

Early Education Program for Children with Disabilities (CDFA No. 84.024)

I. Legislation

Individuals with Disabilities Education Act (IDEA), P.L. 102-119, as amended, Part C, Section 623 (20 U.S.C. 1423) (expires September 30, 1995).

II. Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1969	\$ 945,000	1989	\$23,147,000
1970	4,000,000	1990	23,766,000
1975	14,000,000	1991	24,202,000
1980	20,000,000	1992	25,000,000
1985	22,500,000	1993	25,167,000
1986	22,968,000	1994	25,167,000
1987	24,470,000	1995	25,167,000
1988	23,428,000	1996	25,147,000

III. Analysis of Program Performance

A. Goals and Objectives

To improve special education and early intervention services for infants, toddlers, and children with disabilities, from birth through age eight by developing new knowledge in the field of early childhood education, supporting development and testing of interventions, and broadly disseminating the information gained to help program managers and teachers improve their programs and services.

B. Strategies to Achieve the Goals

Services Supported

Types of activities funded include: research, outreach, demonstration, training, technical assistance, and dissemination. Awards are made to public and private agencies and organizations, typically for three to five years. The program administers competitive discretionary grants, cooperative agreements, and contracts. In fiscal years 1995-1996, the program supported the following:

Five Research Institutes:

1. Longitudinal studies of the effects and costs of early intervention (Utah State University)
2. Identification of factors affecting the provision of community services to infants and toddlers and their families under the Part H program (University of North Carolina at Chapel Hill)

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3. Development and field-testing of intervention strategies to improve the inclusion of children with disabilities into regular preschool, child care, prekindergarten, and kindergarten programs (Vanderbilt University)
4. 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)
5. Develop, evaluate, and disseminate strategies to promote successful early intervention practices in early elementary grades (Allegheny Singer Research Institute)

Forty-three demonstration projects in five areas:

1. Innovative inservice training programs for personnel serving infants, toddlers, and preschool-aged children with disabilities
2. Integrated preschool services
3. Methodology for serving infants and toddlers with specific disabilities
4. Field-initiated model demonstrations in early intervention for children with disabilities
5. Intervention models for children with low incidence disabilities

Forty-seven outreach/dissemination projects with documented model programs for dissemination and replication in other sites that transfer the finding of research and model demonstration activities into the service delivery system.

Twenty-six inservice training projects designed to train college and university faculty members who train personnel that currently provide early intervention services.

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 five.
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.
4. Help discretionary projects achieve their objectives and link them with states requesting new models and materials.

C. Program Performance—Indicators of Impact and Effectiveness

Under development.

IV. Planned Studies

None.

V. Sources of Information

Seventeenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (Washington, DC: U.S. Department of Education, 1995).

VI. Contacts for Further Information

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