

Originally Processed With FOIA(s):

S

FOIA Number:

S

FOIA MARKER

This is not a textual record. This is used as an administrative marker by the George Bush Presidential Library Staff.

Record Group/Collection: Donated Historical Materials
Collection/Office of Origin: Frieden, Lex, Collection
Series: Related Materials
Subseries: Conferences

OA/ID Number: 52075
Folder ID Number: 52075-003

Folder Title:

ACCD [American Coalition of Citizens with Disabilities] Conference '80

Stack:

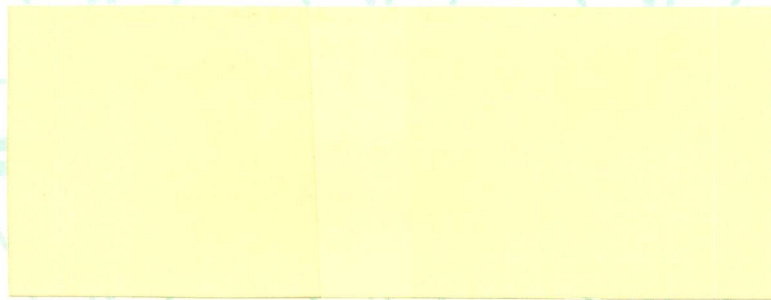
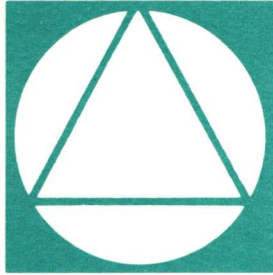
Row:

Section:

Shelf:

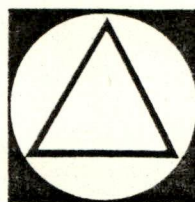
Position:

American Coalition of Citizens with Disabilities



1200 15th Street, N.W.
Suite 201
Washington, D.C. 20005

(202) 785-4265



American Coalition of Citizens with Disabilities Inc.

OFFICERS AND MEMBERS BOARD OF DIRECTORS

Terrence J. O'Rourke
President

Phyllis Rubinfeld
First Vice President

Judy Heumann
Second Vice President

Reese Robrahn
Secretary

Ann Ford
Treasurer

T. Alan Hurwitz

Joyce Jackson

Deborah Kaplan

Durward McDaniel

Kathy Miller

Pat Pound

Charles Sabatier

Vivienne Thomson

Joseph Veisz

Frank G. Bowe, Ph.D.
Director

THIS IS YOUR...

ASSESSING ISSUES

SETTING OBJECTIVES

PENTAGON PLANNER:

COMPREHENSIVE REHABILITATION

PREPARED BY: RITA A. VARELA

ACCD SPECIAL PROJECTS OFFICE

ENUMERATING TASKS

SURVEYING RESOURCES

DEVELOPING A STRATEGY

Copyright, 1980, American Coalition of Citizens with
Disabilities, Inc., (No. 17535).

TABLE OF CONTENTS

<u>PENTAGON PLANNER: COMPREHENSIVE REHABILITATION</u>	<u>Page</u>
Charge to the First Small Group Session	1
Part I: WHAT'S HAPPENING NOW?	3
Part II: WHAT IS TO BE DONE?	9
Charge to the Second Small Group Session	12
Part III: STATE OF THE STATE	13
Part IV: COME TOGETHER	17
Part V: YOUR FIRST FINAL REPORT	18

APPENDICES

Appendix A: The Rehabilitation, Comprehensive Services and Developmental Disabilities Amendments of 1978 (P.L. 95-602): A Title-by-Title Overview	20
Appendix B: Comparison Between Major Disability-Related Entitlement and Categorical Programs	27
Appendix C: Selected Federal Funding Sources	28

The preparation of this material was supported in part by Grant #45-P-81543/3-01 from the Rehabilitation Services Administration, Office of Human Development Services, Department of Health, Education and Welfare, Washington, D.C. It covers work begun in October, 1979.

