

CONSORTING

NEWSLETTER OF THE
INTERUNIVERSITY CONSORTIUM
ON POVERTY LAW

Volume 4, No. 3 March 1994

LAW SCHOOLS AND NONPROFITS CAN CONTRIBUTE THROUGH AMERICORPS

As a result of President Clinton's National and Community Service Trust Act of 1993, law schools and legal services can now play an important role in community service programs throughout the United States. Each year the national service group, called AmeriCorps, will fund a number of programs designed to address local conditions and be responsive to local needs.

AmeriCorps programs must each meet three criteria. First, all programs have to engage participants in community-based service that directly addresses unmet educational, public safety, human, and environmental needs. Second, all programs must work towards strengthening communities by bringing together diverse institutions and individuals in productive relationships. Third, AmeriCorps programs must develop participants by strengthening the motivation and skills they need in order to commit themselves to a life of active, productive citizenship.

For the most part, participants will be recruited and selected locally by funded programs. AmeriCorps participants will serve either a full-time term (1,700 hours over 9 months to one year) or a part-time term (900 hours over 2 years, or over 3 years if the participant is enrolled in an institution of higher education). After completing a term of service, the participant will receive an educational award (\$4,725 for full time participants or \$2,363 for part-time participants) that may be used to pay educational expenses. These educational awards are available for up to two terms of service.

Law schools and legal services and defender organizations are eligible to operate AmeriCorps programs. Institutions of higher education have a variety of options in creating AmeriCorps programs. For example, law schools might operate part-time programs that integrate service activities with students' academic studies. They might also create programs that engage students in full-time service over several summers, or part-time service over a two or three year term. Additionally, they may link part-time service during the school year with a term of full-time service after graduation.

Legal services and defender organizations are actively pursuing possible awards. Led by Kathleen Welch and

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NLADA SEEKS TRAINING PROPOSALS

The Annual Conference of the National Legal Aid and Defender Association is scheduled for December 5-10, 1994, at the Grand Hyatt Hotel in Washington, DC. This year's conference theme is "Equal Justice: A Capitol Concern."

The theme and location seem particularly apt in a year in which the Legal Services Corporation in Washington has undergone dramatic change. The Board of the Corporation has adopted a goal of "Equal Justice for All," picking up the commitment to a long-term vision of "Equal Justice for People in Poverty" offered by the Project Advisory Group. The Corporation is developing new tools for encouraging its grantees to break out of the survival mode of the last dozen years and take on new initiatives for justice.

Training proposals are due by May 16. All readers of **CONSORTING** should consider offering a session in which current scholarship, teaching techniques and experimentation are presented for use and reflection by the leading managers, litigators and client representatives of the nation's civil and defender legal services programs. The training sessions will take place on Wednesday, December 7 through Saturday, December 10. Copies of the Request for Training Proposals can be obtained from Andrea Agloro, Conference Director, NLADA, 1625 K St., NW, Washington, DC 20006-1604 (202-452-0620).

INTERNATIONAL CONFERENCE ON LEGAL SERVICES TO TAKE PLACE IN ENGLAND

For the first time ever, the Law Centres Federation is sponsoring an International Conference on Public Legal Services at the University of Kent in England from June 27 - June 30, 1994. The Conference is for all those interested in providing legal services through nonprofit institutions to those facing poverty, exploitation, discrimination and oppression.

The three main objectives of the conference are: 1) to make contacts and exchange information between participants; 2) to develop support worldwide for publicly funded, independent legal services; and 3) if

Continued on page 5

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12:45

July 4 - users

Tenants

Tom Hehir

Bonny White COMB

Dorly West - Leg

Mike Smith

Sheryl Walker - Stepping Stones

(Technical Comm'n of NY;
rep points
State + local set)

JH

IDEA goal by

Modifications to help from national leg rep

Point + disability groups - consensus report

Point feedback on national

reads pp

reality groups (assessment)

Rel

Pointed out -- less admin

6-8 points out rep.

FETA

R

for les.

Timetable (Nov - Dec)

Topic areas (CCD)

(more open + collaborative approach

to avoid negative impact)

or have alternatives for during

Working Subcom with team Adm

bill -- Bobbie Silver very

Scrutinize content for us

collab. consensus
propose

Working group to plan administratively

House side (Open Staff) -- not

doing annual

- His subcommittee may disappear
re reorganize

-- wants to work on this

Duber -- why difference?

Part B -- prevent unethical
unfunded support

Discretionary programs

Postbut accountability /

monitor

research

enforcement

- not 50% on board

(same view)

OSBP not strong player last 12 years
antennas not good!

procedural solutions --

overlap of Bluh in BOAC

low NJ. Chamber Falls Funding

Revenue at 48 rates of
integrated

Down-side risks --

more forward to health

not put kids at risk

Must as after as possible

make Smith: Chairman wanted to avoid Floor
Fight -- no magic

See Riley - strong vocal from Shuler before
annual/pol clients has company

wants to get things resolved

goals: Strengthen relationship IDEAS and
other

meeting w/ OCS Non Larry P case re Shella
+ treatment, out IQ test
Casper's as step
Casper's symptoms for stupid kids

JH Number portraying inclusion as new
no context of delin
increasingly many factors becoming

another 34% in inclusion setting 80% a day
30% ^{smoothly, mostly} 10-40%

Bandfree credit by Skunk

VA w/held special re
children expelled from
school because of disabilities
have to re-enroll in some
setting

Discipline addressed to incumbent

Don't legislate where don't have to;

Riley included in all means all in C2000 bill

greater visibility of pentra program
Tom W --

Donner brief on Holland as clear
FAT - dissonance re position
Shanker
playing out this year --

Keeping primary ^{consensus} community ~~community~~ ^{together}

JH: Spec Ed chaps out well-supported
by chiefs;

BG: Shambler stronger supporter
Not crack point
(Sleepers - Wandy Allen)
Tensions worthy objectives
(reciprocity + pedagogy as a whole)

Tik: ^{FAT} name confrontation -- doing it inappropriately
(19 years) deception
low cost

(Financial neutral --
complementary)

BG - relentless approach for ventures;
many inputs / achievement

→ many filed
OTH --
res. of orthopedic disability
to seg.

why now?
Quality -- effective
Threshold --
transcript →
-- higher standards
admin rather than leg

TH
Civil rights issue
essentially (legislated) input structured approp.
disability is diversity;
restorative schools to handle diversity better

Services and rules law for purpose
to "access quality ed"
admin acceptance

Access in general world
children's world

CHP
teacher education
higher ed // (teacher competence or experience)

Quality
Misclassification
Transitions

Part D as leverage to force \$90 m
on teacher prep / T's deaf, blind
Staff development
Pre- + in-service together
Commitment to transition spec. ed. to high school

Improving outcomes

not being put forward by individuals
but more of broader ed.

L.D. - little done
didn't draw

Transition issue -- success than personal
didn't do and 1/4 needed
possible time of each passing
month

JH: Some staff meeting / Q&A
no system (value 21)
(11-21)

Focus on Technical/Personal
REST Community:

Leadership needed by UTR
making good
- Rest
- Peeling it

JH: School to work -- high school ed
Completed study 500s
Keeps out access to voc ed
some likely to stay in school
little support
by bank

Transition / support system mentoring
not there
Psychologists --
most relevant services
cannot survive

Tit: need more simple interventions

Intermittent Justice

but state level

symptoms of dry fruit

NIMH + lack of MHA

Justice & violence prevention

- Support
- Quality

whole bunch of fed effort
killed sov't waste
(120m)

need to inventory -- a wrap services
around family

Dubin: reports

wrap-around

VBPS

speeded up offer smoothly to gov. up

CHP:

national meeting

or having now you

would understand a head

so open to staff + you

"Transition"

Gay

Bob

NCP

NIAAR

OSPP

SSB

MEMORANDUM TO CAROL H. RASCO

FROM: Stanley S. Herr

SUBJ: Briefing materials for 5-23-94 meeting on IDEA Reauthorization

DATE: May 20, 1994

venue: From 2 to 3:30 p.m. this Monday, we are scheduled to meet in Room 3065, 330 C Street, SW, Switzer Building, USDE.

cast of characters: Judy Heumann, Assistant Secretary, OSERS. She will be accompanied by Tom Hehir, Director of Special Education Programs;

Howard Moses, Deputy Assistant Secretary, OSERS and Acting Commissioner, RSA;

Theda Zawaiza, Special Assistant to Judy;

Mike Smith, Deputy Under Secretary;

Judy Wurtzel, Special Assistant to Mike;

Jessica Levin, Special Assistant to Mike.

Accompanying you will be Bill, Jennifer, and myself.

materials attached: Minutes of our prior meeting of April 1, 1994 (App. A)

- Draft of principles and themes for the IDEA reauthorization, including a summary paper on standards and assessments, early intervention, and discipline (App. B "Note to Stan Herr of May 20th)

- Note to Stan Herr of May 18 (listing staff papers on the reauthorization and concluding paragraph on inclusion; I've included only the short papers which represent a distillation of earlier staff work plus the 22-page long paper on "transition issues" because of your particular interest in that topic) (App. C).

- Transition meeting memorandum from Prudence Lezy with suggestions (App. D).

main issues: I have just received a 5 inch stack of the papers enumerated in Appendix C, and did not receive the Secretarial briefing paper (App. B) until 2:50pm. To have this to you before you leave today, I am therefore obliged to offer an impressionistic account of some main issues that could focus our discussion on Monday.

Over the weekend, I'll try to wade through the mass of materials to see what, if anything, else merits your attention and brief you on Monday morning.

Full inclusion v. continuum of alternative placements

the most volatile issue -- the provision of least restrictive environments -- is sometimes framed in the above terms in bold. Existing regulations mandate a nuanced, nonabsolutist approach to this issue. Namely, each state shall ensure that each public agency provides children with disabilities, to the maximum extent appropriate, with education with nondisabled children.

Special classes, separate schooling, or other removal from regular educational environments is to occur only when the nature or severity of the disability makes education in regular classes with the use of supplementary aids and services unsatisfactory. [34 CFR 300.550].

The regs go on to say that each public agency must ensure that a continuum of alternative placements is available to meet individualized needs for special education and related services. This continuum must stretch from instruction in regular classes (with supplementary services such as a resource room or itinerant instruction as needed), to instruction in hospitals and institutions. Midway points include:

- special classes
- special schools
- home instruction

The main implementation problems are that schools may stint on the costlier forms of special education; the continuum is far from seamless; teacher preparation and school readiness for the more ambitious efforts at inclusion is uneven; minority students may be misplaced in disability-segregated programs and rhetoric outruns realities on the ground.

The second theme of Appendix B (which I have not yet seen) is supposed to address the inclusion debate.

school discipline and the "stay-put" issue

The US Supreme Court has interpreted IDEA in a way which restricts the ability of schools to discipline special education students summarily. Shanker seeks statutory revision on that point.

preparation of teachers to educate diverse students in regular classrooms more effectively.

assessment and placement procedures to keep special education classrooms from becoming "dumping grounds" for kids with behavior problems, particularly where cultural, ethnic and linguistic groups are over-represented.

June 17, 1994

Sta *pton*

We cover kids above 17 if they are covered by State law most are covered to age 21 or above. I wasn't clear about that yesterday. Only one State Michigan goes above 22. This may be a reauthorization issue. Also, I was surprised to learn when I got the printout that there is an increasing number of LD kids in 18-21 cohort. This is a significant change over the figures during the early years of P.L. 94-142 implementation and, I believe is a positive trend in that this population which has an historically high drop-out rate appears to be staying in school.

I have enclosed the 1984 numbers which show both number increase and a percentage increases of LD kids.

Tom

Thomas Hehir
Director, OSEP

OPTIONAL FORM 99 (7-90)

FAX TRANSMITTAL

of pages *9*

To	<i>Jan Hehir</i>	From	<i>Tom Hehir</i>
Dept/Agency	<i>White House</i>	Phone #	<i>202-205-5528</i>
Fax #	<i>456-7028</i>	Fax #	<i>202-260-0416</i>

**Free Appropriate Public Education (FAPE) to
Students with Disabilities aged 18 through 21 under Part B of the
Individuals with Disabilities Education Act (IDEA-B)**

- Under IDEA-B, States are required to provide FAPE to eligible children 3 through 17 years of age¹ (34 CFR §300.300); many States² have age mandates that require services to age 21 (30) and others require services through 21 (24). (See attached list of States with mandated age ranges.)
- All IDEA-B requirements apply to eligible youth aged 18 through 21, as long as the youth are within a State's mandated age range. There are no express requirements that apply only to students with disabilities aged 18-21 years old.
- IDEA-B requirements related to transition services apply to eligible youth beginning at age 16.³
- During the 1992-93 school year, 4,893,865 youth 18-21 years of age were counted as served under IDEA-B. Under Chapter 1 Handicapped, 275,377 were counted as served.

¹ The IDEA requires States to assure that FAPE is available for all children with disabilities aged 6 through 17, and further requires FAPE for all such children aged 3-5 and 18-21 -- to the extent that the FAPE mandate is not inconsistent with State law or practice, or the order of any court. (20 U.S.C. 1412(2)(B))

² Figures include 60 entities, the 50 States, Puerto Rico, DC, BIA, Virgin Islands and the Pacific Territories.

³ The transition requirements apply to children younger than 16 if determined appropriate.

