable goals. The new Act requires States to include in their State Plans for adult education measurable goals for improving literacy levels, retention, and long-term learning gains of participants.

III. SOURCES OF INFORMATION

1. Adult Education Act.
2. Program regulations (34 CFR, Parts 425 and 426).
3. Annual Performance, Financial, and Evaluation Reports submitted by States.

IV. PLANNED STUDIES

The following new projects or types of projects were proposed under the National Programs authority in the FY 1992 budget request:

- o Large-scale studies to validate models of effective adult education programs. The design conference, which took place in March 1992, plus findings from other studies under way, will provide guidance in this area. It is likely that studies will involve randomized experiments and/or longitudinal data collection in order to compare standard versus promising programs in a particular area, such as programs for low-reading-level participants. Evaluations that assess program effectiveness will be coordinated with any related activities implemented by the National Institute for Literacy.
- o Evaluation of Workplace Literacy Partnerships projects. This study will assess the impact and effectiveness of projects funded under the Workplace Literacy Partnerships Program with an emphasis on identifying and validating exemplary programs and practices. This activity will involve placing increased data collection and reporting requirements on the projects, plus a national evaluation contract to provide guidance and technical assistance to all of the projects as well as analysis and reporting of the data.
- o A national conference to discuss approaches for using volunteers effectively in adult education programs and to identify areas in which the Federal and State governments can provide help. The conference will focus especially on issues of management and training that bear on the effectiveness of volunteers.

- o Technical assistance projects to work with State education agencies. Rather than fund general technical assistance centers addressing a wide variety of topics, the Department has proposed to fund specific projects of limited duration.
 - States are required by amendments to the Adult Education Act in 1988 to collect and report additional evaluation data on local programs. In FY 1992, the planned technical assistance project would build on the two earlier development and technical assistance projects and provide continued assistance to States in improving their evaluation data systems.
 - Section 353 of the Adult Education Act allows States to set aside up to 15 percent of their grants for innovative projects and teacher training projects. Using FY 1991 funds, ED is funding a project to develop designs for assessing program effectiveness and is also planning to assess the impact of the State set-aside programs. FY 1992 funds would fund a two-year technical assistance program that would help States improve the quality of this program. The project would build upon the design conference and on findings from the National Evaluation of Adult Education Programs as they become available.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Ron Pugsley, (202) 205-9872

Program Studies : Rob Barnes, (202) 401-3630

ADULT EDUCATION--NATIONAL PROGRAMS
(No CFDA No.)

I. PROGRAM PROFILE

Legislation: Adult Education Act, Part D, P.L. 91-230, as amended (20 U.S.C. 1212a-c) (expires September 30, 1993).

Purpose: To conduct evaluation studies and provide assistance to States in evaluating the status and progress of adult education. Projects and studies funded provide information needed for national policy-making and for State and local program improvement.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1988	\$1,915,000
1989	1,976,000
1990	1,973,000
1991	2,927,587

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

The evaluation studies and technical assistance activities performed under Adult Education National Programs directly support Goal 5, adult literacy, and Goal 2, high school completion.

Services

Adult education is a field in which there are now a number of evaluation and technical assistance activities underway to provide information needed by policy makers at all levels; by local, State, and Federal program administrators; and by researchers. Studies and projects covering a broad range of topics and concerns have been funded under Adult Education National Programs (Section 383 of the Adult Education Act) as well as the Department of Education's general research authority.

Three offices have been involved in these efforts -- the Office of Vocational and Adult Education (OVAE), the Office of Policy and Planning (OPP), and the Office of Educational Research and Improvement (OERI). In addition, collaborative activities and studies have started with the Departments of Labor, and Health and Human Services. Beginning in 1992, the new National Institute for Literacy will support a variety of research, development, and

information dissemination projects, complementing activities started earlier by the other offices.

All of the activities funded so far under Adult Education National Programs may be grouped into four categories:

1. Descriptive studies (case studies, descriptive surveys, secondary data analyses).
2. Impact evaluations of Federal programs.
3. Studies that identify effective practices and programs ("what works").
4. Technical assistance to States to improve evaluation capability and for program improvement.

The history of past efforts under Adult Education National Programs is as follows:

- *FY 1989 -- Initial Efforts* . A number of small, descriptive studies funded by OPP and OVAE provided literature reviews and collection of descriptive information on adult education programs and services. Two national studies were started -- the national survey of adult literacy administered by OERI, and a review administered by OPP of all Federal adult basic skills programs jointly funded by the Departments of Education, Labor, and Health and Human Services.
- *FY 1990 -- Critical Gaps Starting to be Filled*. Gaps in knowledge about adult education programs and participants continued to be addressed. A third national study was funded -- the National Evaluation of Adult Education Programs, a four-year longitudinal study administered by OPP which will describe and assess adult education programs and participants. Also, a two-year project was funded by OVAE to identify promising adult education teacher-training programs and develop descriptions of model programs for use by practitioners. In addition to these new efforts, several smaller studies were started, and earlier studies were continued.
- *FY 1991 -- New Evaluations and Increased Technical Assistance to States*. By 1991, the Department was supporting continuation costs of several large studies, continued to fund smaller studies in areas not addressed before, and began more projects to provide technical assistance to States; especially in areas of evaluation and accountability.

A table follows that lists all studies and projects funded under Adult Education National Programs, from the program's beginning to the end of 1991. The table includes the total estimated for each project, and provides a distribution of estimated continuation costs in future years as well.

Fiscal year 1991 funds were available for obligation starting July 1991 and could be carried over and awarded during FY 1992 (October 1991 - September 1992) as well. This explains why the appropriation amount for FY 1991 is higher than the amount actually obligated during that year. Planned procurements for FY 1992 and FY 1993 cannot be listed until they are in process.

The status of all studies and projects awarded under Adult Education National Programs, from the beginning of the program in FY 1989 to the end of 1991 is described below. Unless otherwise indicated, final reports are available for the projects.