PENTAGON PLANNER:

Comprehensive Rehabilitation

CHARGE TO THE FIRST SMALL GROUP SESSION

This PENTAGON PLANNER on Comprehensive Rehabilitation contains a series of exercises to be completed by individuals meeting in small group sessions. The material in the PENTAGON PLANNER includes:

- Notes: brief introductory or explanatory comments;
- Tasks: written exercises for each member to complete individually, using the information, priorities, or characteristics of his or her specific state;
- Discussions: topics for members of the small group to exchange views on.

This small group process allows each member to have access to information about other states, yet requires each to set objectives and design a strategy that is individualized to the needs and characteristics of his or her particular state.

At the start of each small group session, your first job will be to appoint a chairperson and a note taker. If anyone in the group has a visual or reading impairment, or has difficulty writing, please notify a workshop staffer so we can provide assistance.

During the first small group session you will complete PARTS I and II of the PENTAGON PLANNER:

- a) Assessing the terrain;
- b) Setting objectives.

In doing so, each one of you will be required to make judgments about what your individual state is doing now, what its needs are now, and what its needs are likely to be tomorrow. In this small group, you are working, learning, and planning for your state -- and you will be expected to make decisions that you feel comfortable with.

Please work through each section of the PENTAGON PLANNER -- reading the notes, performing the tasks individually, and discussing the topics.

The PENTAGON PLANNER also features a number of appendices which we hope you will find helpful after the workshop ends.

PENTAGON PLANNER:

Comprehensive Rehabilitation

PART I: WHAT'S HAPPENING NOW? (ASSESSING THE TERRAIN)

a) Notes: Comprehensive rehabilitation is a philosophy, an attitude; a way of looking at and planning for the needs of disabled people, particularly those who are severely disabled. It is a multidisciplinary approach, and also a commitment to take into account all the factors which contribute, and will contribute, to access, dignity, and equity for disabled people. This comprehensive view includes the quality and kinds of services in a state, the budget for those services, the degree of cooperation between service agencies, the size and cohesiveness of the disability rights movement and parent movement, the relationship between disabled activists and agency officials, the ability of rehabilitation agency counselors to learn about and utilize new technologies, and many other factors as well. The Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978 (PL 95-602) offers a good illustration of a document that takes a multidisciplinary view toward disability concerns. A second example is Rehabilitating America, by Dr. Frank Bowe.

Comprehensive rehabilitation requires not just commitment, but planning. The exercises in this workbook will take you through the first five steps of the planning process:

- 1) Assessing the terrain -- i.e., developing a picture of things-as-they-are in your individual state;
- 2) Setting objectives -- i.e., deciding what you want to accomplish in your home state and what indicators you will use to determine whether you have met your goal;
- 3) Surveying resources and barriers -- i.e., analyzing the factors you must work with (and deal with) in your home state in order to achieve your goals;
- 4) Developing a strategy -- i.e., analyzing the range of actions that can be taken and their potential effectiveness or ineffectiveness;
- 5) Enumerating tasks -- i.e., writing a list of tasks that must be performed in order to meet your objectives.

These five steps comprise our PENTAGON PLANNING process.

Though none of us can predict the future, we can try to imagine the "possible futures" -- or, scenarios -- which may confront us tomorrow. This process involves assessing where we stand today and where current trends and counter-trends may lead us in five or ten years. That is how we want each of you to begin -- by examining key issues affecting your individual state today and trying to peek into the future.

- b) Task: For the next fifteen minutes we would like each member to work individually. We would like each of you to read the topic clusters in PART I (pages 3 - 9) and estimate -- in the spaces provided -- how much of a priority each topic cluster is in your state today and how much it is likely to be in 5-10 years. You will be making your estimate by circling a number on a 9 point scale.

Example:

ISSUE AS A CURRENT CONCERN

Highest priority	Should be studied	Current policy is adequate
(9 - 8 - 7)	(6 - 5 - 4)	(3 - 2 - 1)

ISSUE AS A FUTURE CONCERN (5-10 years)

Critical	Will require action	Will work itself out
(9 - 8 - 7)	(6 - 5 - 4)	(3 - 2 - 1)

Comprehensive Rehabilitation and Current Approaches

Comprehensive rehabilitation is a philosophy, a way of looking at and meeting the needs of disabled people. The Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978 (PL 95-602) illustrate this perspective.