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FAPE Entitlement and Due Process

- PAGE 1

(AS OF November 18, 1992)

Alabama	3-21	one-tier	Barbara Route
Alaska	3-21	two-tier	Barbara Route
American Samoa	0 to 21	one-tier	Jane Williams
Arizona	3 through 21	two-tier	Doug Little
Arkansas	between 3 and 21	one-tier	Ray Myers
California	3-21	one-tier	Ken Kienas and Ray Myers
Colorado	3-21	two-tier	Ken Kienas
Connecticut	0 through 21	one-tier	Doug Little
Delaware	3 through 20	one-tier	Chuck Laster
District of Columbia	3 through 21	one-tier	Gregg Corr
Florida	3 through 18	one-tier	Sheila Friedman
Georgia	3 through 21	two-tier	Ray Myers
Guam	0 through 21	one-tier	Carol Jenzano
Hawaii	0 through 19	one-tier	Carolyn Smith
Idaho	3 through 21	two-tier	Sheila Friedman
Illinois	3-21	two-tier	Debbie Sturdivant
Indiana	3 through 21	two-tier	Carolyn Smith
Iowa	0-21	one-tier	Barbara Route
Kansas	third birthday to 21	two-tier	Doug Little
Kentucky	3 to 18	two-tier	Nell Eano
Louisiana	3 through 21	two-tier	Ray Myers
Maine	0 through 21	one-tier	Claudia Brewster
Maryland	0 to 20	two-tier	Delores Barber
Massachusetts	3 through 21	one-tier	Jane Williams
Michigan	0 to 26	two-tier	Carolyn Smith
Minnesota	0 to 21	one-tier	Debbie Sturdivant
Mississippi	3-20	one-tier	Jane Williams
Missouri	3 to 20	two-tier	Jane Williams
Montana	3-18	one-tier	Delores Barber
Nebraska	0 through 21	one-tier	Chuck Laster
Nevada	3-21	two-tier	Barbara Route
New Hampshire	3 to 21st birthday	one-tier	Sheila Friedman
New Jersey	3-21	one-tier	Ken Kienas and Ray Myers

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06/17/94

(AS OF November 18, 1992)

New Mexico	3-21	two-tier	Ken Kienas
New York	0 through 21	two-tier	Chuck Laster
North Carolina	3-21	two-tier	Judy Gregorian
North Dakota	3 to 21	one-tier	Debbie Sturdivant
Northern Mariana Islands	3 through 21	one-tier	Carol Jenzano
Ohio	3 through 21	two-tier	Nell Eano
Oklahoma	3 through 21	two-tier	Sheila Friedman
Oregon	3 through 21	one-tier	Debbie Sturdivant
Pennsylvania	3 to 21	two-tier	Judy Gregorian
Puerto Rico	3 to 21	one-tier	Carolyn Smith
Rhode Island	3 through 21, or high school graduation, whichever comes first	two-tier	Gregg Corr
South Carolina	0 through 21	two-tier	Carolyn Smith
South Dakota	0 to 21	one-tier	Judy Gregorian
Tennessee	3 to end of school year, or when child reaches 21	one-tier	Delores Barber
Texas	from third birthday through age 21	one-tier	Claudia Brewster
Utah	between 3 and 22	two-tier	Ray Myers
Vermont	3 through 21	one-tier	Nell Eano
Virgin Islands	3-21	one-tier	Ray Myers
Virginia	2 through 21	two-tier	Claudia Brewster
Washington	3 to 21	one-tier	Chuck Laster
West Virginia	3 to 21	one-tier	Carol Jenzano
Wisconsin	3-21	two-tier	Barbara Route
Wyoming	3-21	one-tier	Ken Kienas
Marshall Islands	3 to 21	one-tier	Carol Jenzano

*begins at birth for certain eligible children functioning 50 percent or more below normal expectancy for their age.

(AS OF November 18, 1992)

Federated states of Micronesia	- 0 to 21	two-tier	Jane Williams
Washington, DC	-3 to 21	one-tier	Gregg Corr
Republic of Palau	-0 to 21	one-tier	Carol Jenzano
Bureau of Indian Affairs ^b	5 through 21	two-tier	Nell Eano

^b3-5 responsibility delegated to States and Tribes by P.L. 102-119.

TABLE A-2
NUMBER OF CHILDREN SERVED UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
DURING THE 1992-93 SCHOOL YEAR
ALL DISABILITIES

STATE	IDEA, PART B	CHAPTER 1 OF ESEA (SOP)	IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
ALABAMA	95,502	1,881	97,383
ALASKA	13,936	3,422	17,358
ARIZONA	63,629	1,751	65,380
ARKANSAS	48,082	3,587	51,669
CALIFORNIA	509,513	4,244	513,757
COLORADO	59,602	3,950	63,552
CONNECTICUT	64,116	4,637	68,753
DELAWARE	11,617	2,555	14,172
DISTRICT OF COLUMBIA	2,300	4,753	7,053
FLORIDA	284,562	9,030	293,592
GEORGIA	113,479	2,414	115,893
HAWAII	13,540	1,037	14,577
IDaho	22,104	1,188	23,292
ILLINOIS	201,538	49,417	250,955
INDIANA	115,684	8,494	124,180
IOWA	61,178	1,374	62,552
KANSAS	45,354	2,823	48,177
KENTUCKY	79,083	2,680	81,763
LOUISIANA	77,822	4,478	82,300
MAINE	28,003	1,802	29,805
MARYLAND	90,234	4,688	94,922
MASSACHUSETTS	136,804	21,635	158,439
MICHIGAN	161,670	15,151	176,821
MINNESOTA	83,573	2,768	86,341
MISSISSIPPI	62,124	844	62,968
MISSOURI	105,979	3,220	109,199
MONTANA	18,379	467	18,846
NEBRASKA	36,109	876	36,985
NEVADA	22,402	672	23,074
NEW HAMPSHIRE	20,422	1,961	22,383
NEW JERSEY	182,287	6,281	188,568
NEW MEXICO	40,624	302	40,926
NEW YORK	318,295	17,756	336,051
NORTH CAROLINA	130,487	2,374	132,861
NORTH DAKOTA	11,942	890	12,832
OHIO	211,365	5,380	216,745
OKLAHOMA	69,783	1,820	71,603
OREGON	51,316	11,136	62,452
PENNSYLVANIA	186,834	22,744	209,578
Puerto Rico	14,402	0	14,402
RHODE ISLAND	21,222	1,238	22,460
SOUTH CAROLINA	78,974	1,739	80,713
SOUTH DAKOTA	14,899	637	15,536
TENNESSEE	112,421	2,811	115,232
TEXAS	375,121	14,992	390,113
UTAH	43,369	2,626	45,995
VERMONT	6,940	1,512	8,452
VIRGINIA	124,046	3,921	127,967
WASHINGTON	91,537	4,757	96,294
WEST VIRGINIA	43,644	1,701	45,345
WISCONSIN	93,628	3,998	97,626
WYOMING	11,720	506	12,226
AMERICAN SAMOA	368	36	404
GUAM	1,457	164	1,621
NORTHERN MARIANAS	170	204	374
PALAU	186	204	390
VIRGIN ISLANDS	1,379	149	1,528
EUR. OF INDIAN AFFAIRS	6,578	0	6,578
U.S. AND OUTLYING AREAS	4,893,865	276,377	5,170,242
50 STATES, D.C. & P.R.	4,883,727	275,620	5,159,347

THE FIGURES REPRESENT CHILDREN AGE 3 THROUGH 21 SERVED UNDER IDEA, PART B AND CHILDREN FROM BIRTH THROUGH AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP).

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL CIVIL (CNC93ECLA)
18OCT93

TABLE A-15
NUMBER OF CHILDREN AGE 18-21 SERVED UNDER IDEA, PART B
BY DISABILITY
DURING THE 1992-93 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS
ALABAMA	5,115	2,300	30	2,350	172	135	27	29
ALASKA	533	351	7	64	36	48	11	4
ARIZONA	2,813	1,601	21	745	150	147	34	69
ARKANSAS	2,142	1,432	15	615	6	27	18	6
CALIFORNIA	18,299	9,684	561	4,255	823	873	394	834
COLORADO	2,237	1,185	44	384	386	230	36	34
CONNECTICUT	2,852	1,329	46	927	649	112	31	8
DELAWARE	329	257	1	40	25	0	4	1
DISTRICT OF COLUMBIA	209	160	2	28	13	0	1	0
FLORIDA	8,776	4,333	281	2,510	946	0	48	203
GEORGIA	4,172	1,284	27	2,166	314	0	6	51
HAWAII	378	188	5	106	29	18	5	3
IDaho	689	381	2	226	8	19	11	10
ILLINOIS	6,379	4,364	139	1,657	622	0	39	54
INDIANA	4,775	2,890	44	1,382	311	27	37	31
IOWA	2,897	1,377	16	941	365	105	40	34
KANSAS	1,688	827	5	500	190	90	9	24
KENTUCKY	2,988	1,309	25	1,391	82	84	28	22
LOUISIANA	3,772	2,055	91	1,097	171	72	53	73
MAINE	1,209	687	43	190	176	63	24	8
MARYLAND	3,267	1,728	160	640	274	336	34	23
MASSACHUSETTS	6,058	2,914	287	1,310	780	356	88	46
MICHIGAN	6,987	4,247	76	1,347	747	19	173	304
MINNESOTA	3,013	1,060	34	1,253	468	0	63	50
MISSISSIPPI	2,873	1,995	56	675	5	28	30	74
MISSOURI	4,645	2,917	193	1,069	353	36	41	38
MONTANA	725	484	13	130	30	25	11	5
NEBRASKA	1,569	894	37	508	182	49	22	31
NEVADA	746	424	11	193	38	41	8	1
NEW HAMPSHIRE	1,087	694	62	85	126	11	5	4
NEW JERSEY	7,702	4,604	213	801	1,140	715	67	50
NEW MEXICO	1,370	760	208	278	151	88	17	39
NEW YORK	19,688	11,881	194	2,946	2,665	1,294	225	63
NORTH CAROLINA	4,452	1,858	34	1,862	272	93	88	51
NORTH DAKOTA	397	334	16	207	21	0	5	6
OHIO	9,625	4,284	82	3,394	438	864	120	146
OKLAHOMA	2,850	1,707	9	842	104	111	30	15
OREGON	1,545	1,072	88	198	103	0	3	22
PENNSYLVANIA	8,625	4,799	99	2,492	825	72	24	169
Puerto Rico	2,876	585	16	1,801	63	178	84	34
RHODE ISLAND	928	590	11	163	106	13	3	7
SOUTH CAROLINA	3,013	1,219	31	1,437	151	24	37	62
SOUTH DAKOTA	498	311	4	122	16	29	3	4
TENNESSEE	5,414	3,094	160	1,502	118	253	76	84
TEXAS	19,388	12,088	171	3,612	1,608	635	103	318
UTAH	1,423	493	22	364	210	223	12	9
VERMONT	349	165	22	89	47	4	10	1
VIRGINIA	5,427	2,842	69	1,621	503	160	57	41
WASHINGTON	3,781	2,065	21	730	204	242	76	45
WEST VIRGINIA	2,313	1,356	24	759	137	0	16	17
WISCONSIN	4,134	1,698	63	639	657	1,008	16	18
WYOMING	505	371	11	104	37	0	13	10
AMERICAN SAMOA	7	4	0	3	0	0	0	0
GUAM	96	66	0	26	0	1	0	1
NORTHERN MARIANAS	8	3	0	0	0	3	2	0
PALAU	2	0	0	1	0	0	0	0
VIRGIN ISLANDS	161	38	1	99	3	13	2	2
BUR. OF INDIAN AFFAIRS	369	227	42	31	26	17	4	1
U.S. AND OUTLYING AREAS	210,460	113,736	3,909	53,837	18,330	8,786	2,488	3,287
50 STATES, D.C. & P.R.	209,817	113,368	3,866	53,677	18,301	8,752	2,480	3,283

DATA AS OF OCTOBER 1, 1993.

ANNUAL CNTL (COC9302A)
1800793

TABLE A115
NUMBER OF CHILDREN AGE 18-21 SERVED UNDER IDEA, PART B
BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	OTHER		TOTAL	DEAF-BLIND		TOTAL
	HEARD	IMPAIRED		DEAF	BLIND	
ALABAMA	52	11	63	1	2	
ALASKA	10	1	11	0	0	
ARIZONA	12	18	30	0	1	
ARKANSAS	15	2	17	0	1	
CALIFORNIA	392	210	602	23	45	
COLORADO	0	4	4	5	6	
CONNECTICUT	24	3	27	0	0	
DELAWARE	0	0	0	0	0	
DISTRICT OF COLUMBIA	0	0	0	0	0	
FLORIDA	142	37	179	4	0	
GEORGIA	142	15	157	2	12	
HAWAII	33	25	58	0	0	
IDAHO	12	0	12	0	0	
ILLINOIS	16	3	19	0	0	
INDIANA	72	24	96	0	0	
IOWA	7	16	23	0	15	
KANSAS	0	6	6	0	0	
KENTUCKY	23	4	27	0	9	
LOUISIANA	20	20	40	1	4	
MAINE	20	23	43	0	2	
MARYLAND	94	16	110	0	8	
MASSACHUSETTS	18	0	18	0	0	
MICHIGAN	53	16	69	2	26	
MINNESOTA	101	38	139	4	46	
MISSISSIPPI	0	62	62	0	0	
MISSOURI	46	12	58	0	0	
MONTECALA	0	10	10	0	0	
MISSOURI	24	19	43	7	5	
MONTANA	13	5	18	0	0	
NEBRASKA	31	14	45	2	7	
NEVADA	21	6	27	0	0	
NEW HAMPSHIRE	20	6	26	1	0	
NEW JERSEY	53	12	65	0	4	
NEW MEXICO	11	9	20	0	0	
NEW YORK	126	58	184	0	4	
NORTH CAROLINA	121	29	150	0	3	
NORTH DAKOTA	6	1	7	0	1	
OHIO	243	49	292	0	4	
OKLAHOMA	15	12	27	0	0	
OREGON	49	1	50	0	4	
PENNSYLVANIA	0	3	3	0	0	
RHODE ISLAND	27	22	49	0	23	
SCANDIA	37	20	57	0	0	
SOUTH CAROLINA	25	7	32	0	3	
SOUTH DAKOTA	23	20	43	0	0	
TENNESSEE	6	2	8	0	4	
Texas	131	24	155	0	0	
TIDAL	780	95	875	10	10	
UTAH	22	5	27	0	40	
VERMONT	6	1	7	0	2	
VIRGINIA	35	10	45	0	8	
WASHINGTON	243	12	255	3	99	
WEST VIRGINIA	4	0	4	0	0	
WISCONSIN	49	10	59	0	1	
WYOMING	29	0	29	0	0	
AMERICAN SAMOA	0	0	0	0	0	
GUAM	1	0	1	0	0	
NORTHERN MARIANAS	0	0	0	0	0	
PALAU	0	1	1	0	0	
VIRGIN ISLANDS	0	0	0	0	0	
SM. OF MCDONALD APARTS	0	3	3	0	1	
U.S. AND OUTLYING AREAS	3,242	998	4,240	103	446	
50 STATES, D.C. & P.R.	3,237	996	4,233	99	443	

DATA AS OF OCTOBER 1, 1993.

