

Special Institutions for Persons with Disabilities-- National Technical Institute for the Deaf (CFDA No. 84.998)

I. Legislation

Education of the Deaf Act (EDA) of 1986, as amended by Public Laws 102-421 and 103-73 (expires September 30, 1997).

II. Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1970	\$2,851,000	1988	\$31,594,000
1975	9,819,000 <u>1/</u>	1989	33,326,000
1980	17,349,000 <u>2/</u>	1990	36,070,000 <u>4/5/</u>
1981	20,305,000	1991	37,212,000
1982	26,300,000	1992	39,439,000
1983	26,300,000	1993	40,713,000
1984	28,000,000	1994	41,836,000 <u>6/</u>
1985	31,400,000	1995	43,191,000 <u>7/</u>
1986	30,624,000 <u>3/</u>	1996	42,180,000 <u>8/</u>
1987	32,000,000		

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.

6/ Includes \$ 351,000 for construction.

7/ Includes \$ 193,000 for construction.

8/ Includes \$ 150,000 for construction.

III. Analysis of Program Performance

A. Goals and Objectives

The purpose of this program is to promote the employment of individuals who are deaf or hearing-impaired by providing technical and professional education for the nation's youth who are deaf or hearing-impaired. The National Technical Institute for 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.

B. Strategies to Achieve the Goals

Services Supported

NTID offers certificates, diplomas, and associate degrees in 35 technical programs related to business, science and engineering technology, and visual communications. These include majors such as accounting, applied art and computer graphics, applied computer technology, and photo/media technologies. NTID students may also participate in some 200 educational programs available through the other seven colleges of the Rochester Institute of Technology (RIT). RIT offers technological studies at the bachelor's and master's degree levels. The association of NTID with RIT provides deaf students with a wider choice of career preparation options than could be provided by a national technical institute for the deaf standing alone. NTID provides support services and special programs for students in NTID or RIT programs who are deaf. These services include tutoring, counseling, notetaking, interpreting, provision of special education media, and programs such as cooperative work experience and specialized job placement.

Strategic Initiatives

In accordance with the EDA Amendments of 1992, the Department reviewed and determined the need to modify the existing agreement with RIT for the operation of NTID. The 1992 Amendments contained a number of provisions to improve the efficiency and effectiveness of NTID operations and enables the Department to monitor and evaluate the institute's programs and activities.

In FYs 1990 and 1991, NTID developed a strategic plan for its future operations. The plan includes a thorough review and evaluation of current curricula, programs, and courses. The result has been the elimination of some programs and the development of new academic offerings to provide students with comprehensive state-of-the-art educational opportunities and preparation. A major administrative restructuring has been another positive result of the plan. The strategic plan was implemented institution wide in FY 1992 and is under continuous review and evaluation.

C. Program Performance—Indicators of Impact and Effectiveness

The Office of Special Institutions (OSI) is providing guidance and technical assistance to NTID in developing its performance measures, and ensuring that NTID adheres to Department reporting format and requirements.

IV. Planned Studies

None.

V. Sources of Information

1. Program files.
2. The Education of the Deaf Act of 1986 as amended by P.L. 102-421 and 103-73.
3. National Technical Institute for the Deaf, a College of Rochester Institute of Technology, 1995 and 1996 Annual Reports.

4. Deaf Education: Improved Oversight Needed for National Technical Institute for the Deaf (December, 1993, General Accounting Office, GAO/HRD-94-23).
5. Deaf Education: Cost and Student Characteristics at Federally Assisted Schools (February 14, 1986. General Accounting Office, GAO/HRD-86-64BR).
6. Educating Students at Gillett and the National Technical Institute for the Deaf (March 22, 1985, General Accounting Office, GAO/HRD-85-34).

VI. Contacts for Further Information

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**Special Institutions for Persons with Disabilities
American Printing House for the Blind (APH)
(CFDA No. 84.998)**

I. Legislation:

Act to Promote the Education of the Blind of March 3, 1879 (20 U.S.C. 101 et seq.) (no expiration date).

II. Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1965	\$865,000	1988	\$5,266,000
1970	1,404,000	1989	5,335,000
1975	1,967,000	1990	5,663,000
1980	4,349,000	1991	6,136,000
1981	4,921,000	1992	5,900,000
1982	5,000,000	1993	6,298,000
1983	5,000,000	1994	6,463,000
1984	5,000,000	1995	6,680,000
1985	5,500,000	1996	6,680,000
1986	5,263,000	1997	6,680,000
1987	5,500,000		

Note: Excludes a permanent appropriation of \$10,000 for all years; reflects enacted supplementals, rescissions, and reappropriation.

III. Analysis of Program Performance

The purpose of the American Printing House for the Blind (APH) is 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 that reflect the number of blind students in each state.

A. Goals and Objectives

The goal is to produce and distribute educational materials adapted for students who are legally blind and enrolled in formal educational programs below the college level. The APH has submitted to the Department four primary objectives based on its strategic plan: (1) improving the efficiency and timeliness of production and distribution activities; (2) conducting research and development activities responsive to consumer needs; (3) increasing APH's market share of materials produced for individuals who are blind; and (4) increasing the number of APH's revenue sources to establish a sustainable resource base.

B. Strategies to Achieve the Goals

Services Supported

APH maintains an extensive inventory of special educational materials for the blind--such as textbooks in braille and large type, and in recorded form; tangible teaching devices; microcomputer hardware and software; educational tests and performance measures; and special instructional aids, tools, and supplies necessary for the education of students who are blind. The materials are distributed to programs serving individuals who are blind through allotments to the states. The allotments are based on an annual census conducted by APH of the number of students who are legally blind in each state and are provided in the form of credits. State education agencies and programs serving persons who are blind may order materials free of charge up to the amount of funds allocated to each state for educational materials. APH provides advisory services for consumers, including visits and consultations to approximately 20 agencies or programs each year, to inform administrators and teachers about available materials and how to use them. In addition, APH conducts basic and applied research to develop new educational materials for use in educating students who are blind.