For example, what distinguishes Title I clients (vocational rehabilitation) from Title VII clients (comprehensive service/independent living) is NOT the types of services offered but rather the premise that different groups may require different service strategies. The law does not state, or imply, that Title I clients are ineligible for peer counseling or that Title VII clients are ineligible for job training.

The amendments reflect a legislative trend calling for a wider array of strategies in order to provide individualized assistance to broader segments of the disabled population. The amendments include references to traditional services, independent living, affirmative action, technology, peer services, and more.

ISSUE: COMPREHENSIVE REHABILITATION IN YOUR STATE -- UTILIZING
MANY STRATEGIES TO ASSIST MANY DISABILITY GROUPS

ISSUE AS A CURRENT CONCERN

Highest priority	Should be studied	Current policy is adequate
(9 - 8 - 7)	(6 - 5 - 4)	(3 - 2 - 1)

ISSUE AS A FUTURE CONCERN (5-10 years)

Critical	Will require action	Will work itself out
(9 - 8 - 7)	(6 - 5 - 4)	(3 - 2 - 1)

Comprehensive Rehabilitation and the Independent Living Movement

Many of the independent living centers that spurred Congress to include Title VII as part of the 1978 amendments were launched in the early and mid-1970s with Innovation and Expansion (I & E) grants. A prime mission of the grants was to encourage new ways of assisting hard-to-serve populations. Severely disabled activists used seed money from I & E and other programs to prove that many of the people whom the system wouldn't help could help themselves.

Title VII reflects this self-help, self determination ideology. Under Title VII, Part A, in order to be eligible for grants to provide Comprehensive Services the State must provide assurances that handicapped individuals will have a substantial role in developing the State plan for such services. The Centers for Independent Living authorized through Part B must provide assurances that handicapped individuals will be substantially involved in the policy direction, management, and staffing of each center.

ISSUE: IS THE SELF-HELP POTENTIAL WITHIN THE DISABLED COMMUNITY IN YOUR STATE BEING SUFFICIENTLY UTILIZED?

ISSUE AS A CURRENT CONCERN

Highest priority	Should be studied	Current policy is adequate
(9 - 8 - 7)	(6 - 5 - 4)	(3 - 2 - 1)

ISSUE AS A FUTURE CONCERN (5 - 10 years)

Critical	Will require action	Will work itself out
(9 - 8 - 7)	(6 - 5 - 4)	(3 - 2 - 1)

Dependence vs. Independence in Government Fiscal Policies

The amount of money spent on income maintenance and medical support programs (such as Social Security, SSDI, and Medicare) for disabled people is almost \$40 billion. The FY 1980 appropriations on 7 categorical programs that help disabled people become more self-sufficient (such as Vocational Rehabilitation State Grants, Developmental Disabilities State Grants, Developmental Disabilities Protection and Advocacy Systems, Comprehensive Services for Independent Living, and Maternal and Child Health and Crippled Children Services State Grants) totals \$2.127 billion.

When Congress feels pressured to reduce spending, independence programs are the first to be cut. Programs such as Social Security are "entitlement" programs, and are difficult to trim. Categorical programs such as Vocational Rehabilitation, however, are subject

to the whims of Congress. Sadly, the less money we spend making people independent the more we must spend on income maintenance.

Strategies can change -- if enough advocates work for change.

ISSUE: THE ROLE OF DEPENDENCE VS. INDEPENDENCE FISCAL POLICIES AS A FACTOR IN THE PROSPECT FOR IMPLEMENTING COMPREHENSIVE REHABILITATION STRATEGIES.

ISSUE AS A CURRENT CONCERN

Highest priority	Should be studied	Current policy is adequate
(9 - 8 - 7)	(6 - 5 - 4)	(3 - 2 - 1)

ISSUE AS A FUTURE CONCERN (5 - 10 years)

Critical	Will require action	Will work itself out
(9 - 8 - 7)	(6 - 5 - 4)	(3 - 2 - 1)

Other Examples - Dependence vs. Independence Rehabilitation Approaches

There are many examples of dependence strategies taking precedence over independence strategies. Studies from Baylor University show that rehabilitation and training for a person with a spinal cord injury may cost up to \$40,000, seemingly a high price. Yet studies from the New York University Medical Center show that routine care in a nursing home for a person with a spinal cord injury costs \$15,000 annually, or \$750,000 in fifty years.