ANNUAL CHIL(CDCR22A)
18CCT93

1984 Rpt

Table 3A4

NUMBER OF CHILDREN AGES 18-21 YEARS SERVED UNDER P.L. 94-142
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1982-1983

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	MULTI- HANDI- CAPPED	HARD OF HEARING & DEAF	ORTHO- PEDICALLY IMPAIRED	VISUALLY HANDI- CAPPED	DEAF- BLIND
ALABAMA	5,137	1,015	39	3,818	323	-48	102	47	38	11	2
ALASKA	182	188	7	49	13	3	8	14	8	1	0
ARIZONA	2,818	946	25	809	197	108	49	48	28	9	0
ARKANSAS	1,180	889	30	728	7	2	10	18	11	3	1
CALIFORNIA	15,783	6,605	500	9,330	593	748	718	514	594	142	20
COLORADO	1,337	672	7	663	255	0	64	81	22	2	1
CONNECTICUT	5,152	1,768	78	1,299	1,979	115	68	113	52	2	3
DELAWARE	157	222	1	119	-99	4	1	4	1	3	7
DISTRICT OF COLUMBIA	23	17	5	0	0	0	0	1	0	0	0
FLORIDA	4,991	1,593	308	2,477	317	94	8	172	96	12	14
GEORGIA	3,447	871	49	2,068	278	18	5	101	41	15	2
HAWAII	287	164	4	93	10	0	3	8	5	0	0
IDAH0	897	0	1	70	27	286	165	25	110	10	2
ILLINOIS	7,838	2,789	287	2,860	1,448	88	45	39	81	27	8
INDIANA	2,382	787	120	1,384	91	2	28	25	31	3	1
IOWA	2,845	1,023	48	1,315	194	23	125	52	91	10	3
KANSAS	1,682	536	187	680	205	0	0	28	25	8	38
KENTUCKY	2,221	647	37	1,276	78	32	71	41	28	12	1
LOUISIANA	3,136	1,178	82	1,624	83	56	43	56	14	12	2
MAINE	1,080	370	28	393	144	22	55	18	12	8	0
MARYLAND	4,584	1,878	285	1,434	241	49	537	78	64	8	2
MASSACHUSETTS	5,341	1,865	1,328	1,132	732	79	118	75	59	32	5
MICHIGAN	6,819	2,888	119	2,687	794	0	71	240	384	78	0
MINNESOTA	3,060	1,220	37	1,434	282	8	0	40	38	11	2
MISSISSIPPI	2,186	701	52	1,384	8	18	10	19	20	4	2
MISSOURI	3,019	975	111	1,431	281	32	89	41	78	9	0
MONTANA	820	292	18	155	21	4	28	8	4	2	0
NEBRASKA	1,406	882	24	889	60	0	32	42	21	14	0
NEVADA	848	352	11	104	18	19	15	15	4	10	0
NEW HAMPSHIRE	471	224	-4	97	33	4	8	0	4	0	0
NEW JERSEY	8,288	2,065	193	1,624	795	104	254	185	72	22	3
NEW MEXICO *	1,113	822	66	348	72	1	83	12	10	7	2
NEW YORK	11,732	3,891	178	4,882	2,002	205	202	382	173	97	0
NORTH CAROLINA	5,181	1,711	51	3,027	129	87	45	82	49	28	1
NORTH DAKOTA	244	137	9	175	5	3	0	8	8	3	0
OHIO	6,269	1,748	209	3,383	237	0	210	247	211	43	3
OKLAHOMA	1,827	774	18	865	14	2	13	29	11	4	0
OREGON	1,393	707	30	388	107	92	0	31	178	9	0
PENNSYLVANIA	8,813	2,506	384	8,473	884	2	0	258	130	98	0
PUERTO RICO	7,690	33	216	4,090	-19	824	391	744	33	1,336	4
RHODE ISLAND	798	432	8	242	89	8	8	21	11	9	1
SOUTH CAROLINA	2,013	824	80	2,035	129	8	15	59	48	17	1
SOUTH DAKOTA	473	179	51	188	18	12	40	12	9	0	0
TENNESSEE	5,888	2,308	110	2,397	206	123	215	122	110	38	2
TEXAS	8,379	3,828	77	2,803	480	197	315	38	170	87	4
UTAH	723	102	21	211	178	5	199	6	8	1	4
VERMONT	784	87	8	82	6	7	3	5	3	1	0
VIRGINIA	4,106	1,214	176	2,078	255	22	228	68	41	28	1
WASHINGTON	2,392	1,024	124	800	125	98	111	38	24	9	1
WEST VIRGINIA	1,833	489	78	938	39	34	16	14	29	9	0
WISCONSIN	3,398	1,128	59	1,889	390	28	65	78	88	16	5
WYOMING	339	183	1	92	40	4	8	3	2	4	1
AMERICAN SAMOA	19	0	0	14	0	0	0	0	0	2	0
GUAM	81	27	2	48	0	1	0	1	4	0	0
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	99	0	8	91	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	323	159	23	85	26	2	22	1	2	2	0
U.S. AND TERRITORIES	171,642	60,488	5,760	73,974	14,788	3,681	4,928	4,325	3,285	2,206	149

* THESE ARE NEW MEXICO'S CHILD COUNT FIGURES. HOWEVER, NEW MEXICO DOES NOT PARTICIPATE IN P.L. 94-142.

(AS OF November 18, 1992)

New Mexico	3-21	two-tier	Ken Kienas
New York	0 through 21	two-tier	Chuck Laster
North Carolina	3-21	two-tier	Judy Gregorian
North Dakota	3 to 21	one-tier	Debbie Sturdivant
Northern Mariana Islands	3 through 21	one-tier	Carol Jenzano
Ohio	3 through 21	two-tier	Nell Eano
Oklahoma	3 through 21*	two-tier	Sheila Friedman
Oregon	3 through 21	one-tier	Debbie Sturdivant
Pennsylvania	3 to 21	two-tier	Judy Gregorian
Puerto Rico	3 to 21	one-tier	Carolyn Smith
Rhode Island	3 through 21, or high school graduation, whichever comes first	two-tier	Gregg Corr
South Carolina	0 through 21	two-tier	Carolyn Smith
South Dakota	0 to 21	one-tier	Judy Gregorian
Tennessee	3 to end of school year, or when child reaches 21	one-tier	Delores Barber
Texas	from third birthday through age 21	one-tier	Claudia Brewster
Utah	between 3 and 22	two-tier	Ray Myers
Vermont	3 through 21	one-tier	Nell Eano
Virgin Islands	3-21	one-tier	Ray Myers
Virginia	2 through 21	two-tier	Claudia Brewster
Washington	3 to 21	one-tier	Chuck Laster
West Virginia	3 to 21	one-tier	Carol Jenzano
Wisconsin	3-21	two-tier	Barbara Route
Wyoming	3-21	one-tier	Ken Kienas
Marshall Islands	3 to 21	one-tier	Carol Jenzano

*begins at birth for certain eligible children functioning 50 percent or more below normal expectancy for their age.

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(AS OF November 18, 1992)

Federated states of Micronesia	- 0 to 21	two-tier	Jane Williams
Washington, DC	-3 to 21	one-tier	Gregg Corr
Republic of Palau	-0 to 21	one-tier	Carol Jenzano
Bureau of Indian Affairs ^b	5 through 21	two-tier	Nell Eano

^b3-5 responsibility delegated to States and Tribes by P.L. 102-119.

TABLE AA2
 NUMBER OF CHILDREN SERVED UNDER IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
 DURING THE 1992-93 SCHOOL YEAR
 ALL DISABILITIES

STATE	IDEA, PART B	CHAPTER 1 OF ESEA (SOP)	IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
ALABAMA	95,502	1,861	97,363
ALASKA	13,936	3,422	17,358
ARIZONA	63,629	1,751	65,380
ARKANSAS	48,082	3,587	51,669
CALIFORNIA	509,513	4,244	513,757
COLORADO	59,602	3,950	63,552
CONNECTICUT	64,116	4,637	68,753
DELAWARE	11,617	2,555	14,172
DISTRICT OF COLUMBIA	2,300	4,753	7,053
FLORIDA	254,562	9,030	263,592
GEORGIA	113,479	2,414	115,893
HAWAII	13,540	1,037	14,577
IDAHO	22,104	1,188	23,292
ILLINOIS	201,538	49,417	250,955
INDIANA	115,684	8,496	124,180
IOWA	61,178	1,374	62,552
KANSAS	45,954	2,819	48,773
KENTUCKY	79,003	2,680	81,683
LOUISIANA	77,822	4,478	82,300
MAINE	28,003	1,002	29,005
MARYLAND	90,234	4,668	94,922
MASSACHUSETTS	136,804	21,035	157,839
MICHIGAN	161,670	15,191	176,861
MINNESOTA	83,572	2,768	86,340
MISSISSIPPI	62,124	844	62,968
MISSOURI	105,979	3,220	109,199
MONTANA	18,379	467	18,846
NEBRASKA	36,109	876	36,985
NEVADA	22,402	672	23,074
NEW HAMPSHIRE	20,422	1,901	22,323
NEW JERSEY	182,297	6,281	188,578
NEW MEXICO	40,624	302	40,926
NEW YORK	318,295	17,756	336,051
NORTH CAROLINA	130,487	2,374	132,861
NORTH DAKOTA	11,942	890	12,832
OHIO	211,365	5,380	216,745
OKLAHOMA	69,783	1,820	71,603
OREGON	53,318	11,136	64,454
PENNSYLVANIA	186,834	22,744	209,578
PUERTO RICO	34,402	0	34,402
RHODE ISLAND	21,222	1,238	22,460
SOUTH CAROLINA	78,974	1,739	80,713
SOUTH DAKOTA	14,899	637	15,536
TENNESSEE	112,421	2,811	115,232
TEXAS	375,121	14,992	390,113
UTAH	49,369	2,626	51,995
VERMONT	8,940	1,512	10,452
VIRGINIA	124,046	3,921	127,967
WASHINGTON	91,537	4,797	96,334
WEST VIRGINIA	43,644	1,701	45,345
WISCONSIN	93,628	3,998	97,626
WYOMING	11,720	508	12,228
AMERICAN SAMOA	368	36	404
GUAM	1,457	164	1,621
NORTHERN MARIANAS	170	204	374
PALAU	186	204	390
VIRGIN ISLANDS	1,379	149	1,528
BUR. OF INDIAN AFFAIRS	6,578	0	6,578
U.S. AND OUTLYING AREAS	4,893,865	276,377	5,170,242
50 STATES, D.C. & P.R.	4,883,727	275,620	5,159,347

THE FIGURES REPRESENT CHILDREN AGE 3 THROUGH 21 SERVED UNDER IDEA, PART B AND CHILDREN FROM BIRTH THROUGH AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP).

DATA AS OF OCTOBER 1, 1993.

SOURCE: ANNUAL CNTL (CBC9MELA)
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TABLE A-15
 NUMBER OF CHILDREN AGE 18-21 SERVED UNDER IDEA, PART B
 BY DISABILITY
 DURING THE 1992-93 SCHOOL YEAR