Effective Practices and Programs

Field-initiated research in adult education. Six applied research projects were funded in a competition for field-initiated research during FY 1988. All six involved application of technology to adult basic education instruction. Final reports are available for the first five.

- **Developing literacy through whole language in ABE** (Ashtabula County Adult Basic Education Program, Jefferson, Ohio). This project developed an instructional curriculum using the whole-language approach to teaching reading, and evaluated its effectiveness compared to the individualized workbook-based approach.
- **A comparative study of adult education** (Opportunities Industrialization Center, Indianapolis, Indiana). Two methods of adult education were compared to determine relative effectiveness -- classroom instruction and computer-assisted instruction.
- **Project PROVE: Probationers/Parolees Realize Opportunities via Education** (Jefferson County Public Schools, Adult and Continuing Education Program, Louisville, Kentucky). A State project was replicated and expanded, incorporating applied research to evaluate a variety of instructional approaches including computer-assisted instruction.
- **Older displaced workers Write to Read** (Pennsylvania State University, University Park, Pennsylvania). The Institute for the Study of Adult Literacy developed and tested a computer-assisted basic skills program involving a process approach to writing.
- **Computer speech devices for adult literacy skills** (St. Paul Public Schools, St. Paul, Minnesota). The Technology for Literacy Center developed and evaluated a prototype computer-based program with input and output speech capabilities to assist learners with work pattern recognition.
- **Research in education for adult literacy** (University of Tennessee, Knoxville, Tennessee). This project tested the use of microcomputer software that uses a voice component to teach reading to illiterate adults and compares its effectiveness to two

Adult Education National Programs: Evaluation and Technical Assistance

	FY 1988 Actual	FY 1989 Actual	FY 1990 Actual	FY 1991 Estimates	FY 1992 Continuations	FY 1993 Continuations	Total
Effective Practices and Programs (what works)							
Field-Initiated Research Projects (6 studies)	\$413,000	---	---	---	---	---	\$413,000
Small Business Innovation Research (MS and CO)	87,000	200,000	198,931	---	---	---	485,931
ABE/ESL Teacher Training Project	---	301,121	426,069	179,286	---	---	906,476
National Impact Studies (effects of Federal programs)							
National Evaluation of Adult Education Programs	---	495,000	866,100	1,036,900	442,000	---	2,840,000
JOBS Evaluation	---	---	---	393,117	428,393	538,263	2,235,713
Descriptive Studies (case studies, descriptive surveys, etc.)							
Migrant Farmworkers Education Project	325,000	---	---	---	---	---	325,000
Case Studies of Local Adult Education Programs	125,000	---	---	---	---	---	125,000
Study of Instructional Materials and Training	150,000	---	---	---	---	---	150,000
Secondary Data Analyses (NAEP)	40,000	---	---	---	---	---	40,000
Review of Adult Education State Data	50,000	---	---	---	---	---	50,000
National Adult Literacy Survey -- NALS	600,000	800,000	---	400,000	---	---	8,240,000 ^{1/}
Joint Study of Adult Education Programs	125,000	9,425	---	---	---	---	259,425 ^{2/}
Workplace Literacy Program Review	---	119,554	---	---	---	---	119,554
National Volunteer Organizations Review	---	---	79,894	---	---	---	79,894
Adult Education for the Homeless Review	---	---	---	175,000	---	---	175,000
Technical Assistance (to improve capability)							
Sticht: Adult Student Assessment Paper	---	9,900	---	---	---	---	9,900
JOBS Technical Assistance Project	---	41,000	59,000	100,000	100,000	---	300,000
State Evaluation Assistance Project	---	---	202,900	---	---	---	202,900
General Design Guidance for Effectiveness Evaluations	---	---	137,106	---	---	---	137,106
Evaluation Guidance for Workplace Literacy Projects	---	---	3,000	---	---	---	3,000
State Indicators of Program Quality Support	---	---	---	150,000	---	---	150,000
Sticht: Workplace Literacy Programs Evaluation	---	---	---	4,900	---	---	4,900
Field Test of State Evaluation Model	---	---	---	250,000	---	---	250,000
Total Awarded by 1991 or Needed for	\$1,915,000	\$1,976,000	\$1,973,000	\$2,689,203	\$970,393	\$538,263	\$17,502,799
Continuation Costs							
Appropriation	\$1,915,000	\$1,976,000	\$1,973,000	\$2,927,587	\$4,000,000	\$4,000,000	\$4,000,000

^{1/} Study total includes non-AEA funds for FY 1990 and beyond.

^{2/} Study total includes \$75,000 from the Department of Labor and \$50,000 from Health and Human Services.

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traditional approaches--the Literacy Volunteers of America and Laubach methods of instruction.

Three applied-research studies were given small planning grants through the Federal **Small Business Innovation Research program**. The projects focused on the use of technology in adult education instruction. Two of the projects received funding in FY 1989 to implement the designs developed in the planning grant.

- **The Ready Course, an Interactive Videodisc Assisted Reading Program** (Applied Interactive Technologies, Inc., Jackson, Mississippi). This project focused on the innovative use of technology in adult literacy and basic skills instruction. The grantee designed and developed an interactive videodisc training program that addresses 5th, 6th, and 7th grade reading-level skills.
- **Incorporating Audio Support into English Composition CAI for Adult Education Learners** (Applied Research Associates, Inc., Lakewood, Colorado). This project designed a basic English composition curriculum for adult basic education students. The system was tested in a computer-assisted, audio-supported format using IBM-compatible computers with an audio tape deck as the method of instruction.

ABE/ESL Teacher Training Project (Pelavin Associates, Inc., Washington, D.C). This project involves a comprehensive examination of training for adult-basic and English-as-a second-language teachers and volunteer instructors. The study is being conducted in two phases. The first phase, completed in February 1991, involved a review of State and local training activities, identification of key elements of staff development, and the development of recommendations for preparing training materials. Reports available from that component of the study include:

- A "profiles" report describing States' adult education teacher training programs and structure
- Descriptive review: "The Delivery and Content of Training for Adult Education Teachers and Volunteer Instructors"
- Descriptive review: "Key Elements of Adult Education Teachers and Volunteer Training Programs"
- Technical report on first phase

Instructional guides for providing staff development are being developed during the second phase of the study and will be field-tested with teachers and volunteer instructors. These materials will be disseminated through a series of workshops to be attended by representatives from each State. The final report for the second phase will be available in summer 1993.