Technology, invention, and inflation may drastically change the rehabilitation field. The statistics given for nursing home care do not take into account the apparent inflation in medical costs. Yet in other areas, the cost trend is downward. The Kurzweil Reading machine, a tremendous advance for blind persons, "scans" printed material and reads back words using a synthetic voice. This machine first sold for \$50,000, yet current versions cost \$20,000. The Optacon, a more recently developed, portable reading machine, is available for \$3,000. Micronization in the communications field, similarly, promise to lower the cost of assistive devices used by hearing impaired and deaf persons.

ISSUE: TO WHAT EXTENT DO SERVICE PROVIDERS IN YOUR STATE HAVE THE PROCEDURES TO INVESTIGATE, INVEST IN, AND UTILIZE INNOVATIVE REHABILITATION STRATEGIES?

ISSUE AS A CURRENT CONCERN

Highest priority	Should be studied	Current policy is adequate
(9 - 8 - 7)	(6 - 5 - 4)	(3 - 2 - 1)

ISSUE AS A FUTURE CONCERN (5 - 10 years)

Critical	Will require action	Will work itself out
(9 - 8 - 7)	(6 - 5 - 4)	(3 - 2 - 1)

Societal Mod - Modifying the Environment to Make it Accessible

Comprehensive rehabilitation depends not just on services available from the service delivery system but on a person's skills and environment. Can a rehabilitated client find an accessible apartment? How much discrimination will a disabled college graduate face in the job market? How many homebound individuals could become wage earners if their towns had accessible transit systems? These issues are addressed in Title V of the 1978 Amendments.

Section 502, for example, authorizes the Architectural and Transportation Barriers Compliance Board to insure compliance with the Architectural Barriers Act of 1967, to investigate and examine remedies for a broad range of barriers (including attitudinal barriers and barriers faced by persons with communication impairments), provide technical assistance and hold public hearings.

Section 504 says that no otherwise qualified disabled person can, solely by virtue of his or her handicap, be denied the services or benefits of any program or agency that receives Federal funds. The DHEW 504 Regulations mandate that compliance plans be developed in consultation with disabled citizens and their representatives.

ISSUE: IS SELF-ADVOCACY AN IMPORTANT COMPONENT OF REHABILITATION STRATEGIES IN YOUR STATE?

ISSUE AS A CURRENT CONCERN

Highest priority	Should be studied	Current Policy is adequate
(9 - 8 - 7)	(6 - 5 - 4)	(3 - 2 - 1)

ISSUE AS A FUTURE CONCERN (5 - 10 years)

Critical	Will require action	Will work itself out
(9 - 8 - 7)	(6 - 5 - 4)	(3 - 2 - 1)

PENTAGON PLANNER:

Comprehensive Rehabilitation

PART II: WHAT IS TO BE DONE? (SETTING OBJECTIVES)

- a) Discussion: For the next thirty minutes, review and discuss how you scored each cluster of topics. Whenever possible, offer specific examples of situations or events in your state.
- b) Task: In designing Comprehensive Rehabilitation Strategies in your state -- for today and tomorrow -- which topics seem most important? (Please do not list more than three).

1. _____
2. _____
3. _____

- c) Notes:

Definitions: One way to define an objective is by saying it is a statement about a goal that can be divided into tasks.

Example:

OBJECTIVE - To conduct a workshop to train State rehabilitation officials about disabled self-advocacy groups.

TASKS - To find and book an accessible hotel;

- To designate a person or committee to gather materials on self-advocacy groups;
- To contact individuals in self-advocacy groups in order to obtain views, insights, and anecdotes which might not be available through written materials;

- To determine the characteristics of your audience - i.e., do you want to train agency directors, field supervisors, or deputies who are assigned responsibility for consumer involvement?;
- To organize all material into a curriculum which will meet the information needs of your specific audience;
- To send out invitations early enough so that state officials can arrange to attend;
- To select speakers and facilitators;
- To conduct the workshop;
- To process reimbursement requests speedily.

