

Postsecondary Education Program for Individuals with Disabilities (CFDA No. 84.078)

I. Legislation:

Individuals with Disabilities Education Act (IDEA), Part C, Section 625, as amended, (20 U.S.C. 1424a), expired September 30, 1995; operated under the authority of the appropriations act in FY 1996.

II. Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1980	\$2,400,000	1993	\$8,839,000
1985	5,300,000	1994	8,839,000
1990	6,510,000	1995	8,839,000
1991	8,559,000	1996	8,839,000
1992	9,000,000		

III. Analysis of Program Performance

A. Goals and Objectives

This program supported the development, operation, and dissemination of specially designed model programs of postsecondary, vocational, technical, and continuing and adult education for individuals with disabilities. Two types of projects were funded: (1) grants to four regional centers to help educational institutions implement proven models, components of models, and other exemplary practices, including innovative technology, to increase and improve educational opportunities for individuals 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.

B. Strategies to Achieve the Goals

Services Supported

In FY 1995 four continuation grants were funded, and in FY 1996 four new awards were made, to the regional centers, which provided specially designed or modified programs of support services to enable deaf students from a multistate region to participate in regular postsecondary offerings alongside their other students.

Absolute Priority 84.078A for the regional centers required that each center provide a range of technical assistance and outreach services to postsecondary institutions, including academic, vocational, technical, continuing and adult education programs, to expand the array of educational opportunities within the region that were available to students who were deaf and hard of hearing. The centers were to provide technical assistance to institutions that were not serving students who were deaf and hard of hearing, to help them develop services. The centers were also required to

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provide technical assistance to institutions not adequately serving students who were deaf and hard of hearing to help them improve existing programs. In carrying out the objectives of the priority, projects were required to distribute technical assistance services and resources equitably within each state in its target region, taking into account the size of the population and the size of the region.

Demonstration and special project awards were authorized to state education agencies, institutions of higher education, junior and community colleges, vocational and technical institutions, and other nonprofit education agencies. In FY 1995, 14 new and 29 continuation awards were made. The FY 1995 Postsecondary Demonstration priority for new projects supported model projects to enhance the role and capacity of career placement offices that arrange preemployment and employment opportunities and subsequent employment placements for students with disabilities in community and four-year colleges, universities, technical and vocational institutes, and adult and continuing education programs.

In FY 1996, 16 new and 27 continuation awards were made.

The FY 1996 Postsecondary Demonstration priority for new awards supported model projects that developed, implemented, evaluated, and disseminated new or improved approaches for serving the needs of students with disabilities in a variety of postsecondary settings. The intent of this priority was to improve the capacity of postsecondary institutions to serve students with disabilities and to improve their potential for successful postsecondary outcomes. Projects focused specifically on transferring means of serving people in an educational setting to the employment setting, accommodating diverse learning styles in a range of academic settings, and improving student potential for successful postsecondary experiences.

C. Program Performance—Indicators of Impact and Effectiveness

None. Performance indicators are being developed for successor programs authorized by the IDEA Amendments of 1997.

IV. Planned Studies

None.

V. Sources of Information

Program files.

VI. Contacts for Further Information

Program Operations: Hugh Berry, (202) 205-8121

Program Studies: Daphne Hardcastle, (202) 401-7949