National Impact Studies

National Evaluation of Adult Education Programs. The National Evaluation of Adult Education Programs, a longitudinal survey of adult education participants and comprehensive survey of adult education programs, will provide a nationally representative description and assessment of adult education programs. The study started in August 1990 and will be completed in 1994.

- The first interim report will be available September 1992. It will provide nationally representative or universe data that describe adult education programs, instructional and administrative practices, client populations, and local director and instructor characteristics.
- Key findings from the longitudinal survey will be provided in January and December 1993 interim reports. The final report, due in 1994, will provide a summary of all descriptive data collected, findings and conclusions based on the longitudinal survey, and options for future analysis and research.
- The study will also provide three valuable data bases: a universe survey of service providers; comprehensive project profiles for a sample of 130 providers; and background and participation data for about 25,000 clients -- for use by researchers and evaluators. The universe survey data base is currently available from the contractor on diskette along with a codebook.
- The study will sponsor a national conference to discuss findings and implications, and will produce options for future research. Public-use data files on service providers and clients will be available in 1994.

JOBS Evaluation, Adult Education Study. The JOB Opportunities and Basic Skills Training program (JOBS) provides recipients of Aid to Families with Dependent Children with opportunities to take part in education, job training, and work activities intended to promote employment and self-sufficiency. The Department of Health and Human Services has funded a major study using experimental design to evaluate the effectiveness of different strategies for implementing JOBS in nine sites, as well as provide an assessment of the overall effects of the program.

The Adult Education component funds collection of educational achievement data on JOBS participants in three sites with 20 to 30 adult education programs, doubling of the sample size to permit more detailed analysis, and collection of information on the nature and quality of adult education programs serving highly disadvantaged clients.

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Evaluation questions for this component include:

- How do literacy training, occupational skills training, work experience, or immediate job search assistance compare in their effects on outcomes such as employment, earnings, and welfare dependency?
- Do some subgroups benefit more than others from adult education?
- What are the characteristics and client participation patterns for adult education providers serving JOBS clients? Is there a relation between the quality of program offerings or other provider characteristics and outcomes for the clients?

Because many of the JOBS sites refer their clients to programs funded with Adult Education Act funds, the findings from this study will have applicability not only to adult education in general, but to the Department's State Adult Education Grants program as well. The final report is due in 1997.

Descriptive Studies

The Education of Adult Migrant Farmworkers. This study developed a "one-stop" compilation of information, theory, practice, and references on adult education for migrant farmworkers for use by program administrators, researchers, and teachers. The study involved review of the literature, analysis of State plans, and case studies of nine local projects. Two reports are available. The first describes the adult migrant farmworker population, results of the site visits, and provides descriptions of promising strategies for outreach, recruitment, and retention, support services, instructional course outlines and methods, family and community involvement practices, and evaluation. The second report provides a practical "user-friendly" handbook for use by classroom teachers, including sample course outlines.

Case Studies of Local Adult Education Programs. This study involved a review of available research literature and case studies of nine "typical" adult education programs to describe program services, funding, coordination with other programs, and problems. The report provides a description of typical adult education programs and discusses issues of concern among local program directors.

Description of Adult Education Instruction. This study involved a review of the research literature with respect to adult education instruction, including the content of adult education curriculum materials and basic teacher training practices. The study focused on adult basic education and English-as-a-second-language programs. Selected experts reviewed widely available materials commonly used by adult education programs for content and appropriateness.

Analysis of Data from the National Assessment of Education Progress' (NAEP) Young Adult Survey. Data from NAEP's young adult survey were analyzed in a small study to assess the usefulness of the screening instrument in predicting low-end literacy and to review technical features of the tests and sample used in the NAEP assessment.

Review of Adult Education Data Systems. The report from this small study provided information on State data collection systems, including information on the completeness of State data submissions to the Department, description of State procedures for collecting and reporting data, and recommendations for data collection.

National Adult Literacy Survey (NALS). This national study will assess a nationally representative sample of adults to develop a comprehensive description of literacy in the United States. Information will be provided on: (1) document literacy, or the ability to use literacy skills in interpreting documents; (2) quantitative skills, and (3) prose literacy. The study started with preliminary studies to define minimum literacy skills, test instruments and field procedures, and prepare a sample design. In 1991, the study was amended to include a special sample of corrections inmates, a major client group for adult education services. The actual survey, both in regular households and in corrections institutions, will be conducted by the end of summer 1992. The final report is due September 1993.

Joint Study of Federal Funding Sources and Services for Adult Education Programs. This study collected and synthesized information about 85 adult education programs in 12 Federal agencies that support literacy, basic skills, English as a second language education, and/or adult secondary education. The resulting first phase report provided comprehensive information on Federal support for adult education.

In a second component, the study collected information about the need for program coordination among Federal, State, and local programs of adult education, through telephone interviews and five case studies in local sites. This report included information on promising State and local strategies for improving coordination, impediments to interagency coordination, options for improving coordination, and case study descriptions.

The study was jointly funded by the Departments of Education, Labor, and Health and Human Services.

Review of the Workplace Literacy Partnership Program. This study reviewed the Department's Workplace Literacy Program. Study activities included review of research on workplace literacy, including projects funded by the Department of Labor. The project identified possible components of effective workplace literacy programs and provided recommendations for improving program effectiveness. The report also provided a critique of evaluation components of the local projects.

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Review of the Adult Education for the Homeless Program. This study will provide a detailed description and analysis of the Adult Education for the Homeless Program, including

examination of the range of literacy skills among Federal program participants, description of typical program services, and identification of barriers to program implementation, evaluation, and delivery of services. The contractor is conducting surveys of the services provided by all State programs and local grantees. The final report is due May 1993.