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS
ALABAMA	5,115	2,300	30	2,350	172	135	27	29
ALASKA	533	351	7	64	36	48	11	4
ARIZONA	2,813	1,601	21	745	150	142	34	69
ARKANSAS	2,142	1,432	15	615	6	27	18	6
CALIFORNIA	18,299	9,684	561	4,255	823	873	394	834
COLORADO	2,237	1,185	44	304	386	230	36	34
CONNECTICUT	2,852	1,399	46	527	649	112	31	8
DELAWARE	329	257	1	40	25	0	4	1
DISTRICT OF COLUMBIA	209	160	2	28	13	0	1	0
FLORIDA	8,770	4,533	281	2,510	946	0	48	203
GEORGIA	4,172	1,284	27	2,166	514	0	42	51
HAWAII	378	188	5	106	29	18	6	3
IDaho	689	381	2	226	8	19	11	10
ILLINOIS	6,379	4,364	139	1,067	622	0	37	54
INDIANA	4,773	2,890	58	1,362	311	27	39	31
IOWA	2,897	1,377	16	941	365	105	40	34
KANSAS	1,688	827	5	500	190	90	9	24
KENTUCKY	2,988	1,309	25	1,391	82	84	28	22
LOUISIANA	3,772	2,055	91	1,097	171	72	53	73
MAINE	1,209	687	43	190	176	63	14	8
MARYLAND	3,267	1,728	160	640	274	336	34	23
MASSACHUSETTS	6,058	2,914	287	1,330	780	356	88	46
MICHIGAN	6,967	4,247	76	1,347	747	19	173	304
MINNESOTA	3,013	1,060	34	1,253	468	0	63	50
MISSISSIPPI	2,873	1,995	56	675	5	28	30	74
MISSOURI	4,645	2,817	103	1,069	353	36	41	38
MONTANA	725	464	13	150	30	25	11	5
NEBRASKA	1,569	694	37	508	182	49	22	31
NEVADA	746	424	11	193	38	41	8	1
NEW HAMPSHIRE	1,007	694	62	85	126	11	5	4
NEW JERSEY	7,702	4,604	213	801	1,140	715	67	50
NEW MEXICO	1,570	760	208	278	153	88	17	39
NEW YORK	19,688	11,881	194	2,946	2,665	1,294	225	63
NORTH CAROLINA	4,452	1,858	34	1,862	272	93	55	51
NORTH DAKOTA	597	334	16	207	21	0	5	6
OHIO	9,625	4,284	82	3,394	438	864	120	146
OKLAHOMA	2,850	1,707	9	842	104	111	30	15
OREGON	1,545	1,072	88	198	103	0	3	22
PENNSYLVANIA	8,625	4,789	99	2,492	823	72	94	169
Puerto Rico	2,876	585	36	1,801	69	176	84	34
RHODE ISLAND	928	590	11	163	106	13	3	7
SOUTH CAROLINA	3,013	1,219	31	1,437	151	24	37	62
SOUTH DAKOTA	498	311	4	122	16	29	3	4
TENNESSEE	5,414	3,004	160	1,502	118	253	76	84
TEXAS	19,388	12,089	171	3,612	1,608	435	103	316
UTAH	1,423	493	22	364	210	223	12	9
VERMONT	349	165	22	89	47	4	10	1
VIRGINIA	5,427	2,842	69	1,621	543	160	57	41
WASHINGTON	3,781	2,065	21	750	206	242	76	45
WEST VIRGINIA	2,313	1,156	24	739	137	0	16	17
WISCONSIN	4,134	1,698	63	639	657	1,008	16	18
WYOMING	305	271	31	104	37	0	13	10
AMERICAN SAMOA	7	4	0	3	0	0	0	0
GUAM	96	66	0	26	0	1	0	1
NORTHERN MARIANAS	8	3	0	0	0	3	0	0
PALAU	2	0	0	1	0	0	2	0
VIRGIN ISLANDS	141	38	1	99	3	13	2	2
BUR. OF INDIAN AFFAIRS	369	237	42	31	26	17	4	1
U.S. AND OUTLYING AREAS	210,460	113,736	3,909	53,837	18,330	8,786	2,488	3,287
50 STATES, D.C. & P.R.	209,817	113,388	3,866	53,677	18,301	8,752	2,480	3,283

 DATA AS OF OCTOBER 1, 1993.

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TABLE A415
NUMBER OF CHILDREN AGE 18-21 SERVED UNDER IDEA, PART B
BY DISABILITY

DURING THE 1992-93 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	AUTISM	DEAF- BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	53	11	5	1	2
ALASKA	10	1	0	1	0
ARIZONA	12	18	20	0	1
ARKANSAS	16	3	1	0	3
CALIFORNIA	393	210	204	23	45
COLORADO	0	6	0	6	6
CONNECTICUT	34	3	24	1	18
DELAWARE	0	0	1	0	0
DISTRICT OF COLUMBIA	0	5	0	0	0
FLORIDA	145	37	63	4	0
GEORGIA	33	15	26	2	12
HAWAII	13	0	6	1	3
IDAHO	16	5	4	0	7
ILLINOIS	72	24	0	0	0
INDIANA	7	16	14	3	15
IOWA	0	6	4	8	1
KANSAS	23	4	7	0	9
KENTUCKY	20	20	2	1	4
LOUISIANA	94	23	41	0	3
MAINE	19	0	1	0	8
MARYLAND	53	16	0	1	2
MASSACHUSETTS	103	36	68	4	46
MICHIGAN	0	42	12	0	0
MINNESOTA	45	14	20	0	5
MISSISSIPPI	0	10	0	0	0
MISSOURI	24	19	33	7	5
MONTANA	13	5	0	2	7
NEBRASKA	11	14	1	0	0
NEVADA	21	6	0	1	2
NEW HAMPSHIRE	20	0	0	0	0
NEW JERSEY	53	12	42	1	4
NEW MEXICO	13	9	2	0	3
NEW YORK	126	58	227	0	9
NORTH CAROLINA	123	29	72	1	2
NORTH DAKOTA	6	1	0	0	1
OHIO	243	49	1	0	4
OKLAHOMA	13	12	0	3	4
OREGON	49	3	5	0	2
PENNSYLVANIA	0	32	22	0	23
PUERTO RICO	37	20	26	6	0
RHODE ISLAND	25	7	0	0	3
SOUTH CAROLINA	6	20	22	0	4
SOUTH DAKOTA	3	2	3	1	0
TENNESSEE	131	24	65	0	17
TEXAS	780	95	159	10	10
UTAH	22	5	17	6	40
VERMONT	6	1	2	0	2
VIRGINIA	35	10	39	2	8
WASHINGTON	243	12	39	3	99
WEST VIRGINIA	4	8	9	0	3
WISCONSIN	19	10	5	0	1
WYOMING	29	6	3	0	1
AMERICAN SAMOA	0	0	0	0	0
GUAM	1	0	0	0	1
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	1	0	0	0
VIRGIN ISLANDS	0	0	1	1	1
SUR. OF INDIAN AFFAIRS	4	3	0	3	1
U.S. AND OUTLYING AREAS	3,242	998	1,298	103	446
50 STATES, D.C. & P.R.	3,237	994	1,297	99	443

DATA AS OF OCTOBER 1, 1993.

ANNUAL (NTEL (C4C9H22A)
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Table 3A4

NUMBER OF CHILDREN AGES 18-21 YEARS SERVED UNDER P.L. 94-142 BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1982-1983

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	MULTI-HANDICAPPED	HARD OF HEARING & DEAF	ORTHO-PEDICALLY IMPAIRED	VISUALLY HANDICAPPED	DEAF-BLIND
ALABAMA	8,337	1,015	38	3,818	323	144	102	47	38	11	2
ALASKA	182	188	7	49	13	3	9	14	8	1	0
ARIZONA	2,218	948	28	809	187	108	49	48	28	9	0
ARKANSAS	1,180	659	20	729	7	2	10	18	11	3	1
CALIFORNIA	18,783	6,608	300	8,330	893	748	718	814	894	142	20
COLORADO	1,137	872	7	443	385	0	64	61	32	2	1
CONNECTICUT	8,182	1,788	78	1,398	1,978	118	48	113	82	2	3
DELAWARE	487	222	1	118	99	4	1	4	1	3	7
DISTRICT OF COLUMBIA	23	17	5	0	0	0	0	1	0	0	0
FLORIDA	4,391	1,693	308	2,477	317	94	8	173	98	13	14
GEORGIA	3,447	871	49	2,088	278	18	8	101	41	18	2
HAWAII	287	184	4	93	10	0	3	8	5	0	0
IDAH0	897	0	1	70	27	388	188	25	110	10	2
ILLINOIS	7,628	2,789	387	2,880	1,448	88	48	39	81	27	8
INDIANA	2,383	787	120	1,354	51	2	28	25	31	3	1
IOWA	2,845	1,023	45	1,318	194	25	128	82	51	10	5
KANSAS	1,882	538	187	880	208	0	0	28	38	8	38
KENTUCKY	2,221	847	37	1,278	78	32	71	41	28	12	1
LOUISIANA	3,138	1,178	82	1,624	83	58	49	88	14	12	2
MAINE	1,050	370	29	393	144	22	35	16	13	8	0
MARYLAND	4,594	1,878	288	1,434	241	48	557	78	84	8	2
MASSACHUSETTS	5,341	1,888	1,228	1,132	732	78	118	75	89	32	8
MICHIGAN	6,819	2,888	119	2,487	794	0	71	240	384	78	0
MINNESOTA	3,080	1,220	37	1,434	282	18	0	60	38	11	2
MISSISSIPPI	2,180	701	82	1,384	8	0	10	19	20	4	2
MISSOURI	3,019	978	111	1,431	281	32	89	41	70	9	0
MONTANA	830	292	18	188	21	4	28	8	4	2	0
NEBRASKA	1,408	582	24	689	80	0	32	42	23	14	0
NEVADA	348	382	11	104	18	19	15	15	4	10	0
NEW HAMPSHIRE	471	324	4	97	32	4	8	0	4	0	0
NEW JERSEY	1,298	2,088	193	1,034	795	104	284	188	73	22	3
NEW MEXICO *	1,113	822	88	348	72	1	83	12	10	7	2
NEW YORK	11,732	3,891	178	4,882	2,003	285	202	383	173	97	0
NORTH CAROLINA	11,181	1,711	51	3,027	129	87	48	82	49	29	1
NORTH DAKOTA	344	137	9	178	8	2	0	8	8	3	0
OHIO	11,289	1,748	309	3,383	337	0	210	247	211	43	3
OKLAHOMA	1,827	774	18	888	14	2	13	29	11	4	0
OREGON	1,593	707	80	388	137	93	0	31	178	9	0
PENNSYLVANIA	11,813	2,508	388	8,473	884	2	0	288	130	98	0
PUERTO RICO	7,880	32	218	4,080	19	834	391	744	33	1,338	4
RHODE ISLAND	798	422	8	243	89	8	8	21	11	8	1
SOUTH CAROLINA	3,013	824	80	2,038	129	8	18	89	48	17	1
SOUTH DAKOTA	473	179	81	188	18	12	40	12	9	0	0
TENNESSEE	8,885	2,308	110	2,397	338	123	219	122	110	38	2
TEXAS	9,379	8,828	77	2,803	480	197	318	38	170	87	4
UTAH	733	102	21	311	178	8	198	6	8	1	4
VERMONT	184	87	9	88	8	7	3	8	3	1	0
VIRGINIA	4,408	1,214	178	2,078	288	22	328	88	41	28	1
WASHINGTON	2,392	1,034	124	880	128	88	111	38	24	8	1
WEST VIRGINIA	1,823	489	78	938	39	24	18	14	28	9	0
WISCONSIN	3,399	1,138	89	1,988	390	28	88	79	88	18	8
WYOMING	339	183	1	92	40	4	9	3	2	4	1
AMERICAN SAMOA	18	0	0	14	0	0	0	0	0	2	0
GUAM	81	27	2	48	0	1	0	1	4	0	0
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	99	0	8	91	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	323	189	23	88	28	2	22	1	3	3	0
U.S. AND TERRITORIES	173,842	60,488	8,780	73,974	14,788	3,881	4,928	4,328	3,288	2,308	149

* THESE ARE NEW MEXICO'S CHILD COUNT FIGURES. HOWEVER, NEW MEXICO DOES NOT PARTICIPATE IN P.L. 94-142.

**NATIONAL AGENDA FOR
ACHIEVING BETTER
RESULTS FOR CHILDREN AND
YOUTH WITH SERIOUS
EMOTIONAL DISTURBANCE**

**Prepared by the
Chesapeake Institute
for the
U.S. Department of Education
Office of Special Education and Rehabilitative Services
Office of Special Education Programs**

May 12, 1994

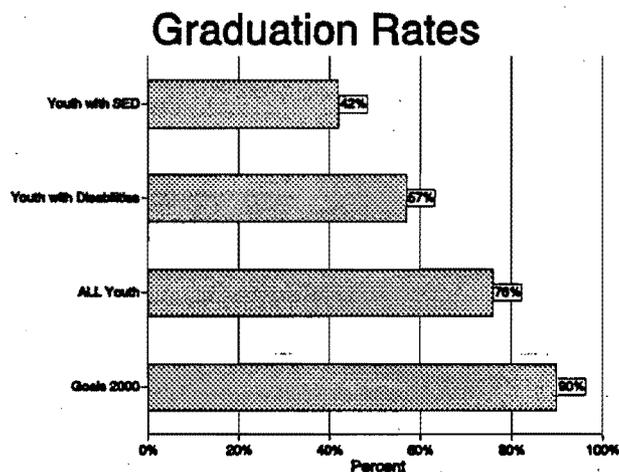
NATIONAL AGENDA FOR ACHIEVING BETTER RESULTS FOR CHILDREN AND YOUTH WITH SERIOUS EMOTIONAL DISTURBANCE

The Problem

Effectively serving and meeting the needs of children and youth with serious emotional disturbance (SED) and their families is a national concern. The necessity of addressing the needs of these children and youth has become increasingly apparent. Failure to do so threatens the success of the nation's educational objectives (e.g., GOALS 2000) and limits life-long opportunities for many individuals. The following data suggest the magnitude of the problem:

- Academic Outcomes. Students with SED have lower grades than any other group of students with disabilities. They fail more courses and they more frequently fail minimum competency examinations than do other students with disabilities; they also are retained at grade level more often at the end of the school year. High school students with SED have an average grade point average of 1.7 (on a four-point scale), compared to 2.0 for all students with disabilities and 2.6 for all students. Forty-four percent received one or more failing grades in their most recent school year (compared to 31 percent for all students with disabilities). Of those who took minimum competency tests (22 percent were exempted), 63 percent failed some part of the test.

- Graduation Rates. Forty-two percent of youth with SED earn a high school diploma, as opposed to 57 percent of all youth with disabilities and 76 percent of similarly aged youth in the general population.



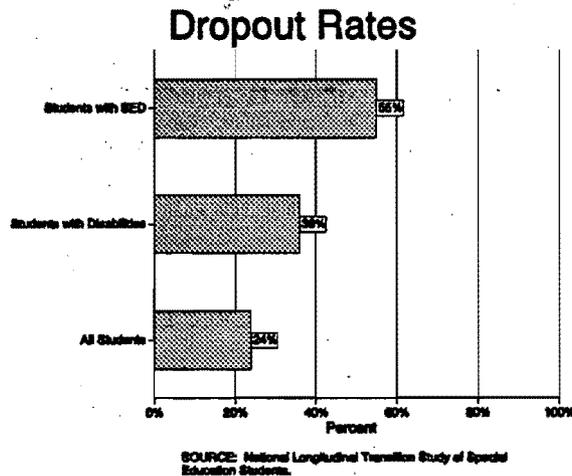
SOURCE: Youth with Disabilities: How are They Doing: The First Comprehensive Report from the National Longitudinal Transition Study of Special Education Students.