Definition: A second way of defining an objective is by saying it is a statement indicating what you are going to do, when you are going to do it, and how you are going to do it.

Example:

OBJECTIVE - To conduct a workshop next August in order to train State rehabilitation agency field supervisors how to identify and work with groups of disabled people who can (or who will become able to) provide peer counseling, conduct accessibility surveys, and lobby for increased rehabilitation services appropriations in the state legislature.

These two definitions offer quite different methods for using the term "objective." Yet both reflect a concern for "what," "when," and "how" issues.

For the purposes of these exercises, we suggest that you adopt the first definition: i.e., an objective is a statement about a goal that can be divided into tasks. (We will be discussing tasks in a later section of the PENTAGON PLANNER).

- d) Task: It is now time for you to set an objective. Based on the needs in your state, what is to be done?

OBJECTIVE: _____

- e) Discussion: After each member has completed writing an objective, the remainder of this small group session will be devoted to discussion.

PENTAGON PLANNER:

Comprehensive Rehabilitation

CHARGE TO THE SECOND SMALL GROUP SESSION

The second small group session will cover the exercises in Part III, IV, and V of the PENTAGON PLANNER (pages 13 - 18). The exercises will focus on:

- a) Surveying resources and barriers;
- b) Developing a strategy;
- c) Enumerating tasks.

Remember, your group should have a chairman and a note taker. The note taker will be giving a report when all workshop participants reassemble during the PLENARY SESSION. (See Agenda)

PENTAGON PLANNER:

Comprehensive Rehabilitation

PART III: STATE OF THE STATE (SURVEYING RESOURCES AND BARRIERS)a) Notes on Systems Thinking

Systems theory is a way of describing and thinking about organizations. The term may sound abstract, particularly to volunteer advocates who are involved in the day-to-day struggle of trying to keep resource-starved organizations afloat, but it needn't be. When we talk about a "stereo system," for example, we all know that it has components and we have a general idea of their relationship to each other. An organization can be referred to as a system with different components, each having separate characteristics and functions. Systems include:

Structural components: The rules and requirements of the system; the tasks people must perform; the methods for evaluating output and performance.

Social components: The people in the system - their needs, their goals, and their patterns of interaction.

Technical components: The technology used by the system; the capital at its disposal; the tables, the chairs, and the number of people in the system.

Systems theory tells us that events have multiple causes and multiple effects. The components of a system are interdependent, and in order to understand either organizations or change you must keep your eye on all of the components.

We said that an organization can be viewed as a "system." However, a group of organizations can also be viewed as a single system.

Example:

A State rehabilitation agency can be seen as a system. The success of an ombudsmen program within the agency will depend on a great number of factors, including; a) the laws within the state concerning disclosure of information to a third party (STRUCTURAL COMPONENT), b) the commitment of the State agency director to a strong, unencumbered ombudsmen program -- and to convincing the people within the agency to support this concept (SOCIAL COMPONENT), and, c) the agency's ability to redirect its staff and resources for the start-up phase of the program (TECHNICAL COMPONENT).

Example:

The relationship between a State rehabilitation agency, traditional advocacy organizations, and disabled self-advocacy groups can be seen as a single system. The success of an independent living program within a state will depend on a great number of factors, including: a) how much reporting of case statistics and IWRP data the State rehabilitation agency will require for its independent living services clients (STRUCTURAL COMPONENT), b) how successfully representatives from self-advocacy groups and State agencies will resolve initial problems that may emerge in starting up a peer support program (SOCIAL COMPONENT), and, c) whether a self-advocacy group can borrow

office space from a traditional advocacy organization (such as United Cerebral Palsy) or whether it will have to pay for everything from grants and contributions (TECHNICAL COMPONENT).

b) Discussion: For the next fifteen to twenty minutes, members of this group will discuss objectives they selected (PART II) in relation to resources and barriers within their states.

Are the categories presented above (i.e., structural components, social components, technical components) useful in analyzing resources and barriers in your state?

c) Task: The following page presents a chart that each of you can use to list the resources and barriers within your state. Each group member should write his or her objective in the space provided at the top of the chart. Then, each will begin analyzing their state. Try to complete the form within twenty minutes. The group will then be ready to proceed to PART IV of the PENTAGON PLANNER.