Descript: Review of National Volunteer Organizations

Although the use of volunteers is viewed as an important feature in adult education programs, not much is known about volunteers, their needs for training, and the most effective ways to use them. This study provided a descriptive review of the two major adult education volunteer organizations, Literacy Volunteers of America and Laubach Literacy Action. Small case studies were conducted on selected local affiliates with promising practices. The final report included recommendations for improving and expanding volunteer recruitment, training, management, coordination with social service providers, and evaluation. The report also included descriptions of the programs and structures of the two national organizations along with the case studies of local affiliate programs, and offered suggestions for future research directions.

Technical Assistance

Testing and Assessment in Adult Basic Education and English-as-a-Second-Language Programs. This paper reviewed standardized tests used in adult basic education and English-as-a-second-language programs, critiqued eight widely used tests, and discussed special topics in the use of tests for diagnostics and evaluation.

JOBS Technical Assistance Project. JOBS requires coordination between education, training, and employment programs in the States implementing the program. The Department of Education, along with the Department of Labor, is providing support for a Department of Health and Human Services project for technical assistance to State and local officials in operating and improving their JOBS program. The contractor has provided technical assistance in four areas: program design, coordination, agency structural and cultural change, and how to market the JOBS program. Technical assistance in these areas has been provided through regional workshops, conferences, and handbooks. On-site technical assistance is also being provided to a number of States. This project will continue through September 1993.

State Evaluation Assistance Project. Section 352, Evaluation, was added to the Adult Education Act in the 1988 amendments. State plans for Adult Education Act State Grants must be submitted to the Department every four years. Section 352 requires States to (1) annually report data on grant recipients, (2) evaluate the effectiveness of the operations of at least one-third of the programs funded within that four-year period, and (3) collect and analyze data, including standardized test data, on the effectiveness of their programs overall, within that four-year period.

A project was funded in 1991 to develop materials and guidance and provide technical assistance and training to State administrators in implementing the new evaluation requirements of the law. The contractor reviewed current State efforts as well as the relevant research literature and consulted extensively with State and local administrators.

A major product from the project was development of an evaluation framework for use by State administrators. The framework is a guide for planning and conducting evaluation of different aspects of the State adult education program. It provides three levels of evaluation with increasing rigor and resource requirements; the basic level provides the minimum data needed for compliance with the Federal evaluation requirements; the optimal level uses the most rigorous methodology and would produce the highest quality data. The framework addresses evaluation of program context, program processes, and program outcomes. The report on this framework is available.

General design guidance for effectiveness evaluations. In response to widespread concern about the need to identify, validate, and disseminate exemplary adult education programs and practices, a project was started in 1991 to hold a design conference on program effectiveness assessment with adult education researchers, evaluators, and practitioners as well as general methodological experts and Federal administrators. The purpose of the meeting was to discuss issues and methodology for evaluation studies to identify and validate effective adult education practices and programs. The studies contemplated would involve validation of specific models and replication in a variety of sites to ensure that they are suitable for adoption widely, not just identification of promising practices or models validated only in one or two sites.

Papers were given by adult education university researchers, by evaluation contractor project directors for major national studies in adult education, and by general evaluation methodology experts. The study topic areas discussed covered the following areas:

- Programs for adult low-level learners.
- Programs for ESL learners who are not literate in their own language.
- Learner-centered programs compared with programs that have specified goals and criteria.
- General academic programs with functional/competency-based programs.
- Effective workplace literacy programs.
- Lessons from the implementation of the first national evaluation of adult education programs.

The final report will be available in fall 1992.

Evaluation Guidance for Workplace Literacy Programs. This paper discussed evaluation concerns and provided an evaluation framework for grantees or potential grantees of the National Workplace Literacy Program. The process of evaluation described was also

intended to help program operators evaluate their programs and gain data needed for improvements in management and instruction.

III. SOURCES OF INFORMATION

1. Program files
2. Progress and final reports from various studies.

IV. PLANNED STUDIES

(See Section II.)

V. CONTACTS FOR FURTHER INFORMATION

Program operations : Ron Pugsley, (202) 732-2398

Program studies : Nancy Rhett, (202) 401-3630

ADULT EDUCATION FOR THE HOMELESS PROGRAM
(CFDA No. 84.192)

I. PROGRAM PROFILE

Legislation: Title VII-A of the Stewart B. McKinney Homeless Assistance Act, as amended (42 U.S.C. 11421) (expires September 30, 1993).

Purpose: To provide discretionary grants to State education agencies to enable them to implement, either directly or through contracts or subgrants, programs of basic skills remediation and literacy training for homeless adults.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$ 6,900,000
1988	7,180,000
1989	7,094,000
1990	7,397,000
1991	9,759,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

The Adult Education for the Homeless Program supports Goal 2, high school completion and Goal 5, adult literacy. A significant proportion of the homeless population have difficulty applying basic literacy skills to adult life challenges and responsibilities. Many have failed to complete secondary school.

Population Targeting

Services are provided to adult homeless individuals who are 16 years of age or over and not enrolled in school. The Department encourages applicants to target a subpopulation of homeless individuals sharing common characteristics, such as homeless mothers with children, homeless alcoholic men, or the chronically mentally ill homeless.

Services

In the past year, approximately 30,000 homeless adults were served. Adult education services are provided to help homeless adults increase their employability, earn a GED or some other type of adult diploma, or reach personal or economic objectives. In FY 1991, 35 grants were awarded.

Examples of funded services include basic literacy training, English-as-a-Second-Language training, family literacy, life-coping skills, and employability training (such as reading want ads, preparing resumes, and filling out application forms).

Programs are required to develop cooperative relationships with other service agencies to provide an integrated package of support services addressing the most pressing needs of homeless individuals at or through the project site. Examples of appropriate support services provided through coordination include: assistance with food and shelter, alcohol and drug abuse counseling, individual and group mental health counseling, child care, case management, job skills training, and job placement. Outreach services to recruit homeless persons to participate in the program must also be included in each project.