Items to be produced and distributed by the APH are reviewed and approved by two standing committees whose members are selected from APH's ex officio trustees. One committee determines the need for new publications, and the other oversees research and development activities. The purpose of those committees is to ensure that all educational materials produced and research undertaken meet the needs of students who are blind. In the research and development category, APH conducts basic and applied research necessary to develop and improve instructional materials in areas such as braille, reading, science, mathematics, and social studies, or to adapt testing materials related to these subject areas. Special materials are developed for use in teaching students who are blind and have additional disabilities and in areas such as early childhood, prevocational training, microcomputer applications, and the functional use of residual vision.

C. Program Performance—Indicators of Impact and Effectiveness

The Office of Special Institutions (OSI) is helping, APH to develop performance measures and technical assistance that adhere to the Departments reporting format.

IV. Planned Studies

None.

V. Sources of Information

1. Program files.
2. Study of the American Printing House for the Blind: Parental Perspectives on Services for the Visually Impaired Washington, D.C., Pelavin Associates, October, 1990).
3. American Printing House for the Blind Annual Reports for Fiscal Years 1995 and 1996.

VI. Contacts for Further Information

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**Special Institutions for Persons with Disabilities
Gallaudet University (GU)
(CFDA No. 84.998)**

I. Legislation:

Education of the Deaf Act (EDA) of 1986, as amended by Public Laws 102-421 and 103-73 (expires September 30, 1997).

II. Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1970	\$ 6,400,000 <u>1/</u>	1988	\$65,998,000
1975	35,595,000 <u>2/</u>	1989	67,643,000
1980	48,768,000 <u>3/</u>	1990	67,643,000
1981	49,768,000 <u>4/</u>	1991	72,262,000 <u>6/</u>
1982	52,000,000 <u>5/</u>	1992	76,540,000 <u>7/</u>
1983	52,000,000	1993	77,589,000 <u>8/</u>
1984	56,000,000	1994	78,435,000 <u>9/</u>
1985	58,700,000	1995	80,030,000
1986	59,334,000	1996	77,629,000
1987	62,000,000		

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.

7/ Includes \$ 2,500,000 for construction.

8/ Includes \$ 2,455,000 for construction.

9/ Includes \$ 1,000,000 for construction.

III. Analysis of Program Performance

A. Goals and Objectives

The goals of Gallaudet University are to provide elementary and secondary education programs for students who are deaf; college-preparatory, undergraduate, and continuing education programs for persons who are deaf or hearing-impaired; graduate programs for both hearing and deaf persons; and public service programs for persons who are deaf or hearing-impaired and for persons who work with these individuals.

B. Strategies to Achieve the Goals

Services Supported

Gallaudet University, which is a private, nonprofit educational institution, provides a wide range of educational opportunities for persons who are deaf or hearing-impaired, from the elementary through postsecondary levels. It conducts a wide variety of basic and applied research, and provides public service programs for persons who are deaf or hearing-impaired and for professionals who work with persons who are deaf or hearing-impaired. To increase the effectiveness of its instructional programs, the university provides a variety of support services, including: communications training, counseling, social services, speech and audiological services, physical and occupational therapy, educational assessment and evaluation, family education, and medical services.

Strategic Initiatives

During FY 1995, Gallaudet University implemented a strategic plan, Vision Implementation Plan (VIP), that will guide the university's planning and determine the focus and direction of the university's activities for the rest of the decade.

As a requirement of the 1992 Education of the Deaf Act (EDA) Amendments, the Department and the university completed an agreement governing the operation and national mission activities of the Kendall Demonstration Elementary School and the Model Secondary School for the Deaf. In addition, the university, with technical assistance from Office of Special Education and Rehabilitative Services (OSERS), developed and implemented policies and procedures to comply with the provisions and requirements of the Individuals with Disabilities Education Act (IDEA), Part B.

The university developed and implemented a national mission plan that charted the course of change and provided a guide to the restructuring of the demonstration schools. The plan emphasizes the need for collaboration with the schools and other divisions of the university and with schools and programs throughout the United States to raise the academic achievement levels of deaf and hearing-impaired students. The National Mission Programs (NMPs) are working with programs across the nation to develop, evaluate, and disseminate innovative curricula, materials, and instructional strategies that are applicable in a variety of educational environments. NMPs provide training, technical assistance, and outreach to meet the needs of parents of children who are deaf and hearing-impaired and of persons working with such students. The NMPs, through input from the National Advisory Panel (NAP), determine and publicize research priorities through a process that allows for public input, and disseminate information and follow-up services to ensure that they meet the needs of constituents as mandated by EDA Amendments.

C. Program Performance—Indicators of Impact and Effectiveness

The Office of Special Institutions (OSI) is providing guidance and technical assistance to the university in developing its performance measures and ensuring that the university adheres to the Department's reporting requirements and format.

IV. Planned Studies

None.

V. Sources of Information

1. Program files.
2. The Education of the Deaf Act of 1986 as amended by P.L. 102-421 and 103-73.
3. Review of Accounting and Budgeting Processes at Gallaudet University; Gallaudet University: A Comparative Analysis; and Gallaudet University Annual Budget Request Package (Washington, DC: Ernst and Young, August 1993).
3. Vision Implementation Plan-Steering Committee Recommendations: Report to the Vice President for Academic Affairs (Gallaudet University, December 1994).
5. Gallaudet University Annual Reports for Fiscal Years 1995 and 1996.
6. Gallaudet University Pre-College National Mission Plan, February 1996.

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