Analysis of the STATE OF THE STATE (Comprehensive Rehabilitation Resources and Barriers)

Objective: _____

	Structural Components (Laws, procedures, job tasks, methods for evaluating outputs)	Social Components (People: their needs, goals and patterns of interaction)	Technical Components (Money, equipment, facilities, number of people, technological level)	
Resources				
Barriers				

PENTAGON PLANNER:

Comprehensive Rehabilitation

PART IV: COME TOGETHER (Developing a Strategy)

- a) Task: Review the chart. In the spaces provided below, rank order the three most serious barriers and the three most important resources to your objective. (Remember, people and groups can be resources too!)

BARRIERS:

1. _____
2. _____
3. _____

RESOURCES

1. _____
2. _____
3. _____

- b) Discussion: For the next fifteen to twenty minutes, members of the group should offer examples of Comprehensive Rehabilitation Strategies in their states. How have people tried to overcome barriers? What kinds of actions and/or strategies have been successful?

- c) Task: In the spaces provided below, list the indicators you would use to evaluate whether (and how well) your objective has been accomplished:

1. _____
2. _____
3. _____
4. _____

PENTAGON PLANNER:

Comprehensive Rehabilitation

PART V: YOUR FIRST FINAL REPORT! (Enumerating Tasks)

- a) Task: We said earlier that an objective is a statement about a goal that can be divided into tasks. We also noted that successful advocacy requires a close look at barriers and resources. It's time to draw some of these themes together. The following page will help you prepare your first final report. The last item on the page has been included as a research utilization component. We'd like to know whether there is anything the ACCD staff can do to assist your advocacy efforts. We'd also appreciate copies of your first final report, and have brought along sets of carbon-and-onion-skin paper which you can slip under the page as you write.
- b) Discussion: After you have filled out your first final report, we'd like your group to spend the remainder of the session discussing the PENTAGON PLANNING process. Has it been helpful? If so, how? Do you think it can be used by rehabilitation professionals and disabled self-advocacy groups in your state?
- We would like the chairperson or note taker for your group to report on your reactions to the PENTAGON PLANNING process when the workshop participants reconvene.

FIRST FINAL REPORT

Name: _____

Address: _____

Zip: _____

Name of Agency or Organization: _____

Advocacy Objective: _____

BARRIERS

1. _____
2. _____
3. _____

RESOURCES

1. _____
2. _____
3. _____

T A S K S

(what)

(who will do or who
will you contact)(product: how will you
know when it's done)

- | | | |
|----------|-------|-------|
| 1. _____ | _____ | _____ |
| 2. _____ | _____ | _____ |
| 3. _____ | _____ | _____ |
| 4. _____ | _____ | _____ |
| 5. _____ | _____ | _____ |
| 6. _____ | _____ | _____ |
| 7. _____ | _____ | _____ |

RESEARCH UTILIZATION: Is there anything you feel ACCD staffers can
do to assist you carry out your objectives? _____

APPENDICES

Appendix A

THE REHABILITATION, COMPREHENSIVE SERVICES
AND DEVELOPMENTAL DISABILITIES AMENDMENTS
OF 1978 (PL 95-602)

A Title-by-Title Overview

TITLE I - VOCATIONAL REHABILITATION SERVICES

Part A - General Provisions

Sec. 100 - Declaration of purpose; authorization of appropriations

Sec. 101 - State plans

NOTES: Sec. 101 (a) (18) contains the provision requiring citizen involvement. It says that State rehabilitation agencies must:

"take into account, in connection with matters of general policy. . .the views of individuals and groups thereof who are recipients of vocational rehabilitation services (or, in appropriate cases, their parents or guardians), personnel working in the field of vocational rehabilitation, and providers of vocational rehabilitation services."

Sec. 102 - Individualized written rehabilitation program

NOTES: Sec. 102 says, in part:

". . .the individualized written rehabilitation program, or the specification of reasons for a determination of ineligibility. . .is developed jointly by the vocational rehabilitation counselor or coordinators and the handicapped individual (or, in appropriate cases, his parents, or guardians). . ."