Program Administration

By statute, only State education agencies are eligible to apply for the program. States compete for funds, and those that are funded make subgrants to local education agencies, community colleges, and shelter providers to provide literacy training to homeless adults. An evaluation component is built into each project.

Management Improvement Strategies

A number of States are producing materials on how best to provide literacy and basic skills services to the homeless. These manuals and curriculums developed specifically for use with homeless adults will be shared among States.

Two workshops are conducted each year by the Department of Education's Division of Adult Education and Literacy for State coordinators of adult education for the homeless.

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

1. Summary information prepared by Department staff on the first year of program operations was available in December 1990.
2. A descriptive review of the Adult Education for the Homeless Program was begun in winter 1992.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Jim Parker, (202) 205-5499
Paul Berb, (202) 205-5864

Program Studies : Sandra Furey, (202) 401-3630

ADULT EDUCATION--NATIONAL WORKPLACE LITERACY PROGRAM
(CFDA No. 84.198)

I. PROGRAM PROFILE

Legislation: Adult Education Act, Part C, Section 371, P.L. 91-230, as amended by the National Literacy Act of 1991, P.L. 102-73, (20 U.S.C. 1211) (expires September 30, 1993).

Purpose: To support effective partnerships between education organizations and business and community groups for adult education programs that provide literacy training to meet workplace needs.

The National Workplace Literacy program funds competitive demonstration grants for programs involving partnerships between business, industry, labor organizations, or private industry councils and education organizations, including State education agencies, local education agencies, and schools, (including area vocational schools and institutions of higher education), employment and training agencies, or community-based organizations. Each partnership must involve at least one business, industry, or labor organization, or private industry council, and at least one education partner listed above.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1988	\$ 9,574,000
1989	11,856,000
1990	19,726,000
1991	19,251,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

The National Workplace Literacy Program supports Goal 5 to achieve adult literacy and citizenship skills, through funding of workplace projects that provide adult literacy training.

Population Targeting

This program serves adults who need to improve their literacy skills to improve job performance. The U.S. Bureau of the Census reported that in 1987, there were 87,700,000 adults, ages 25 to 64, who were employed. Of these, 12,297,000, or 14 percent, had not completed high school. In fact, 2,576,000 or 3 percent, had completed less than the 8th grade (III.1).

In addition, data from the English Language Proficiency Survey and the National Assessment of Educational Progress indicate that many adults who have completed high school do not have 12th-grade literacy skills. More than 20 percent of high school graduates and more than 40 percent of dropouts were unable to score more than 250 points on the National Assessment of Educational Progress test in 1985 (III.3). Estimates indicate that this represents no more than a 7th-grade reading level.

Services

Projects must provide services that relate directly to the improvement of literacy skills needed in the workplace. These may include adult basic education; adult secondary education; English-as-a-Second-Language (ESL) training; education to upgrade basic literacy skills to meet changes in workplace requirements or processes; education to improve speaking, listening, reading, and problem solving; and support services for those receiving basic skill instruction including education counseling, transportation, and child care.

This program was funded for the first time in FY 1988. There is considerable interest in the program on the part of education organizations and business partners, and many more highly rated applications were received than could be funded. In September 1988, \$9.5 million in competitive grant awards were made for 37 projects in 25 States and the District of Columbia. In April 1989, \$11.9 million in competitive grant awards were made for 39 projects in 26 States and the District of Columbia. Awards for FY 1990 were made in March 1991 when \$19.7 million in competitive grant awards were made to 73 projects. Awards for FY 1991 were made in late winter 1992.

Awards were made primarily to public organizations, including community colleges, colleges, and universities; State and local education agencies; and community-based organizations. Each award involved one or more business or labor partners as well.

Of the 73 FY 1990 projects funded:^{1/}

- o 59 percent had a manufacturing partner;
- o 25 percent had a labor partner;
- o 15 percent had a hospital or nursing home partner; and
- o 10 percent had a hotel partner.

^{1/} Percents exceed 100 since some projects had more than 1 partner. Announcements of FY 1991 funding for program year 1992 had not been made at the time of this report.

Projects included training in such areas as:

- basic skills for workers who deal with dangerous equipment so they can heed warnings and ensure worksite safety;
- math skills for accurate blueprint reading to prevent costly mistakes;
- literacy training for entry-level hospital food service workers so that critical diet and fasting requirements can be observed for patient health; and
- English-as-a-Second-Language training related to literacy requirements of workplaces such as hotels.

More than half the new projects funded offered release time for literacy training. Nearly two-thirds of the projects had an ESL component.

III. SOURCES OF INFORMATION

1. Education Attainment in the United States: March 1987 and March 1986 (Washington, DC: U.S. Bureau of the Census, Current Population Reports, Series P-20, No. 428, August 1988).
2. Audrey Pendleton, "Young Adult Literacy and Schooling." (Washington, DC: U.S. Department of Education, National Center for Education Statistics, October 1988).
3. A Review of the National Workplace Literacy Program (Washington, DC: U.S. Department of Education, 1991).
4. Program files.

IV. PLANNED STUDIES

An evaluation of the National Workplace Program is planned within the next year to identify and validate effective workplace literacy programs and practices.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Sarah Newcomb, (202) 732-2272

Program Studies : Sandra Furey, (202) 401-3630

**ADULT EDUCATION--STATE-ADMINISTERED ENGLISH
LITERACY PROGRAM
(CFDA No. 84-223)**

I. PROGRAM PROFILE

Legislation: Adult Education Act, Title III-C, Section 372, as revised by P.L. 100-297, (20 U.S.C. 1211a) (expires September 30, 1993).

Purpose: This program provides funds for establishing, operating, and improving English literacy programs of instruction that are designed to help limited-English proficient adults and out-of-school youths achieve full competence in the English language. Funds may also be used to provide support services for program participants, including child care and transportation.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1989	\$4,446,000
1990	5,299,000
1991	0

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program furthers Goal 5 of the national goals by promoting adult literacy for limited-English-proficient adults and out-of-school youths.

