

**REPORT OF THE ADVOCACY SUBCOMMITTEE  
TO THE INTERAGENCY COMMITTEE ON DEVELOPMENTAL DISABILITIES  
FISCAL YEAR 1993 REPORT ON SERVICES  
PROVIDED BY FEDERAL ADVOCACY PROGRAMS**

**PROTECTION AND ADVOCACY**

- **FOR PERSONS WITH DEVELOPMENTAL DISABILITIES (PADD)  
ADMINISTRATION ON CHILDREN AND FAMILIES  
ADMINISTRATION ON DEVELOPMENTAL DISABILITIES**
  - **FOR INDIVIDUALS WITH MENTAL ILLNESS (PAIMI)  
SUBSTANCE ABUSE AND MENTAL HEALTH ADMINISTRATION  
CENTER FOR MENTAL HEALTH SERVICES**
  - **FOR INDIVIDUAL RIGHTS (PAIR)  
REHABILITATIVE SERVICES ADMINISTRATION**
- THE CLIENT ASSISTANCE PROGRAM (CAP)  
REHABILITATIVE SERVICES ADMINISTRATION**

## Congressional Appropriations History

The following chart and graph below demonstrate the history of Congressional support for P&A and CAP programs:

### U.S. Congressional Appropriations Fiscal Years 1976-95 (in \$ millions)

	PADD	CAP	PAIMI	PAIR
1976	1.5			
1977	3.0			
1978	3.0			
1979	3.8			
1980	7.5			
1981	7.5			
1982	7.68			
1983	7.32			
1984	8.4	6.0		
1985	13.75	6.3		
1986	14.6	6.412	9.5	
1987	15.0	7.5	10.5	
1988	19.148	7.1	10.555	
1989	19.76	7.682	12.4	
1990	20.48	7.901	14.001	
1991	20.98	8.313	15.614	.976
1992	22.500	9.140	19.5	1.074
1993	22.506	9.296	20.8	2.480
1994	23.753	9.547	21.957	5.5
1995	26.718	9.824	21.957	7.456

### Formula Grants

Each designated State and Territory receives funding to implement the PADD, PAIMI and CAP programs through a formula grant. The formula, while slightly different for each of the three programs, is essentially based on the population and per capita income in the State.

Each State is given a minimum allotment which is incrementally increased as the population of the State increases. Approximately twenty States receive a minimum allotment for each program.

### Total Clients Served

The P&As and CAPs served approximately 66,517 individuals in FY 1993 (October 1, 1992 to September 30, 1993).

PADD	36,700
PAIMI	18,543
CAP	11,274

### Racial/Ethnic Representation by %

	PADD	PAIMI	CAP
White	73	62	78.4
African American	17	18	14.
American Indian	1	1	2
Pacific Islander	1	1	1.1
Other/Unknown/Not Reported	N/A	18	4.4

### % of Case Resolution Through Litigation

PADD	8.1
PAIMI	4.0
CAP	.4

### Non-cases provided information/referral

PADD	88,000
CAP	52,382
PAIMI	52,863

*The data collected on the number of clients served by all three programs should include only those individuals for whom a significant service was rendered.*

*The client data should not include individuals who benefitted from the resolution of class actions, other problems involving groups or individuals who only receive information or referral. Individuals who receive other types of educational services from the program are not counted as clients of the program.*

**NAL** FRIDAY, SEPTEMBER 23, 1994

# Study Says Schools Must Stress Academics

By CATHERINE S. MANEGOLD

Special to The New York Times

WASHINGTON, Sept. 22 — Saying that the American educational system is failing the nation's employers, a leading business organization called today for a new emphasis on basic academic training at the expense of social goals and services.

The Committee for Economic Development, an organization of executives at about 250 large corporations, called for an end to efforts to incorporate mentally and physically handicapped children in regular classrooms, and urged educators to move away from providing social services like pregnancy counseling, AIDS information and drivers' education classes. The group also said schools should not be battlegrounds over ideological issues like abortion, homosexuality and creationism.