- School Placement. Eighteen percent of students with SED are educated

outside of their local schools, compared to 6 percent of all students without disabilities. Of those in their local schools, fewer than 17 percent are educated in regular classrooms, in contrast to 33 percent of all students with disabilities.

- **School Absenteeism.** Students with SED miss more days of school per year (an average of 18 days) than do students in any other disability category.

- **Dropout Rates.** Fifty-five percent of students with SED drop out of school, as opposed to 36 percent of students with disabilities and 24 percent of all students.



- **Encounters with the Juvenile Justice System.** Twenty percent of students with SED are arrested at least once before they leave school. Of those students with SED who drop out, 74 percent are arrested within five years of leaving school.

- **Identification Rates of Students of Varying Socio-Economic Backgrounds.** The rates of identification of children and youth with SED vary across racial, cultural, gender, and socioeconomic lines. Although African-American and white students represent 16 and 68 percent of the school age enrollment respectively, they represent 22 and 71 percent of the students classified as SED. On the other hand, Hispanic-Americans and Asian-Americans represent 12 and 3 percent of the school-aged population respectively, but only 6 and 1 percent of the students classified as SED. Data also suggest that students from low-socioeconomic backgrounds are over-represented and female students underrepresented among those identified with serious emotional disturbance.

Compared to all students with disabilities: (1) students with SED are more likely to be placed in restrictive settings and are more likely to drop out of school; (2) their families are more likely to be blamed for the student's disability and are more likely to make tremendous financial sacrifices to secure services for their children; and (3) their teachers and aides are more likely to seek reassignment or leave their positions.

The Legislative and Administrative Background

In 1990, Congress authorized a new program for children and youth with SED under Part C of the Individuals with Disabilities Education Act (IDEA). IDEA mandates provision of a "free appropriate public education" (FAPE) for children with disabilities. IDEA also mandated a participatory planning process, involving multiple stakeholders in the development of program goals, objectives, strategies, and priorities for all programs administered by the Office of Special Education Programs (OSEP), including the new program for children and youth with SED.

In order to help frame and guide the planning process, OSEP defined its mission as "Achieving Better Results for Individuals with Disabilities," and identified four initial goals to achieve that mission. These goals were:

- To provide and maintain an adequate number of qualified personnel;
- To develop the capacity to ready systems to meet the needs of changing populations;
- To secure and expand access and inclusion for children with disabilities; and
- To identify measures and improve outcomes for individuals with disabilities.

OSEP's Division of Innovation and Development (DID), which administers the SED program, also developed mission and vision statements to guide programs for students with SED. The Mission is: *Achieving better results for students with serious emotional disturbance.* The Vision is: *A reorientation and national preparedness to foster the emotional development and adjustment of all children and youth, including those with serious emotional disturbance, as the critical foundation for realizing their potential at school, work, and in the community.*

OSEP used the initial goals, mission and vision statements to implement a strategic planning process that had three objectives: (1) to develop a national agenda that would focus the attention of educators, parents, advocates, and professionals from a variety of disciplines on what must be done to encourage, assist, and support our nation's schools in their efforts to achieve better outcomes for children and youth with serious emotional disturbance; (2) to provide recommendations for DID initiatives and funding opportunities aimed at providing better outcomes for children and youth with SED; and (3) to provide background for the

IDEA-authorized program for children and youth with SED. This planning process incorporated one-on-one interviews, literature reviews, focus groups, stakeholder meetings, an interactive national teleconference, presentations, and the solicitation of oral and written responses.

Strategic Targets and Cross-Cutting Themes

Significantly improving results for children and youth with SED requires a vision of transformed service systems, reoriented professional attitudes, and an emphasis on positive outcomes. Toward these ends, OSEP and the participants in the planning process identified the following seven interdependent strategic targets:

THE STRATEGIC TARGETS

- ✓ *Expand Positive Learning Opportunities and Results*
- ✓ *Strengthen School and Community Capacity*
- ✓ *Value and Address Diversity*
- ✓ *Collaborate with Families*
- ✓ *Promote Appropriate Assessment*
- ✓ *Provide Ongoing Skill Development and Support*
- ✓ *Create Comprehensive and Collaborative Systems*

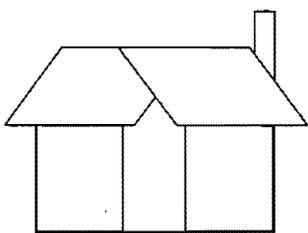
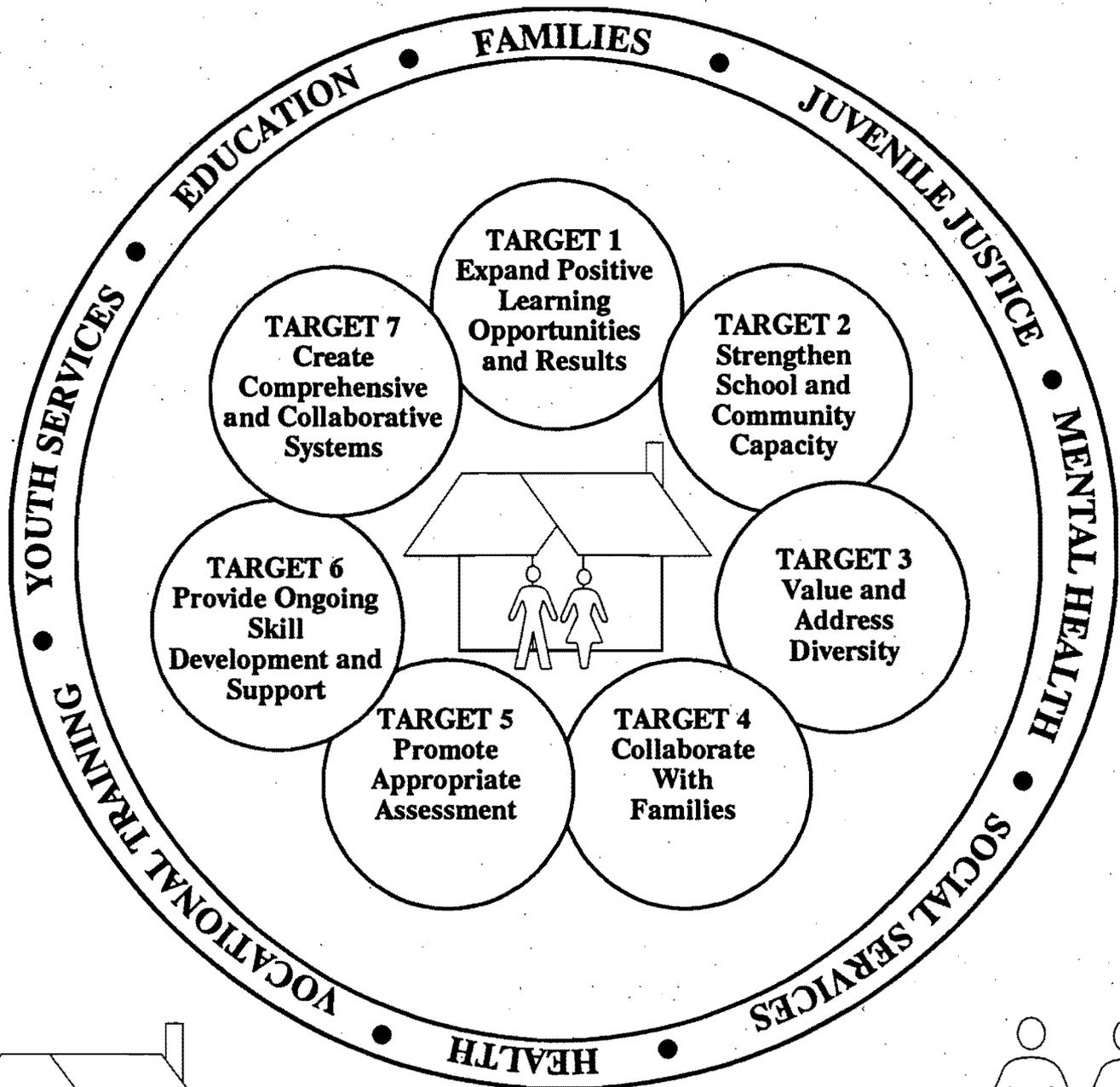
Underlying the seven targets are several key assumptions that embody an understanding that a flexible and proactive continuum of services must be built around the needs of children with SED and their families. Furthermore, services must not only be available, but must be sustained and comprehensive, and must collaboratively engage families, service providers, and children and youth with serious emotional disturbance. Finally, both

the needs of these children and increasing demographic diversity of our nation call for cross-agency, school- and community-based relationships that are characterized by mutual respect and accountability — with the child always in focus. Accordingly, OSEP identified the following three cross-cutting themes that reflect this understanding:

- Collaborative efforts must extend to initiatives *that prevent* emotional and behavioral problems from developing or escalating;
- Services must be provided in a *culturally sensitive and respectful* manner; and
- Services must *empower* all stakeholders and maintain a climate of possibility and accountability.

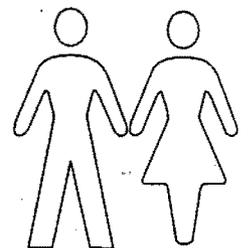
The strategic targets developed for the national agenda for children and youth with serious emotional disturbance are linked. Each target can be best understood and implemented in concert with the other targets and in the context of a collaborative process, as is suggested in Figure 1, "National Reorientation and Preparedness to Achieve Better Results." Achieving successful outcomes for children and youth with SED depends on pursuing and attaining all of the targets listed in Figure 2.

REORIENTATION AND PREPAREDNESS TO ACHIEVE BETTER RESULTS



SCHOOL AND COMMUNITY RESULTS

- Community Strength
- Family Preservation
- Fiscal Efficiency
- Teacher Retention
- School Effectiveness



STUDENT RESULTS

- Improved Grades
- Enhanced Learning
- Higher Graduation Rates
- Increased Equity
- Successful Transition to Adult Roles

COLLABORATE → IMPLEMENT TARGETS → ACHIEVE RESULTS

FIGURE 2

NATIONAL AGENDA FOR ACHIEVING BETTER RESULTS FOR CHILDREN AND YOUTH WITH SERIOUS EMOTIONAL DISTURBANCE

TARGET #1: EXPAND POSITIVE LEARNING OPPORTUNITIES AND RESULTS

To foster the provision of engaging, useful, and positive learning opportunities. These opportunities should be result-driven and should acknowledge as well as respond to the experiences and needs of children and youth with serious emotional disturbance.

TARGET #2: STRENGTHEN SCHOOL AND COMMUNITY CAPACITY

To foster initiatives that strengthen the capacity of schools and communities to serve students with serious emotional disturbance in the least restrictive environments appropriate.

TARGET #3: VALUE AND ADDRESS DIVERSITY

To encourage culturally competent and linguistically appropriate exchanges and collaborations among families, professionals, students, and communities. These collaborations should foster equitable outcomes for all students and result in the identification and provision of services that are responsive to issues of race, culture, gender, and social and economic status.

TARGET #4: COLLABORATE WITH FAMILIES

To foster collaborations that fully include family members on the team of service providers that implements family focused services to improve educational outcomes. Services should be open, helpful, culturally competent, accessible to families, and school- as well as community-based.

TARGET #5: PROMOTE APPROPRIATE ASSESSMENT

To promote practices ensuring that assessment is integral to the identification, design, and delivery of services for children and youth with SED. These practices should be culturally appropriate, ethical, and functional.

TARGET #6: PROVIDE ONGOING SKILL DEVELOPMENT AND SUPPORT

To foster the enhancement of knowledge, understanding, and sensitivity among all who work with children and youth with and at risk of developing serious emotional disturbance. Support and development should be ongoing and aim at strengthening the capacity of families, teachers, service providers, and other stakeholders to collaborate, persevere, and improve outcomes for children and youth with SED.

TARGET #7: CREATE COMPREHENSIVE AND COLLABORATIVE SYSTEMS

To promote systems change resulting in the development of coherent services built around the individual needs of children and youth with and at risk of developing serious emotional disturbance. These services should be family-centered, community-based, and appropriately funded.

STRATEGIC TARGET 1: EXPAND POSITIVE LEARNING OPPORTUNITIES AND RESULTS

To foster the provision of engaging, useful, and positive learning opportunities. These opportunities should be result-driven and should acknowledge as well as respond to the experiences and needs of children and youth with serious emotional disturbance.

The poor outcomes achieved by students with serious emotional disturbance cannot be successfully addressed by focusing on these students alone. Their poor success rates and frequent removal from mainstream classes and regular schools reflect school and community factors, as well as the nature of their emotional needs. Often student behavior escalates out of control and academic failure occurs before schools intervene. Intervention is often limited to external control, with little attention given to internal development of self-control, self-management, self-advocacy, and conflict resolution skills.

Students with SED must be engaged in culturally responsive, student-centered opportunities to learn, marked by high expectations and tailored to their individual needs. Curricula, instruction, and extra-curricular activities must build academic and social skills that enable students to sustain appropriate learning and behavior. School- and community-based learning must be better coordinated so that these students acquire and maintain the academic and social skills which will make them literate, productive, and responsible members of their communities.

This target supports coordinated initiatives that improve the effectiveness of teachers, families, schools, and other agencies to teach and contribute to the academic, social, and emotional development of students with SED and those at risk for developing SED. These students should have access to challenging curricula, effective teaching, and robust learning experiences that enhance their academic, vocational, and social skills. Proactive approaches emphasize prevention, early intervention, and learner-centeredness. Collaborative learning environments respond to the needs of all students, teach both academic and social skills, and build on each student's strengths and interests. The target calls for providing opportunities for success that will enable students with SED to develop the knowledge, skills, and attitudes essential for educational, social, and workplace achievement.