Program Administration

In FYs 1989 and 1990, Federal grants were made to designated State education agencies under a formula based on Census data on the number of individuals who generally do not speak English very well. Local education agencies, community-based organizations with demonstrated capability to administer English-proficiency programs, and other public or private nonprofit agencies, organizations, and institutions were eligible for subgrants.

For FY 1991, \$976,000 were appropriated for Title III-C, Section 372 (d), but were not used for the State-administered English Literacy Program. These funds were used for national demonstration activities including:

- (1) projects that demonstrated innovative approaches and methods of teaching basic literacy skills to limited-English-proficient adults; and

- (2) a national clearinghouse on literacy education for adults with limited English proficiency.

III. SOURCES OF INFORMATION

1. Annual Performance and Financial Reports submitted by the States.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Ron Pugsley, (202) 732-2273

Program Studies : Nancy Rhett, (202) 401-3630

**TECHNOLOGY EDUCATION DEMONSTRATION PROGRAM
(CFDA No. 84.230)**

I. PROGRAM PROFILE

Legislation: Omnibus Trade and Competitiveness Act of 1988, P.L. 100-418, Title VI, Subtitle B, Chapter 2, Section 6112, (20 U.S.C. 5101-5106) (expires September 30, 1995).

Purpose: The Technology Education Demonstration Program provides assistance to education agencies and institutions in developing a technologically literate population through instructional programs in technology education.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1990	\$988,000
1991	963,987

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Technology Education Demonstration Program supports Goal 3, promoting student achievement and preparing students for responsible citizenship; Goal 4, boosting student achievement in science and math; and Goal 5, providing vocational instruction to individuals so they can obtain the skills needed to function as productive members of society and compete in the economy.

Population Targeting

The program provides assistance to local education agencies, State education agencies, consortia of public and private agencies, organizations and institutions, and institutions of higher education, to establish demonstration programs in technology education for secondary schools, vocational education centers, and community colleges.

Services

In FY 1991, the Department of Education's Technology Education Demonstration Program awarded five continuation grants, to support projects in five States--Alaska, Connecticut, Georgia, West Virginia, and Wisconsin. These projects focused on three major priorities: (1) an institute for the purpose of developing teacher capability in the area of technology

education, (2) research and development of curriculum materials for use in technology education programs, and (3) multidisciplinary teacher workshops for the coordination of mathematics, science, and technology education.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Bob Miller, (202) 205-9750

Program Studies : Sandra H. Furey, (202) 401-3630

OFFICE OF POSTSECONDARY EDUCATION

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PELL GRANT PROGRAM
(CFDA No. 84.063)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Part A, Subpart 1, as amended (20 U.S.C. 1070a to 1070a-6) (expires September 30, 1992).

Purpose: To help financially needy undergraduate students to meet the costs of their education at participating postsecondary institutions by providing direct grant assistance.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1973	\$ 122,100,000	1985	\$3,862,000,000
1975	840,200,000	1986	3,579,716,000
1980	2,157,000,000	1987	4,187,000,000
1981	2,604,000,000	1988	4,260,430,000
1982	2,419,040,000	1989	4,483,915,000
1983	2,419,040,000	1990	4,804,478,000
1984	2,800,000,000	1991	5,012,223,000

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

This program supports literacy and a knowledgeable and skilled work force (Goal 5) by providing financial assistance to students for postsecondary education and training.

Population Targeting and Services

Pell Grants are available to undergraduate students enrolled in a degree or certificate program at an eligible institution. Students must have a high school diploma or its equivalent or pass an examination prepared by the Secretary to demonstrate ability to benefit from the training offered by the institution. Students must also demonstrate financial need based on the cost of education and the ability of the student, or student and family, to pay this cost. The calculation of this ability to pay is based on a Congressionally specified formula applied to the financial data of the student, or student and family. This formula differs somewhat from the formula used to determine eligibility for other student aid.

Participation: Almost 3.5 million students received Pell Grants averaging \$1,449 in the 1990-91 award year (see Table 1). This represents an increase of nearly 25 percent (since 1984-85 base year) in the number of recipients over a seven year period (III.1).

Table 1

SELECTED STATISTICS ON THE PELL GRANT PROGRAM 1984-85, 1989-90, 1990-91 ACADEMIC YEARS

	1984-85	1989-90	1990-91
Number of applicants	5,514,029	6,777,992	7,138,940
Number determined eligible	3,558,386	4,347,681	4,507,984
Number of recipients	2,747,100	3,322,151	3,404,810
Total awards (in thousands of dollars)	\$3,052,999	\$4,777,844	\$4,935,191
Average (in dollars)	\$1,111	\$1,438	\$1,449

SOURCE: III.1.

Distribution By Sector: The number of institutions participating in the program has increased slightly: 6,557 institutions were participating in the Pell Grant program in 1991-92, virtually unchanged from the 6,584 institutions in 1990-91. These counts refer to main campuses. If branches are included, the numbers are 8,697 in 1991-92 and 8,596 in 1990-91, an increase of about 1 percent. Nearly half (49 percent) of these were proprietary (private, for-profit) schools, with the remainder divided almost equally between public and private nonprofit institutions (III.2).

Students at proprietary institutions now receive almost one-quarter of Pell Grants (22.4 percent). Table 2 shows the distribution of award amounts for public, private nonprofit, and proprietary institutions. The proprietary share grew from 21 percent in 1984-85 to about 27 percent in 1987-88, but has fallen back to 22 percent in 1990-91. By contrast, there was a decline for private nonprofit institutions which had a 23 percent share in 1984-85 but only 20 percent in 1990-91. The funding share of public institutions remained stable, the change from beginning to end of the seven-year period being less than 2 percent.