"America's public schools are being spread too thin," said Education Secretary Richard W. Riley, who appeared at a press conference at which the organization released a report, "Putting Learning First." "Nothing will be gained by tearing down public education and making the public school classroom the Bosnia of America's competing factions. When a community is divided, the children always suffer."

Reform efforts of the past decade have been sloppy, said Roy J. Bos-tock, the committee's chairman. As a result, school programs are "diluted, distracted and diffused from the basic mission of education" despite the seemingly endless round of hand-wringing over the quality of education.

The result is an educational system that suits parents and students "who tend to feel satisfied with their schools," but one that increasingly fails the business sector, the report concludes. Employers, the report says, "feel that a large majority of their new hires lack adequate

Creating an achievement standard, he said in comments supporting the group's findings, is "a radical notion that is not radical anywhere else in the world."

The committee's report proposes applying to education the basic notions that have been championed in business circles in recent years, like group merit awards to encourage teamwork, the trimming of bureaucracy and limits on "micromanagement" of classrooms.

Labor Secretary Robert B. Reich, who joined Education Secretary Riley this afternoon for a tour of a model school in New York City, lauded those goals. He said he hoped to see a new link between schools and

**Schools should not  
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services, says a  
business group.**

business that would combine core academic studies with job training.

"You have an economy where you have spot shortages of skilled labor, and we don't yet have a system that integrates school and work," said Mr. Reich.

Some businesses are already experimenting with new ways to make the business-education link work. Last week, the I.B.M. International Foundation, the nation's largest corporate philanthropy, announced plans to donate \$25 million over five years to help 10 school districts re-vamp their programs. The first project will be in Charlotte, N.C., where four new public schools will be built around lessons learned in business.

"If we do business with someone, we constantly invite them in to show their new products and how things are changing," said Mr. Litow. "Nobody does that for schools." The economic development committee's report encourages such communication. It also makes specific recommendations.

For example, it condemns the growing practice, called "intrusion," to move mentally and physically handicapped children to standard classrooms.

"Currently, communities, states and the national government are asking those who manage our classrooms to be parent, social worker, doctor, psychologist, police officer and perhaps, if there is time, teacher," the report says. "It seems that whenever a social crisis, such as AIDS, child abuse or drunk driving is perceived, the government looks to the schools to solve it," the report concludes.

Some state mandates also are criticized. Kentucky regulations, the report notes as an example, "contain such vague statements as 'students will make sense of the variety of materials they read ... the various things they observe ... and the various messages to which they listen' without defining what 'make sense of' might mean," the report says.

The comments are not just aimed at the regulations but also at the regulators. School boards are criticized as "attracting individuals who are poorly versed in educational matters, are more interested in using school board membership as a stepping stone to higher political office, have an ideological axe to grind or see school board service as an opportunity for financial gain."

The report calls for holding school board votes with general elections, to involve more voters. It also calls for better training of school board members.

The National School Boards Asso-

and problem-solving skills.

Albert Shanker, the president of the American Federation of Teachers, who attended the press conference, said, "From now on you should not get into college just because you're breathing and you're 18."

The foundation's president, Stanley S. Litow, said the schools would have interactive computer facilities, grade categories only, loosely structured around age limits and intensive study programs. Most other details are now being worked out.

ation responded that the committee detailed problems that school boards are already grappling with. "The report reinforces NSBA's own recent efforts to enhance school governance," said Boyd Boehlje, the association's president.

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10-25-94 02:35PM P001 #10

EXECUTIVE OFFICE OF THE PRESIDENT

07-Nov-1994 10:55pm

TO: Stanley S. Herr  
TO: Jeremy D. Benami

FROM: Carol H. Rasco  
Economic and Domestic Policy

CC: Rosalyn A. Miller

SUBJECT: Bad news

Because the President has been out for over a week and the Chief of Staff for several days - all for the cause of campaigning of course which is in itself a good thing!- they have in the past couple of hours managed to tear apart my schedule for tomorrow by calling meetings for the better part of mid-morning and for the middle of the afternoon. Therefore I will be unable to attend the 'Disabilities' Appointees meeting. Stan, you will need to preside on my behalf telling the group I have been called into planning meetings with the President and Chief of Staff...really should not say anything more as we don't want to create speculation; would be better at this point to not say it happened last minute, just I have had these meetings occur. Because we will get into a lot of these meetings in the weeks to come it would not do to reschedule, plus the fact that people have to understand one person does not a meeting make. Should anything miraculous happen like a change in schedule or I get out early I will of course come by but there should be no hint of that to the group as it is not currently scheduled in a way that appears it can happen.