Furthermore,

"Such written program shall set forth the terms and conditions, as well as the rights and remedies, under which goods and services will be provided to individuals."

Sec. 102 also describes client appeals procedures.

Sec. 103 - Scope of vocational rehabilitation services

NOTES: Defines vocational rehabilitation services as "any goods or services necessary to render a handicapped individual employable. . ."
Offers a wide variety of examples.

Sec. 104 - Non-Federal share for construction

Part B - Basic Vocational Rehabilitation Services

Sec. 110 - State allotments

Sec. 111 - Payments to States

Sec. 112 - Client assistance

NOTES: Authorizes (but does not require) client assistance pilot projects "to provide counselors to inform and advise all clients and client applicants. . .of all available benefits under this Act and, upon request of such clients or client applicants, assist them in their relationships with projects, programs, and facilities providing services to them under this Act, including assistance in pursuing legal, administrative, or other appropriate remedies to insure the protection of the rights of such individuals under this Act.

Sec. 112 (b) (1) also states that:

"No employees of such projects shall be presently serving as staff or consultants or receiving benefits of any kind directly or indirectly from any rehabilitation project, program, or facility receiving assistance under this Act in the project area."

Part C - Innovation and Expansion Grants

Sec. 120 - State allotments

Sec. 121 - Payments to States

NOTES: These grants are intended to help "expand vocational rehabilitation services, including programs to initiate or expand such services to individuals with the most severe handicaps. . ."

I and E grants cannot fund any given project for more than three years.

Part D - American Indian Vocational Rehabilitation Services

Sec. 130 - Vocational rehabilitation services grants

NOTES: This section authorizes the Commissioner of the Rehabilitation Services Administration to "make grants to the governing bodies of Indian tribes located on Federal and State reservations to pay 90 percent of the cost of vocational rehabilitation services for handicapped American Indians residing on such reservations."

Sec. 131 - Evaluations

TITLE II - RESEARCH

Sec. 200 - Declaration of purpose

Sec. 201 - Authorization of appropriations

Sec. 202 - National Institute of Handicapped Research

Sec. 203 - Interagency committee

Sec. 204 - Research

TITLE III - SUPPLEMENTARY SERVICES AND FACILITIES

Part A - Miscellaneous Programs

Sec. 300 - Declaration of purpose

Sec. 301 - Grants for construction of rehabilitation facilities

Sec. 302 - Vocational training services for handicapped individuals

Sec. 303 - Loan guarantees for rehabilitation facilities

Sec. 304 - Training

Sec. 305 - Comprehensive rehabilitation centers

Sec. 306 - General grant and contract requirements

Part B - Special Projects

Sec. 310 - Authorization of appropriations

Sec. 311 - Special demonstration programs

Sec. 312 - Migratory workers

- Sec. 313 - Helen Keller National Center
- Sec. 314 - Reader services for the blind
- Sec. 315 - Interpreter services for the deaf
- Sec. 316 - Special Recreational Programs

TITLE IV - NATIONAL COUNCIL ON THE HANDICAPPED

- Sec. 400 - Establishment of National Council on the Handicapped
- Sec. 401 - Duties of National Council
- Sec. 402 - Compensation of National Council members
- Sec. 403 - Staff of National Council
- Sec. 404 - Administrative powers of National Council
- Sec. 405 - Authorization of appropriations

TITLE V - MISCELLANEOUS

- Sec. 500 - Effect on existing laws
- Sec. 501 - Employment of handicapped individuals

NOTES: Sec. 501 (a) sets up an Interagency Committee on Handicapped Employees.

Sec. 501 (b) requires "Each department, agency, and instrumentality (including the United States Postal Service and the Postal Rate Commission) in the executive branch. . ." to "submit to the Civil Service Commission and to the Interagency Committee an affirmative action program plan for the hiring, placement, and advancement of such individuals. . ."

- Sec. 502 - Architectural and Transportation Barriers Compliance Board

NOTES: Sec. 502 authorizes the Architectural and Transportation Barriers Compliance Board to insure compliance with the Architectural Barriers Act of 1968, to investigate and examine remedies for a very broad range of environmental barriers (including attitudinal barriers, and those barriers faced by individuals with communication impairments), provide technical assistance, hold public hearings, and issue grants and contracts.

