

Special Studies (CFDA No. 84.159)

I. Legislation

Individuals with Disabilities Education Act (IDEA), P.L. 101-476, as amended, Part B, Section 618 (20 U.S.C. 1418), expired September 30, 1995; operated under the authorization of the appropriations act in FY 1996.

II. Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1977	\$1,735,000	1988	\$3,638,000
1980	1,000,000	1989	3,594,000
1981	1,000,000	1990	3,55,000
1982	480,000	1991	3,904,000
1983	480,000	1992	4,000,000
1984	3,100,000	1993	3,855,286
1985	3,100,000	1994	3,855,000
1986	3,170,000	1995	5,160,000
1987	3,800,000	1996	3,827,000

III. Analysis of Program Performance

A. Goals and Objectives

The purposes of the Special Studies Program are to assess progress in the implementation of the Individuals with Disabilities Education Act; 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; provide Congress with information relevant to policy making; and provide federal, state, and local agencies with information relevant to program management, administration, and effectiveness.

B. Strategies to Achieve the Goals

Services Supported

Awards may be made to state and local education agencies, institutions of higher education, public and private, nonprofit organizations, and private, for-profit organizations when necessary because of the unique nature of the study.

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The Special Studies Program conducts evaluation studies, including studies to assess (1) state and local programs in serving infants, toddlers, children, and youth with disabilities; (2) educational outcomes of students with disabilities including status of high school exit (i.e., graduation or dropping out); and (3) the effect of education reforms on the achievement of disabled students.

Funded projects in FY 1995 and FY 1996 included the following:

- The Center for Special Education Finance (CSEF) published policy briefs on a range of issues, such as the resource implications of inclusion, the removal of incentives for restrictive placements, a historical perspective of fiscal provisions of the IDEA, fiscal issues related to the reauthorization of the IDEA, the cost-effectiveness of prereferral intervention services, and the consolidation of special education funding and services. CSEF also worked on development of a core database for resource and cost analyses, and descriptions of state funding systems.
- The National Center on Educational Outcomes (NCEO) worked with federal and state agencies to facilitate and enrich the development and use of indicators of educational outcomes for students with disabilities. Goals of the NCEO were (1) to develop a model of educational outcomes that are appropriate for all students, including students with disabilities; (2) to respond to issues in assessing results of education for students with disabilities; and (3) to summarize information from existing data collection programs on the results of education for students with disabilities. NCEO worked with standard-setting groups and with states to develop their educational standards, to explore ways in which these standards apply to students with disabilities, and to identify ways in which they might be modified to be appropriate for all students. NCEO worked with the National Center for Education Statistics (NCES) on the inclusion of students with disabilities in the National Assessment of Educational Progress (NAEP), and with many states in their attempts to increase the participation of students with disabilities in their statewide assessment programs.
- A study of state and local education efforts to implement the transition requirements in IDEA examined policies, procedures, and practices associated with transition services. The intent was to identify barriers to effective implementation and to evaluate the impact of transition services on student outcomes.
- Other federal evaluation studies included a five-year longitudinal study of the impact of early intervention services on infants and toddlers with disabilities and a longitudinal study of preschool children and their families.

C. Program Performance—Indicators of Impact and Effectiveness

Performance indicators are being developed for successor programs authorized by the IDEA Amendments of 1997.

IV. Planned Studies

None.

V. Sources of Information

1. Eighteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (Washington, DC: U.S. Department of Education, 1996).
2. Seventeenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (Washington, DC: U.S. Department of Education, 1995).
3. Individuals with Disabilities Education Act: Program Funded Activities: Fiscal Year 1995 (Washington, DC: U.S. Department of Education, 1995).
4. Program files.

VI. Contacts for Further Information

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