**STRATEGIC TARGET 2:
STRENGTHEN SCHOOL AND COMMUNITY CAPACITY**

To foster initiatives that strengthen the capacity of schools and communities to serve students with serious emotional disturbance in the least restrictive environments appropriate.

Students with behavioral problems and serious emotional disturbance are often removed from regular schools and general education settings. Their removal reflects many factors, including the current school environment and the need to provide complex and comprehensive services across many service delivery systems. Placements made out of neighborhood schools and communities are often very costly to communities and disruptive to families. In addition, these placements may prevent many students from developing the academic and social competencies they require to use throughout their lives.

This target calls for serving children and youth with SED in the least restrictive and most appropriate environments. In particular, and as far as possible, it means developing the capacity to successfully integrate these students into neighborhood schools and regular classrooms. To make integration and transitions work, students with SED and the teachers who work with them require support and resources. Educational systems must be prepared to facilitate integration and smooth the transition of students back into their own homes, schools, and communities.

This strategic target calls for the development and the expansion of initiatives that improve the readiness and capacity of general education settings to educate and provide needed services to students with SED. This target supports early intervention, prevention, and pre-referral initiatives such as early screening, teacher consultation, and mainstream assistance teams. It supports active collaborations among regular and special educators, service providers, and families that enable these students to learn and participate in activities with their peers. Existing initiatives that address these goals include: providing field-based training to regular educators; using special educators as consultants; reducing teacher-student ratios; implementing non-traditional methods of dispute resolution; adopting approaches to discipline that keep students in class; teaming special educators in classrooms with regular educators; and bringing mental health specialists into schools.

STRATEGIC TARGET 3: VALUE AND ADDRESS DIVERSITY

To encourage culturally competent and linguistically appropriate exchanges and collaborations among families, professionals, students, and communities. These collaborations should foster equitable outcomes for all students and result in the identification and provision of services that are responsive to issues of race, culture, gender, and social and economic status.

The rates of identification, placement, and achievement of children and youth with emotional and behavioral problems vary across racial, cultural, gender, and socioeconomic dimensions. Incomplete understanding of differences can lead to the misidentification and inappropriate treatment of children. To avoid misidentification and inappropriate treatment, diversity must be addressed and valued. To value diversity is to acknowledge, understand, and appreciate the characteristics of different cultures and different groups of people. To address diversity is to develop the ability to work successfully with people of diverse backgrounds when designing and implementing services for children with serious emotional disturbance.

This target calls for approaches that improve the capacity of individuals and systems to respond skillfully, respectfully, and effectively to students, families, teachers, and other providers in a manner that recognizes, affirms, and values their worth and dignity. To accomplish this, the target supports collaborations among families, professionals, students, and communities that identify and provide what are defined as culturally competent services to address the needs of children and youth with serious emotional disturbance.

Cultural competencies describe the interpersonal skills and attitudes that enable individuals to increase their understanding and appreciation of the rich and fluid nature of culture and of differences and similarities within, among, and between cultures and individuals. Furthermore, cultural competency is not merely a set of tools learned at one point in time and applied over and over again. Rather, it is a process that educators and other service providers must learn to adapt to each new individual encounter.

Culturally competent approaches recognize the cultural grounding of teachers' and service providers' views, behaviors, and methods. These approaches also recognize the power of language and attend to the communicative styles of students and their families. Culturally competent approaches address culturally based definitions of family and networks. They view family and community as critical parts of a student's support system. Such approaches also demonstrate a willingness and ability to draw on community-based values, traditions, customs, and resources. Pre-referral and preventive approaches that are culturally competent and linguistically appropriate recognize and nurture the strengths — individual and cultural — that students bring to school.

STRATEGIC TARGET 4: COLLABORATE WITH FAMILIES

To foster collaborations that fully include family members on the team of service providers that implements family focused services to improve educational outcomes. Services should be open, helpful, culturally competent, accessible to families, and school- as well as community-based.

Families represent a child's most intimate support system, and yet familial support and participation in service systems have historically not been a priority. In fact, families have often been held responsible for their children's problems. Today, families of children and youth with SED often serve as their children's advocates and case managers, negotiating between and among the education, health, mental health, substance abuse, welfare, youth services, and correctional systems.

Family support services are frequently a key factor in successfully addressing the needs of children and youth with SED. The degree of family support is especially related to the success of least restrictive placements, as success may depend upon a family's ability to obtain the educational, mental health, and other services required to maintain a child in the home. Training that enables family members to advocate effectively for these students is also an important element in successful placement of students with SED. To improve outcomes for these children and youth, service providers must collaborate with families and support the active participation of families in planning and evaluation.

Collaborating with families and strengthening their access to required services is central to realizing the goal of implementing appropriate, integrated services across education, mental health, and other systems. Service providers should seek and facilitate active parental involvement when planning assessments and when determining what services to provide. The object of this strategic target is to reorient family-school interactions to build a partnership in which service planning reflects the input of families' goals, knowledge, culture, and, in some cases, need for additional services.

Any collaborative relationship should be marked by a demonstration of respect and compassion for family members; an understanding and an accommodation of different styles of social interaction; the use of straightforward language; creative outreach efforts; respect for families' cultures and experiences; providing families with crucial information and viable options; and the scheduling of IEP meetings at convenient times and places for families, care givers, and surrogates. In addition, families may need respite care and day care to meet the needs of their other children. Necessary services may also include counseling, training, support groups, and immediate crisis intervention to enable families to work and live with children and youth with SED.

Examples of family-responsive services include: (1) designating a single person to coordinate services for the family; (2) establishing single point of entry intake procedures for all services; (3) staffing technical assistance centers with family members; (4) expanding the role of families and care givers at IEP meetings and placing a family report on the agenda for the meetings; and (5) including families in outreach planning and cultural competency training.

STRATEGIC TARGET 5: PROMOTE APPROPRIATE ASSESSMENT

To promote practices ensuring that assessment is integral to the identification, design, and delivery of services for children and youth with SED. These practices should be culturally appropriate, ethical, and functional.

Appropriate, ongoing, cost-effective, and practical assessment is essential to improving outcomes for children and youth with serious emotional disturbance. Screening, monitoring, and assessment can identify children at risk, support preventive interventions that may reduce the need for formal identification at a later time, augment planning, and monitor the implementation of comprehensive services. Culturally competent, linguistically appropriate, multi-disciplinary assessments that involve families can help teachers build on student strengths and address the changing developmental needs of students with SED. Ongoing assessments that focus on the student's environment (including the school) can enable teachers and service providers to prevent emotional problems from intensifying, thus avoiding the need for more protracted and expensive interventions in the future.

The efficacy of service depends upon ongoing and continuous assessment that best captures a child's changing developmental needs. This target supports initiatives that provide for early identification and assessment tied to services rather than to labels. Identification and assessment frequently come too late and lead to the inappropriate placement, labelling, and treatment of students with emotional and behavioral problems.

This target addresses concerns that current assessments fail to identify the support and modifications necessary for the successful integration or re-integration of students with SED into regular education settings. The target supports the early screening and identification of children with emotional or behavioral problems by a multidisciplinary team of professionals and parents so that these children's problems are addressed before a cycle of failure, truancy, dropping out, and delinquency is established. This target supports practical and timely assessments that enable teachers and schools to use appropriate strategies and to assure that interventions are producing desired results.

Further, this target encourages the development of sensitive identification and assessment procedures to meet the needs of all children and prevent the exacerbation of emotional and behavioral problems. These procedures should be accurate, linguistically appropriate, and culturally fair and should provide necessary information to enable educators to provide appropriate educational experiences for all students with emotional and behavioral disorders. The target supports initiatives that use culturally appropriate and functional assessment data to strengthen the capacity of general education teachers and schools to effectively integrate and teach students with emotional and behavioral problems.

STRATEGIC TARGET 6: PROVIDE ONGOING SKILL DEVELOPMENT AND SUPPORT

To foster the enhancement of knowledge, understanding, and sensitivity among all who work with children and youth with and at risk of developing serious emotional disturbance. Support and development should be ongoing and aim at strengthening the capacity of families, teachers, service providers, and other stakeholders to collaborate, persevere, and improve outcomes for children and youth with SED.

Improving outcomes for students with SED will require new skills, approaches, and collaborations among all who work with these children and youth. Teachers and professionals frequently report feeling isolated and unsupported by colleagues and families. In addition, the need for comprehensive services coupled with the complex nature of serious emotional disturbance may create a gap between what is learned in teacher training programs and what teachers face in the classroom and in the school. Special and general educators as well as other service providers also require ongoing skill development and training that will enable them to work effectively with one another.

This strategic target provides for the ongoing support and professional development of teachers and other service providers in order to: (1) increase their capacity to teach and work effectively, (2) reduce their sense of isolation, and (3) enhance their commitment to meeting the needs of students with SED. Professional development for teachers and other service providers should extend to families in some cases so that all those working with children with SED can develop new skills, acquire knowledge of promising intervention techniques, and become aware of new innovations and practices.

An example of one strategy likely to support attainment of this target is that of field-based workshops promoting collaboration among families, teachers, aides, administrators, and mental health professionals. Well-managed workshops give participants the opportunity to share information and experiences regarding the diversity, the complexity of needs, and the potential for learning and growth of students with SED. Additionally, strategies that foster collaboration among teachers, families, and service providers can be effective pre-referral, early identification, and prevention tools. Other strategies may include mentoring, subsidized training time, and ongoing field-based training and consultation.

The implementation of this target will provide support for the other strategic targets, particularly those calling for collaborative relationships and culturally sensitive and competent services. It also will support the reorientation of professional roles and a preparedness to effectively serve children and youth with SED; and it will foster the development of attitudes and skills that are congruent with improved opportunities and outcomes for all children and youth with SED. Finally, achieving this target will provide ongoing support and professional development for teachers and other professionals, thus reducing their sense of isolation and fostering their commitment and persistence in meeting the challenging needs of the children and youth whom they serve.

STRATEGIC TARGET 7: CREATE COMPREHENSIVE AND COLLABORATIVE SYSTEMS

To promote systems change resulting in the development of coherent services built around the individual needs of children and youth with and at risk of developing serious emotional disturbance. These services should be family-centered, community-based, and appropriately funded.

As many children and youth with serious emotional disturbance and their families attempt to maneuver through a fragmented, confusing, and overlapping aggregation of services in education, mental health, health, substance abuse, welfare, youth services, correctional, and vocational agencies, they encounter and must endure competing definitions, regulations, and jurisdictions in a delivery system marked by formalism, categorical funding, and regulatory road blocks. To effectively plan, administer, finance, and deliver the necessary educational, mental health, social, and other support services to students and their families, coordination among the numerous agencies involved must increase and improve.

Systemic change is needed to enhance regional and community capacity to the point where those involved can meet all of the needs of children and youth with SED. Simultaneously, systems must be developed that can bring services into the child's environment, whether it be the home, school, or community. Furthermore, to achieve the desired outcomes for children and youth with SED, public and private funding streams must be coordinated.

This strategic target supports initiatives to help generate comprehensive and seamless systems of appropriate, culturally competent, mutually reinforcing services. This target envisions systems that are more than linkages of agencies. It aims instead at developing new systems, built around the needs of students, families, and communities — systems that coordinate services, articulate responsibility, and provide system-wide and agency-level accountability.

Local systems should remain school- and community-based so that they can respond to local needs and reflect the cultures of the communities they serve. Systems should be outcome oriented, employ uniform definitions, provide individualized and family-centered services, and respond promptly, flexibly, and effectively during any crisis. Within a coordinated, collaborative system, services follow needs, and funds follow children and their families. Students and their families should be able to enter the entire system from any point at which specific services are first offered. Finally, while the new systems should be community-based, policy must be coordinated at the state and national levels. Such coordination will eliminate bureaucratic road blocks, establish and reinforce commitment among agencies, and extend initiatives that coordinate previously non- or unaligned services and blend funding streams, both public and private.

Promising approaches toward systems development have addressed the need to nurture collaboration, innovation, and an outcome-oriented approach to planning and decision making. Some initiatives have done so successfully by involving children, teachers, and advocates in planning and evaluating new systems. Other efforts have provided policy makers with an opportunity for hands-on decision making regarding specific students so that they can understand the need to blend services and funding. Still other promising approaches provide common training and workshops to families, educators, human service workers, administrators, board members, and advocates in order to support collaboration, nourish transdisciplinary orientations, and sustain local networks.

MEMORANDUM TO CAROL H. RASCO

FROM: Stanley S. Herr

SUBJ: School to Work Transitions -- a Site Visit

DATE: July 20, 1994

On July 20th, Richard Luecking of TransCen, Inc. arranged a site visit to the U.S. Consumer Products Safety Commission to visit with Kirsten Davidson, a 23 year-old-woman who is blind and learning disabled. TransCen was started with a grant from Montgomery County Government about 8 years and the name derives from its mission as a transition center. Its mission is to establish collaborative relationships between government, schools, private agencies and employers to implement models of fully competitive or supported people with disabilities.

Since 1989, Transcen was supported by the Marriott Foundation for People with Disabilities under its "Bridges from school to work" program. "Bridges" has now expanded to four other sites: DC, Chicago, San Francisco and Los Angeles[see two-page attachment].

TransCen supports about 250 employees with disabilities at a rough cost of \$2,000 a year. It has a budget of \$1.4 million, including four grants from the U.S. Department of Education.

Kirsten is perhaps the most enthusiastic federal employee you'll ever meet. When she says she "loves" her job, her sincerity is obvious. And her supervisors beam with pride at what she's doing, reporting that she presses them for extra work. She does a variety of clerical jobs; i.e., opening letters, date stamping, putting labels on outgoing mailings, organizing files, etc.. With hand-made wooden jigs, she does these tasks independently and with great reliability. Her attendance record is nearly perfect since she started in May 1992. She began her association with the US Consumer Products Safety commission as an unpaid trainee through the Montgomery county school system. one of the nice aspects of her story is that it was the employer's instigation that her role there was converted to a permanent, part-time position. For health reasons, she works from 9 to 1 every day.