Table 2
PERCENTAGE DISTRIBUTION OF PELL AID BY TYPE OF INSTITUTION
AWARD YEARS 1984-85 to 1990-91

Award Year	Public	Private Nonprofit	Proprietary
1990-91	57.9	19.7	22.4
1989-90	56.9	20.0	23.1
1988-89	55.4	20.2	24.4
1987-88	53.3	20.1	26.6
1986-87	54.4	20.8	24.8
1985-86	55.8	22.0	22.2
1984-85	56.2	22.9	20.9

SOURCE: III.1, III.3.

Distribution By Dependency Status: As shown in Table 3, the proportion of aid awarded to independent students is increasing. In 1984-85, independent students received 48.6 percent of all awards and received 49.3 percent of the total amount awarded, but by 1990-91, the independent student share had risen to 60.5 percent of all awards and 61.9 percent of the total amount awarded. Among independent students receiving Pell Grants in the 1990-91 award year, 80 percent were older than 22 years of age, while among dependent recipients only 4 percent were over 22 years old (III.1).

Table 3
PERCENTAGE DISTRIBUTION OF PELL AID BY DEPENDENCY STATUS
AWARD YEARS 1984-85 to 1990-91

Award Year	Number of Awards to Independent Students	Number of Awards to Dependent Students	Amount of Awards to Independent Students	Amount of Awards to Dependent Students
1990-91	60.5	39.5	61.9	38.1
1989-90	59.0	41.0	60.3	39.7
1988-89	57.9	42.1	59.4	40.6
1987-88	57.5	42.5	57.9	42.1
1986-87	53.9	46.1	54.9	45.1
1985-86	50.4	49.6	51.2	48.8
1984-85	48.6	51.4	49.3	50.7

SOURCE: III.1, III.3.

Distribution By Income: The Pell Grant program serves predominantly lower-income students. Sixty-nine percent of all Pell Grant recipients had family incomes of \$15,000 or less in the 1990-91 award year and over 94 percent had incomes not exceeding \$30,000 per year (approximate national median family income). Pell Grants tend to go to independent students, as shown in Table 4. Note that not only do independent students account for 60.5 percent of recipients, but their overall average award is also slightly higher and they receive 61.9 percent of the aid dollars.

Additional breakdown of awards by family income is shown in Tables 5 and 6 for dependent and independent students. Note that the average award declines as income increases. Within a specific income category, the average independent award is actually lower than the average dependent award, but the overall average reverses this because independent students are so heavily concentrated in the lowest income (highest average award) group. Nearly half (42.5 percent) of independent recipients were in this group while only 16.2 percent of dependent recipients were.

Table 4

PERCENT DISTRIBUTION OF PELL AWARDS BY DEPENDENCY STATUS FOR ALL STUDENTS
1990-91 AWARD YEAR

	Dependent	Independent	All Students
Percent Distribution of Recipients	39.5	60.5	100.0
Percent Distribution of Aid	38.1	61.9	100.0
Average Award \$	1400	1482	1449

Source: III.1.

Table 5

PERCENT DISTRIBUTION OF PELL AWARDS BY FAMILY INCOME FOR DEPENDENT STUDENTS
1990-91 AWARD YEAR

	Dependent Students						Total
	0 to \$6,000	\$6,001-\$9,000	\$9,001-\$15,000	\$15,001-\$20,000	\$20,001-\$30,000	\$30,001 +	
Percent Distribution of Recipients	16.2	10.7	20.4	16.4	24.1	12.1	100.0
Percent Distribution of Aid	20.4	13.4	24.4	16.4	18.4	7.0	100.0
Average Award \$	1761	1747	1670	1434	1069	768	1400

Source: III.1.

Table 6

PERCENT DISTRIBUTION OF PELL AWARDS BY INCOME FOR INDEPENDENT STUDENTS
1990-91 AWARD YEAR

	Independent Students						Total
	0 to \$6,000	\$6,001- \$9,000	\$ 9,001- \$15,000	\$15,001- \$20,000	\$20,001- \$30,000	\$30,001 +	
Percent Distribution of Recipients	47.5	19.4	16.1	7.4	8.0	1.6	100.0
Percent Distribution of Aid	53.2	19.6	15.2	6.4	4.9	0.7	100.0
Average Award \$	1662	1498	1401	1292	895	581	1482

Source: III.1.

Program Administration

Students applying for Pell Grants submit one of five approved financial aid forms, which are processed for the Department of Education under contract with several data entry and processing organizations. The student is notified of his or her eligibility for assistance through the Student Aid Report (SAR). Copies of the SAR are sent to institutions at which the student wishes to apply and the institutions calculate the student's award based on a formula defined in the authorizing statute. Institutions then report to the Department of Education (usually every quarter) on all Pell Grant funds distributed to students enrolled at the school. Data on applicants and recipients are maintained by the Department through a contract with National Computer Systems. The contractor provides data tapes and reports as required to monitor the operation of the program.

Outcomes

Recent analyses of data from the National Postsecondary Student Aid Study (III.4.) taken in the fall of 1989-90, found that participation in the Pell Grant program varies by dependency status and income. Table 7 shows that over 60 percent of all dependent students with family incomes less than \$10,000 a year applied for and received Pell aid. This percentage declines sharply with increasing income. Only four percent of all dependent students with family incomes over \$30,000 a year applied for and received Pell aid. Almost half of the independent students with incomes under \$10,000 a year participated in the Pell Grant program.

Overall, one-fifth of all students and almost one-fourth of independent students received a Pell grant, and more than half (52 percent) of all students at proprietary schools did so. Thirty percent of full-time students had a Pell grant and more than two-thirds of dependent full-time low income (less than \$10,000) students did so. Pell participation is highest among poor students (less than \$10,000 income) at private and proprietary schools: for dependent students, two-thirds of the private enrollment and almost four-fifths (77.5 percent) of the proprietary enrollment received grants. For independent students with less than \$10,000 income, more than half (53.8 percent) of private students and seven out of ten proprietary students participated in the Pell program (III.4).