Jeremy, we will still be able to have our meetings with AIDS office in the early morning after the phone call.

Thanks.

Stan,

I will fax you a consolidated response  
on school-to-work from ED, Labor  
and JJA this afternoon.

HOWARD MASER

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Stan Herr

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(w/ pulley) ... (Cheryl)

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*Michele Pucinde U*  
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CAROL COHEN 318161  
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~~EA~~

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PARMA YARKIN

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Revised

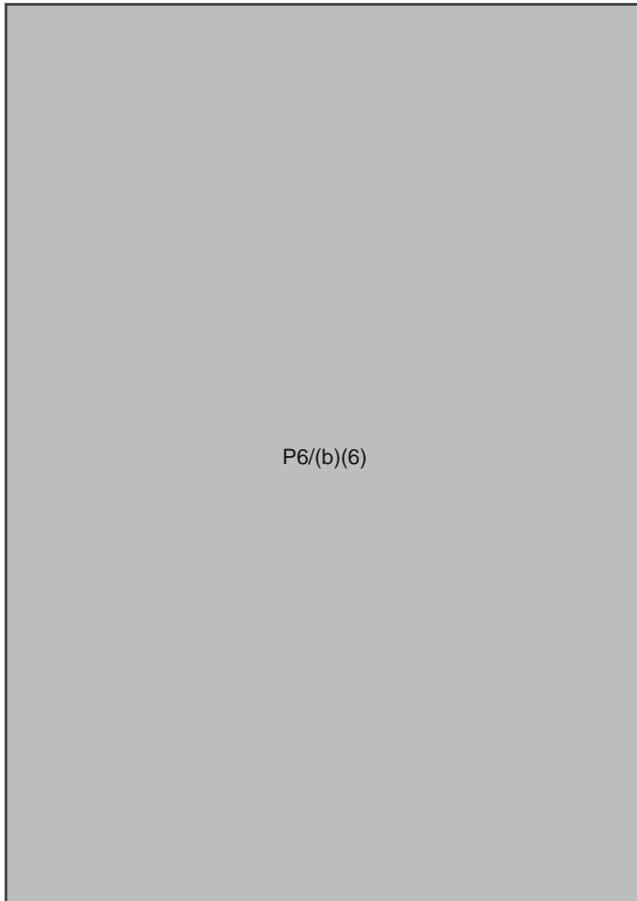
Cressman  
NOT attending  
due to death  
in family...  
per Elizabeth.

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THE WHITE HOUSE

WASHINGTON

Meeting of Appointees with Disabilities

November 8, 1994, 2:00-3:30 p.m.

Roosevelt Room

The White House

Agenda

Welcome and Introductions

Carol H. Rasco  
The White House

Protection and Advocacy (P&A) Systems

- P&A for Persons with Developmental Disabilities
- P&A for Individuals with Mental Illness
- P&A for Users of Assistive Technology
- P&A for Individual Rights and the Client Assistance Program

Bob Williams  
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& Human Services

Natalie Reatig  
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Department of Health and  
Human Services

Carol Cohen  
National Institute on  
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Rehabilitation Research  
Department of Education

Parma Yarkin  
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Administration  
Department of Education

Other Sources of Advocacy Assistance

Alexander D. Forger  
Legal Services Corporation

Paul S. Miller  
Equal Opportunity  
Employment Commission

Liz Savage  
Department of Justice

Open Forum

Full Group

Closing and Announcements

Carol H. Rasco

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# 1993 Annual Report

## On State Program Activities

# NAPAS

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