Ann Brown, the head of the Commission, dropped by briefly during our visit and expressed her satisfaction and pleasure at Kirsten's job with them. Since the Commission receives some 1000 FOIA requests a month and lots of other mail, Kirsten's upbeat response to this sea of correspondence is really appreciated in the office. Her immediate supervisor, Todd Stevenson, acknowledged that at first he had some misgivings about someone with Kirsten's many disabilities (totally blind, processing

difficulties, and a stutter) working in this setting. But with excellent job coaches from TransCen and a mobility instructor at first, Kirsten quickly fit in and learned the job.

It should also be noted that Kirsten has a terrific personality and asked me more questions than I did her --- and managed to keep a steady, flawless flow of paper work. Kirsten used all these skills to good advantage when she and her mother (Carolyn Post) testified to a Senate Committee in support of our school to Work Opportunity bill. Her demonstration of the jigs apparently drew a lot of positive response by the Senators, and I'm sure she charmed them on every count. Thus, deservedly she was on the podium when President Clinton signed the bill into law. This was when I first met her, in a short chat after the ceremony, and thanks to mutual friends in Montgomery County received warm invitations from her, her mother, her supervisor and Rick Luecking to make this particular visit.

Conclusion: Kirsten's success story is huge win-win for all. She is -- and knows herself to be -- a valued employee. The Federal government has a highly motivated, conscientious, and punctual worker who brings out the best in others, too. Instead of another graduate of special education sitting at home, she is a wage-earner and one happy camper. While the agency in which she works does not seem to have anyone else quite like her (they have 330 employees at that building, and a total of about 500), they tend to have 2-3 high school students with disabilities on school-to-work training programs at any time. TransCen staff consults around the country on what they're doing, and they hope to encourage public schools to include students with disabilities in school-to-work programs on a regular basis. If you wanted further information, I have written materials and an open invitation from TransCen's Luecking to call on them in the future. When we can turn our attention to the transitions issue, their eight years of practical and effective experience could help to guide us in some of our planning and conceptualizing.

Enclosure

Interview questions for Carol Rasco from Education Daily

for Friday, Feb. 25, interview at 2:30 p.m.

1. ■ Does the request by President Clinton for only a 4.6 percent increase in funding for Part B of the Individuals with Disabilities Education Act, and a 6 percent increase for IDEA--which is funded at \$2 billion--overall, while asking for \$6 billion, a 17 percent increase, for Chapter I of the Elementary and Secondary Education Act, indicate that children with disabilities are a lower priority than those served by Chapter I?

2. ■ Is any kind of initiative contemplated by the Administration for coordinating federal funding streams to states' education, health and social services agencies and to help states structure their efforts in a more collaborative, cost-effective way? Can you share the specifics of such efforts?

3. ■ The administration seems to have a vision of the Education and Labor Departments joining forces to prepare the future generation for the workforce of tomorrow. Can you expound on that vision?

4. ■ Can you detail the role schools would play as servicers/providers under President Clinton's health care plan? Would it make school administrators responsible to another bureaucracy?

5. ■ Do any of President Clinton's school reform proposals specifically address the overrepresentation of minorities in special education classes and the underrepresentation of blacks and other minorities in leadership and professional roles, other than the general statement that "all means all?" (What can be done to strengthen the role of historically black colleges and universities and others serving minorities?)

6. ■ Should inclusion of persons with disabilities in society be addressed in the same way as we increasingly are addressing problems of acceptance encountered by women, minorities and ethnic groups? Is there a plan to accomplish this and what is being done to increasingly address the problems encountered by all these minorities?

7. ■ Sen. Bob Dole earlier this month expressed concern that the needs of children with

disabilities were not being served by Goals 2000 school reforms. He says that educational goals, standards and assessment are not now working for students with disabilities to effect their inclusion in the public education system. Will they be included in testing and assessments and what accommodations should be made for them?

8. ■ Where does the administration stand on the question of full inclusion of disabled children in the public school classroom and maintenance of the continuum of options in special education?

9. ■ What will we see in President Clinton's IDEA reauthorization plan? Will include any major initiatives or changes?

10. ■ Will the administration continue to seek funding for IDEA early intervention programs once state systems are in place?

11. ■ Does the Clinton administration have specific civil rights priorities for education? Will the Education Department's Office for Civil Rights be more aggressive? And does the administration believe the legacy of Brown v. Board of Education is being served?

12. ■ Should those rights be extended to children with disabilities as well as blacks and other minorities?

13. ■ Lastly: In his speech before the American Council on Education this week, President Clinton recognized the problem of violence in schools. He said the federal government could offer local leaders "supporting tools" for an ultimatum on weapons in schools. What tools? What level of support?

Submitted to Roslyn Miller, executive assistant to Carol Rasco, by Tom Huestis, Education Daily and Special Education Report, Wednesday, Feb. 23, 1994.

Providence--

2nd FAX-- I've been able to reduce the questions

**The White House
Washington**

needed answering to 2, 6, 8, 9, 10+11.
Thank.

St

FAX COVER SHEET

Mike Smith - Under Sec.
Jessica Levin
401-3384

Office of Domestic Policy

**Old Executive Office Building
Washington, D.C. 20500
FAX: (202)-456-7028**

To: Providence 62y

FAX No: 205-9252 FAX

From: Stam Ham

Phone: 62372 or 6777

Date: 2-24

Pages (Including cover): 2

Comments: Please respond to me

by 4 p.m. or sooner with bullets
on queries (1, 5) (1st sentence),
2, 4, 8, 9, 10, 11.

If you have any info on 2 and
4 that would be helpful too.

Thanks!

St



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE UNDER SECRETARY

400 Maryland Avenue, S.W.
Suite 4169E
Washington, D.C. 20202

Telephone: (202) 401-3389

Fax Number: (202) 401-3095

FAX COVER

TO: Stan Herr

FAX: 456-7028

FROM: Jessica Levin

NUMBER OF PAGES TO FOLLOW, INCLUDING COVER SHEET: _____

IF YOU DID NOT RECEIVE THE COMPLETE TRANSMISSION, PLEASE CALL
(202) 401-3389.

MESSAGE:

Background for Education Daily Interview

Question 1: Does the request by President Clinton for only a 4.6 percent increase in funding for Part B of the Individuals with Disabilities Education Act and a 6 percent increase for IDEA--which is funded at \$2 billion overall, while asking for \$6 billion, a 17 percent increase, for Chapter I of the Elementary and Secondary Education Act, indicate that children with disabilities are a lower priority than those served by Chapter I?

NOTE: ED DAILY'S NUMBERS ARE INCORRECT (the requested funding for Title I is 7 billion: a 10.5 percent increase).

o We believe our request for IDEA programs represents a significant commitment to improving educational opportunities for children with disabilities. Our request for State Grant programs (the Part B Grants to States and Preschool Grants programs and the Part H Grants for Infants and Families program) provides an overall increase of 6.5 percent over the 1994 level. The request would provide sufficient funds to help States cover increased costs and serve an additional 151,000 children aged 3 through 21 years. Notably, it would maintain the Federal share of the excess costs of educating children with disabilities at 7 percent.

o The increase for Title I (currently Chapter 1) Grants to Local Educational Agencies program to \$7 billion (+10.5%) reflects the Administration's resolution to invest substantial additional funding in Title I if the program is restructured to emphasize attainment to high academic standards and to direct more of the funds to schools and communities with high concentrations of children from low-income families. More funds are needed to reach more schools with poor children and to provide all children served under Title I with the kind of intensive services they need to reach high standards.

o One important difference between these two programs is the relative significance of Federal dollars in supporting services. In the area of special education, State and local agencies are required under section 504 of the Rehabilitation Act to provide a free appropriate public education (FAPE) to all children with disabilities regardless of how much Federal money they receive. While the Federal dollars play an important role in improving services to children, a child's access to FAPE does not depend on Federal support.

In the case of Compensatory Education, the assistance

Q: disabled
kids in
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is there benefit
too

> proportion provided to States under Chapter 1 constitutes the major source of funding for these services to poor children. The number of children served and the quality and intensity of the services are directly tied to the amount of Federal support.

Question 2: Is any kind of initiative contemplated by the Administration for coordinating federal funding streams to states' education, health and social services agencies and to help states structure their efforts in a more collaborative, cost-effective way? Can you share the specifics.

- o The Administration will work through the President's Community Enterprise Board to support coordination of services and reduce federal barriers to coordination, through such mechanisms, as waivers, regulatory review, technical assistance, etc.... The board is supporting efforts such as the President's Empowerment Zone initiative and Indiana and West Virginia's consolidated education/social service plans.
- o The Administration's Goals 2000: Educate America Act and its proposed Elementary and Secondary Education Act promote comprehensive planning, as well as the coordination of education services with other health and social services. For example, under the Administration's proposal for the Elementary and Secondary Education Act reauthorization, local education agencies can use Title I funds as "glue money" to promote coordination of education, health and social services for children. In addition, the waiver authorities in both bills could allow states and locals considerable freedom to pool resources, as long as accountability for program goals and results is maintained.

Enterprise Zone

- o *Health care reform -- public health education prevention*

Question 3: The Administration seems to have a vision of the Education and Labor Departments joining forces to prepare the future generation of the workforce of tomorrow. Can you expound on that vision?

Education and training are the foundation upon which a productive workforce is built, and well-educated, well-trained people are our country's greatest resource. In the past, a high school education was enough to get a job that paid a decent living. But the majority of the new jobs our economy is creating are for people with more than a high school education.

More education and training mean higher incomes. For example, in 1990, people with a four-year college degree earned on average twice as much as those with a high school diploma, and four times as much as those who did not finish high school. And the gap between what the well-educated earn and what the poorly educated earn is growing. So, the Administration faces a double challenge: how to increase productivity by increasing the overall skills of the workforce, and how to reduce inequality between our highly-skilled, well-paid citizens and those without those skills.

In order to address this double challenge, the Administration has developed a broad vision of education and training that transcends the old "boxes" and recognizes the inevitable links between education, training, and jobs. Our vision cuts across government agencies, incorporating programs of the Departments of Education and Labor, and some other agencies, as well. The vision incorporates the following principles:

- * o high standards for all students and for all education and training programs;
- o a smooth school-to-work transition;
- o lifelong learning--recognizing that increasingly, workers cannot depend on a single set of skills for a single job that lasts a lifetime; and
- o second chances for those who have been left behind or left out by the modern economy.

Our legislative agenda--major portions of which are nearing passage by the Congress--seeks to implement these principles.

- o Goals 2000 provides the template for a learning system based on challenging standards for all students, ensuring that all Americans will leave this part of the system having mastered a solid set of competencies that will prepare them for further learning and for good

jobs.

- Q:ducability*
- o Implementation of the **School to Work Opportunities Act** will ensure that young people--especially the 75 percent of them who do not get a four-year college degree--acquire skills and experience that are meaningful in the context of today's workforce needs. There has been unprecedented cooperation between the Departments of Education and Labor to draft this bill.
 - o A reauthorized **Elementary and Secondary Education Act** will help schools in disadvantaged communities to ensure that their students have a real chance to achieve the standards and acquire the skills they need, including by concentrating federal education dollars where the need is greatest.
 - o And the soon to be introduced bill for **dislocated workers** will provide access to information, training, job search assistance, and other support for those who have lost jobs through one-stop career centers.

Question 4: Can you detail the role schools would play as servicers/providers under President Clinton's health care plan? Would it make school administrators responsible to another bureaucracy?

- o Schools are already heavily involved in providing health services, particularly to children with special health needs. The Health Security Act would assist schools in this effort in several ways. First, all children and youth, including those with disabilities, will have improved health coverage for health care and preventive services. Second, there will be a substantial program for children with special health care needs that would create uniform benefits across the nation.
- o Schools will also have a larger role as part of the Public Health Services access and capacity building initiative. The access initiative specifically addresses school health by creating two new programs to support the special needs of school-aged youth in high risk settings. The school-linked and school-based health center initiative will support through grants and loans several thousand centers to provide physical and mental health services. The initiative allows schools to work with local community health providers and gives communities the opportunity to design its own programs to meet its own needs. For schools that apply for and receive funding under the school-linked and school-based health center initiative, the health center will improve services for all children in the school. For children with disabilities, this means that teachers and others working with them will get more support in providing health-related services, making it easier to meet their needs and fully include children with disabilities in the regular classroom.
- o In addition, Title III would create a comprehensive health education program in grades K-12 in high-risk schools that will focus on behavior that results in the majority of health programs among adolescents and adults, with an emphasis on specific local needs. The \$50 million program would be administered by state and local education agencies, in close collaboration with state and local health agencies.

Question 5: Do any of President Clinton's school reform proposals specifically address the overrepresentation of minorities in special education classes and the underrepresentation of blacks and other minorities in leadership and professional roles, other than the general statement that "all means all?" What can be done to strengthen the role of historically black colleges and universities and others serving minorities?

PART A - overrepresentation in special education:

- o All of President Clinton's school reform proposals are designed to ensure that all of America's students receive the challenging curriculum and high-quality instruction they need to reach high standards and achieve their greatest potential.

-- Both Goals 2000 and the Improving America's Schools Act will greatly improve the ability of minority students to reach high standards and thus reduce the overrepresentation of minorities in special education.

-- In addition, we will be linking all our reform efforts to help schools restructure with an emphasis on prevention: that is providing students who may be experiencing difficulty in school with services within the regular program so that they will be successful. Our ESEA bill emphasizes this approach and as we work on IDEA reauthorization we will be promoting improved linkages between special education overall education reform.