The Integrated Quality Control Measurement Project was conducted to measure the quality of awards in the 1988-89 award year under the major Title IV programs (Pell, Campus-Based, Stafford Loans). The report was released in April 1991, and found that \$481 million (approximately 9.9 percent) of Pell funds were awarded in error including under-and over-awards. About 28 percent of Pell Grant recipients had award errors exceeding \$50 (III.5).

TABLE 7
 PERCENTAGE OF STUDENTS PARTICIPATING
 IN THE PELL PROGRAM

1989-90 AWARD YEAR

	ALL	TYPE OF INSTITUTION				STATUS	
		2-YR. PUB.	4-YR. PUB.	PRIV.	PROP.	FULL- TIME	PART- TIME
ALL	20.4	12.8	20.8	23.6	52.0	30.2	8.7
DEPENDENT	17.7	11.2	17.7	21.8	40.8	21.1	8.1
INCOME							
UNDER \$10,000	60.5	46.1	63.5	66.8	77.5	68.1	37.8
\$10,000-\$29,999	30.7	14.7	35.2	44.8	48.7	38.6	9.5
\$30,000 & OVER	4.0	2.4	4.2	5.1	9.0	4.8	1.8
INDEPENDENT	23.0	13.7	26.3	27.1	57.2	47.5	9.0
INCOME							
UNDER \$10,000	45.3	31.4	46.2	53.8	70.3	60.7	23.6
\$10,000 & OVER	11.5	7.2	12.3	13.9	40.2	31.5	4.9

Source: III.4.

NOTE: A percentage of participation (e.g., 15.4%) is for each grouping of students that is described by the intersecting row and column descriptors (e.g., Dependents with income under \$10,000 attending 4-year Public Institutions).

Management Improvement Strategies

Recent changes in program operations have enabled institutions to award grants more rapidly and accurately. An electronic delivery system is available to participating institutions which enables them to transmit corrections to students' applications and to report student award disbursements through a computer link with the Department's processing contractor. This has increased efficiency and speed and reduced the cost of transmitting applicant data. More than 3,200 institutions have elected to participate in this program which is now operating on a cost-sharing basis, with participating institutions paying for data transmission and the Department paying for actual data processing by NCS. Approximately 1.7 million applicants were involved in the process.

Mandatory verification by institutions of applicant information continued in FY 1991. Nationally, approximately 30 percent of all financial aid applications are selected to be verified as having correct information. This requires submission by students (and parents, for dependent students), and review by institutions of documentation of key items in the application form. This process reduces student misreporting in the system.

III. SOURCES OF INFORMATION

1. Pell Grant End-of-Year Report, 1990-91, Division of Policy and Program Development, Office of Postsecondary Education, U.S. Department of Education.
2. Institutional Agreement and Authorization Reports, 1983-84 to 1989-90, Division of Program Operations and Systems, Office of Postsecondary Education, U.S. Department of Education.
3. Pell Grant End-of-Year Reports, 1983-84 to 1989-90, Division of Policy and Program Development, Office of Postsecondary Education, U.S. Department of Education.
4. National Postsecondary Student Aid Study, 1990, National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education.
5. Integrated Quality Control Measurement Project, Findings and Corrective Actions, Washington, DC: Price Waterhouse, Inc., for U.S. Department of Education, September 1990.

IV. PLANNED STUDIES

1. Repetition of the National Postsecondary Student Aid Study at three-year intervals.
2. End-of-Year Report and technical updates of the Pell computer model will be continued annually.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Joseph A. Vignone, (202) 708-7888
Gary Crayton, (202) 708-9145

Program Studies : Robert Bart, (202) 401-0182

GUARANTEED STUDENT LOAN PROGRAMS
(CFDA No. 84.032)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV-B, as amended by P.L. 99-498 (20 U.S.C. 1071-1087-2) (expires September 30, 1992).

Purpose: To help financially needy undergraduate and graduate students meet the costs of their education at participating postsecondary institutions by encouraging private lenders to provide federally subsidized and insured long-term loans to students and their parents.

Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1966	\$ 10,000,000	1985	\$3,799,823,000
1970	74,726,000	1986	3,265,941,000
1975	580,000,000	1987	2,717,000,000
1980	1,609,344,000	1988	2,565,000,000
1981	2,535,470,000	1989	4,066,828,000
1982	3,073,846,000	1990	3,826,314,000
1983	3,100,500,000	1991	5,381,422,000
1984	2,256,500,000		

II. FY 1991 PROGRAM INFORMATION AND ANALYSIS**National Goals Addressed**

This program supports literacy and a knowledgeable and skilled work force (Goal 5) by providing financial assistance to students for postsecondary education and training.

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Population Targeting and Services

The Guaranteed Student Loan (GSL) programs include four component programs--the Stafford Loan program, the Supplemental Loans for Students (SLS) program, the PLUS program, and the Consolidation Loan program. Stafford Loans provide Federal reinsurance and interest subsidies on loans for eligible undergraduate, graduate and professional students. SLS loans provide reinsurance on loans for graduate and professional students, as well as independent undergraduate students. PLUS loans provide Federal reinsurance on loans to parents of dependent undergraduate and graduate students to help them meet their dependent's cost of education. Consolidation loans allow a borrower to consolidate multiple student loans into a single loan during repayment.

GSLs are available to help students who attend participating postsecondary institutions and meet the applicable eligibility criteria. Students receiving a Stafford Loan must demonstrate financial need based on the cost of education and the ability of the student or the student's family to pay this cost. The calculation of need is based on a Congressionally specified formula that analyzes the financial data of the student and/or the student's family. SLS and PLUS loans are not need based and may be used to offset the student or parent borrower's expected contributions towards the cost of education.

Participation: In FY 1991, the amount of loans guaranteed by the Guaranteed Student Loan programs was \$13.5 billion. The total number of loans was 4.8 million. This compares with FY 1982 loan volume of \$6.2 billion and 2.8 million individual loans. Table 1 shows the loan amount and number of loans for three of the individual GSL programs.