- o Under the IDEA, we have a responsibility to assure that students with disabilities are appropriately served and that students are not inappropriately placed in special education. The over-placement of minority students has historically been a significant problem and one about which we are deeply concerned. Among the steps we will take to address this will be to revise our monitoring process of IDEA within the Office of Special Education Programs (OSEP) to specifically analyze racial placement data. When we find over-representation, we will, where appropriate, require that states take corrective action.

- o The Office of Civil Rights (OCR) currently monitors this issue on a local school district level utilizing a sampling technique. OSEP and OCR will be coordinating their activities to maximize their ability to address this issue.

PART B: underrepresentation of blacks and other minorities in leadership and professional roles:

- o President Clinton's higher education agenda is designed to

promote the representation of blacks and other minorities in leadership and professional roles.

-- The Direct Student Loan program will increase access to postsecondary education for all students. The program will make loans cheaper for students, will simplify the overly complex student financial aid system and, by providing income contingent repayment, will ensure that no student will ever be denied the opportunity to continue her education for financial reasons. By making it easier to finance a postsecondary education, the President will increase minority access to higher education and ultimately will increase the pool of minority leaders and professionals.

X [-- In addition the Administration has just released a new policy on race-targeted scholarships which encourages continued use of financial aid as a means to provide equal educational opportunity and to provide a diverse educational environment for all students.

o In addition, OSEP is currently funding two Minority Outreach Center (Hampton University and University of New Mexico) to strengthen the role of HBCUs and other institutions of higher education serving minorities. These centers provide technical assistance to minority entities, defined as HBCUs and other institutions of higher education with at least 25% minority enrollment to increase the capacity of these institutions to be competitive in developing proposals seeking OSEP funding for personnel development and other activities funded under the discretionary programs.

PART C: strengthening the role of historically black colleges and universities

- o In the last few months, President Clinton has signed the Executive Order on Historically Black Colleges and Universities and the Executive Order on Educational Excellence for Hispanic Americans. Both of these Executive Orders recognize the important and critical role that HBCUs and Hispanic Serving Institutions have played in promoting educational excellence. By signing these orders, the President has made a commitment to assist these institutions in fulfilling their important mission.
- o We hope to extend the HBCU and Tribal Community College default rate exemption so as to ensure their continued participation in the student loan program. Unless Congress agrees to extend this exemption, we face the possibility that many HBCU's and Tribal colleges will no longer be able to enroll students receiving federal financial aid and thus may have to close their doors.

historically
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- o Another top priority is to ensure that HBCUs and Hispanic Serving Institutions participate in the new direct student loan program. All institutions should be in a position to offer their students the benefits of the new Direct Student Loan program - including income contingent repayment.
- o In the President's proposed budget we have increased the maximum Pell grant from \$2300 to \$2400 per year. This will benefit many disadvantaged students who attend HBCUs and HSIs and rely heavily on grant aid to pay their tuition bills.

Question 6: Should inclusion of persons with disabilities in society be addressed in the same way as we increasingly are addressing problems of acceptance encountered by women, minorities and ethnic groups? Is there a plan to accomplish this and what is being done to increasingly address the problems encountered by all these minorities?

?
The problems of acceptance, and subsequent discrimination, that people with disabilities encounter are very similar to those encountered by other minority groups. Consequently, many of the civil right strategies that have been used with these groups are appropriate to also use in addressing issues of discrimination affecting persons with disabilities. We already have in place major pieces of legislation that ensure that the civil rights of people with disabilities are protected (e.g., Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act). However, as we have seen with other civil rights issues, legislation alone is not enough to change the attitudes, perceptions and behaviors of many people.

{ This Administration is highly committed to ensuring that people with disabilities be fully included and accepted in society. In order to achieve this, the Department has emphasized the importance of national leadership on the inclusion of people with disabilities.

Currently, we spend a great deal of federal discretionary dollars to support the inclusion of infants, toddlers, children, youth, and adults with disabilities in school and community settings. As more and more nondisabled children attend school - side by side - with their peers with disabilities we will see a new generation of children who will be more appreciative of individual differences and the contributions that diversity can engender. As more and more young adults with disabilities enter the work force, people who have little exposure to individuals with disabilities will have the opportunity to benefit from interacting with these workers.

With a coordinated and concentrated effort to include people with disabilities in all aspects of society, change will occur. It will require all of us to be vigilant and to address discrimination wherever we see it occurring. Change will occur if we all accept this responsibility.

Question 7: Senator Bob Dole earlier this month expressed concern that the needs of children with disabilities were not being served by Goals 2000 school reforms. He says that the educational goals, standards and assessments are not now working for students with disabilities to effect their inclusion in the public education system. Will they be included in testing and assessments and what accommodations should be made for them?

The Administration's Education Reform proposal, the Goals 2000: Educate America Act, is intended to address the needs of all children. To ensure that children with disabilities are not forgotten, the legislation includes a definition of "all children" that includes students with disabilities.

Res The legislation is clear throughout that the standards and assessment systems must include all students. However the legislation does not specify how this is to be done. It will be our challenge in implementing the legislation to ensure that the needs of children with disabilities are appropriately addressed.

more? Children with some cognitive disabilities may not be able to meet content standards in academic subjects. Some of these children are so significantly disabled that they need special performance standards that are tied to outcomes that will be meaningful for them in their lives. For other children, consideration will need to be taken of a range of ability levels.

Assessment systems also need to be sensitive to the diversity among children. In including children with disabilities in assessment, attention must be paid to the accommodations or adjustments that are necessary.

X { The Department is supporting an National Center on Educational Outcomes at the University of Minnesota; this Center is working on issues concerning the inclusion of children with disabilities in standards and assessments systems.

Question 8: Where does the Administration stand on the question of full inclusion of disabled children in the public school classroom and maintenance of the continuum of options in special education?

The Clinton Administration has a strong commitment to including people with disabilities in every facet of our communities. The Administration firmly believes that within the last twenty years, there have been major accomplishments in the education of disabled students in this country. However, we know more needs to be done.

We continue to believe that all children can learn to higher academic standards, and for many disabled students, that can be accomplished in the regular classroom. However, we do not advocate a "one size fits all" approach in making decisions about how students should be educated.

The continuum of alternative placements is an integral part of the IDEA regulations. The regular classroom in the neighborhood school should be the first placement option considered and teachers should be provided with the training and support they need to make the regular classroom in the neighborhood school the appropriate placement.

Also, there is a critical need for the parents of all disabled children to receive more and better information about the available options and support that may be needed for their children. The Administration believes that the more information parents have, the more effective they will be in the decision-making process affecting their children's education.

Question 9: What will we see in President Clinton's IDEA reauthorization plan? Will it include any major initiatives or changes?

We regard this reauthorization as a significant opportunity to improve all of the programs in the Individuals with Disabilities Education Act, building on 17 years of experience in implementing Public Law 94-142 and reflecting our overall objectives for school reform and increasing opportunities for all students to learn to high standards.

more [Among the major issues we are considering are how to align IDEA with Goals 2000 and the Elementary and Secondary Education Act and how to provide for accountability for outcomes for children with disabilities. We are also reviewing the discretionary programs with the goal of ensuring that they are effectively used to support improved outcomes for students with disabilities.

Question 10: Will the Administration continue to seek funding for IDEA early intervention programs once state systems are in place?

The Administration is strongly committed to assisting States in establishing comprehensive and coordinated programs of early intervention services for infants and toddlers with disabilities because of the importance of these services in ensuring that young children with disabilities are ready to learn when they enter school.

Yes,

In the short-term, we would expect to continue to provide assistance to help States improve the quality of their statewide systems even after they are fully in place. Current law requires States to have their systems in place in order to be eligible for FY 1993 funds (which is available for obligation by the Department of Education through September 30, 1994). However, given the complexity involved in implementing the required system we would anticipate States to continue to require assistance in administering their systems. For example, the substantial increase we have requested for the program for 1995 will help States to provide technical assistance to service providers, meet their training needs, improve their data collection, and their child find and outreach efforts.

Our long-term intention is to ensure that Federal support for early intervention programs is fully coordinated and provided as part of a comprehensive strategy for assisting States in meeting the needs of all young children with special needs, including children with disabilities. In this regard, we will be closely examining the role of the Grants for Infants and Families program administered by the Department of Education and its relationship to other programs that provide significant support for early intervention services, such as those administered by the Department of Health and Human Services.

11. Does the Clinton Administration have specific civil rights priorities for education? Will the Education Department's Office for Civil Rights be more aggressive? And does the administration believe the legacy of Brown vs. Board of Education is being served?

- o Our civil rights agenda in education is dedicated to ensuring equal access to high quality, high standards education. We intend to accomplish this through high priority policy development, targeted technical assistance and high impact compliance reviews.
- o OCR will be more aggressive in pursuing excellence and fairness in education. The Department of Education has made a commitment to a more balanced enforcement approach: 80% of proactive resources will be dedicated to remedying problems in five key areas. These areas are:
 - 1) over-representation of minorities in special education;
 - 2) under-representation of women, girls and minorities in math and science;
 - 3) under-representation of Limited-English proficient students in federal education programs;
 - 4) discriminatory use of testing for admissions and placement.
 - 5) discrimination in admissions
- o This is not to suggest that OCR's compliance program has been or will be inactive in other areas. OCR has recently reached settlements with the Chicago public schools to remedy years of neglect of learning disabled and severely disabled students. In California, the vocational rehabilitation system state-wide will be required to address on an equal basis the needs of language minority clients as a result of OCR intervention. These are two of many examples of OCR's re-commitment to equal educational opportunity.
- o OCR's handling of complaints is also dramatically changing. The new approach focuses more on achieving effective change, less on the production of documents.
- o Yes we firmly believe that we are enforcing the mandate in Brown. All of the steps described above will help us in attaining our goal of providing equal access to excellence.

Question 12: In his speech before the American Council on Education this week, President Clinton recognized the problem of violence in schools. He said the federal government could offer local leadership "supporting tools" for an ultimatum on weapons in schools. What tools? What level of support?

There are a lot of tools or support we--the Federal government--can offer schools in their efforts to eradicate violence and remove weapons from schools. Further, we anticipate that within a very short period we will, with passage of some important pieces of legislation, have even more tools available.

Among the tools currently available are:

--National School Safety Center: The NSSC provides training and technical assistance to state education agencies and local school districts in how to reduce and prevent school violence. Just this week representatives from the NSSC assisted officials from Columbia, South Carolina in identifying ways they could make their schools safer. They were invited to Columbia after a student was shot.

--Program SMART (School Management Resource Teams): This is an effort jointly sponsored by the Departments of Justice and Education. Program SMART is a management tool designed to enable schools resolve violations of law and policy through data collection, assessment, planning, and activity monitoring. The Norfolk School system states that SMART has resulted in a reduction in discipline, crime, and drug problems.

--Safe Havens: The Departments of Education, Health and Human Services, and Justice have provided support for 20 safe havens. These are schools or community centers that stay open after school and provide youth with a safe place to play, learn, and receive a variety of services. Schools have found that having these types of programs help reduce the overall amount of violence in schools and communities.

--Training in various violence prevention areas: The Department of Justice offers training--primarily for teams of individuals, including school officials--in several areas. They offer training in child abuse and sexual exploitation, crime prevention through environmental design, managing juvenile operations, and Safe School Planning and Operation. The Departments of Education and Justice just worked out a plan to offer these training programs to staff of the D.C. public schools.

In addition to the above we (ED, HHS, Justice) support

various research and evaluation efforts. The results of these programs will result in the development of more effective violence prevention programs at the local level.

Efforts such as Empowerment Zones and the National Service Initiative will provide resources to communities to develop programs that will reduce violence.

Finally, there are several bills currently pending before Congress which will provide local school districts and communities with additional resources for prevention efforts. They include the Safe Schools Bill, the Safe and Drug-Free Schools Act, the Crime Bill, and Goals 2000: Educate America Act.

Williams Appointed New Head of ADD

Prominent, long time disability rights leader Bob Williams is the new commissioner of the federal Administration on Developmental Disabilities (ADD). A recent policy associate for the United Cerebral Palsy Associations (UCPA) and co-chair of the Consortium for Citizens with Disabilities (CCD) Rights and Personal Assistance Task Force, Williams was appointed by Health and Human Services Secretary Donna E. Shalala and sworn in on August 16. In appointing Williams, Shalala stated "Bob is a nationally recognized expert on the best ways to create supports for people with multiple disabilities to live, work and play in their communities. He believes in community -- not just as a place to live, but as a complete way of life, for all of us."

Prior to his work with UCPA, Williams was deputy director of the Pratt Monitoring Programs of the D.C. Association for Retarded Citizens. He monitored the closing of Forest Haven, the District's institution for people with developmental disabilities, and the development of community support services for those who lived there. He also served as program analyst for the Youth Policy Institute and as staff assistant on the U.S. Senate Subcommittee on the Handicapped (now the Subcommittee on Disability Policy). He has been president of Hear Our Voice, an organization for users of augmentative communication devices, and vice president of the Association for Persons with Severe Handicaps (TASH).

Williams, who was born with cerebral palsy, says in discussing his goals and plans, "I believe the reauthorization of the DD (Developmental Disabilities) Act gives us an opportunity to refocus on what we do best as a network and a movement and that is change agency and capacity building." Williams looks for ADD to build and expand work and collaborative efforts with other Federal agencies.

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Marylanders in Integrated Employment Settings Decreases From FY88 to FY90

The number of Maryland's citizens with developmental disabilities served in integrated employment settings decreased by 4% from 1988 to 1990. In 1990, of the 6,093 individuals receiving day and employment services, 76% were served in segregated settings and 24% were served in integrated settings. However, Maryland does have a large number of people in supported employment services relative to other states.

This data is described in a two year study "National Perspectives on Integrated Employment: State MR/DD Agency Trends" conducted by the Training and Research Institute for People with Disabilities in Boston, Massachusetts. It is part of the National Study of Day and Employment Services first commissioned by the Administration on Developmental Disabilities in 1988. The study is significant in developing a national profile of day and employment service patterns over time so that states can compare their service system trends.

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