Sec. 503 - Employment under Federal contracts

NOTES: Covers contracts in excess of \$2,500.

Sec. 504 - Nondiscrimination under Federal grants and programs

NOTES: Sec. 504 says, in part:

"No otherwise qualified handicapped individual in the United States, as defined in section 7 (7), shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal service."

Sec. 505 - Remedies and attorney's fees

TITLE VI - EMPLOYMENT OPPORTUNITIES FOR HANDICAPPED INDIVIDUALS

Sec. 601 - Short title

Part A - Community Service Employment Programs for Handicapped Individuals

Sec. 611 - Establishment of program

Sec. 612 - Administration

Sec. 613 - Participants not Federal employees

Sec. 614 - Interagency cooperation

Sec. 615 - Equitable distribution of assistance

Sec. 616 - Definitions

Sec. 617 - Authorization of appropriations

Part B - Projects with Industry and Business Opportunities for Handicapped Individuals

Sec. 621 - Projects with industry

Sec. 622 - Business opportunities for handicapped individuals

Sec. 623 - Authorization of appropriations

TITLE VII - COMPREHENSIVE SERVICES FOR INDEPENDENT LIVING

Part A - Comprehensive Services

Sec. 701 - Purpose

NOTES: Sec. 701 says that:

"The purpose of this title is to authorize grants (supplementary to grants for vocational rehabilitation services under title I) to assist States in providing comprehensive services for independent living designed to meet the current and future needs of individuals whose disabilities are so severe that they do not presently have the potential for employment but may benefit from vocational rehabilitation services which will enable them to live and function independently."

Sec. 702 - Eligibility

NOTES: Sec. 702 (b) defines "comprehensive services for independent living" as "any appropriate vocational rehabilitation service (as defined under title I of this Act) and any other service that will enhance the ability of a handicapped individual to live independently and function within his family and community and, if appropriate, secure and maintain appropriate employment."

Sec. 703 - Allotments

Sec. 704 - Payments to States from allotments

Sec. 705 - State plans

NOTES: Sec. 705 (a) (7) says, in part, that in order for States to be eligible for grants under Part A of Title VII they must "provide assurances that handicapped individuals shall have a substantial role in developing the State plan."

Part B - Centers for Independent Living

Sec. 711 - Grant program established

NOTES: Sec. 711 (c) (1) says that in order to be eligible for grants under Part B of Title VII they must "provide assurances that handicapped individuals will be substantially involved in policy direction and management of such center, and will be employed by such center."

Part C - Independent Living Services for Older Blind

Sec. 721 - Service program established

Part D - General Provisions

Sec. 731 - Protection and advocacy of individual rights

Sec. 732 - Employment of handicapped individuals

NOTES: Sec. 732 says that:

"As a condition of providing assistance under this title, the Secretary shall require that each recipient of assistance take affirmative action to employ and advance in employment qualified handicapped individuals on the same terms and conditions required with respect to the employment of such individuals under the provisions of this Act which govern employment (1) by State rehabilitation agencies and rehabilitation facilities, and (2) under Federal contracts and subcontracts."

Part E - Authorizations

Sec. 733 - Authorization of appropriations

COMPARISON BETWEEN MAJOR DISABILITY-RELATED ENTITLEMENT AND CATEGORICAL PROGRAMS

Source: E. Clarke Ross, "Analysis - The Future of Government Funding for Persons with Disabilities: Some Key Factors," Word from Washington, Vol. IX, No. 3, pp. 3-4.

ENTITLEMENT		CATEGORICAL	
Program	F.Y. 1980 Appropriation	Program	F.Y. 1980 Appropriation
1. Supplementary Security Income	\$ 5.590 billion	1. Vocational Rehabilitation State Grants	\$817.5 million
2. Social Security Disability Insurance (all benefits for the disabled)	\$ 15.263 billion	2. P.L. 94-142 Education for All Handicapped Children State Grants	\$874.0 million
3. Medicaid	\$ 11.250 billion	3. P.L. 94-142 Pre-School Incentive Grants	\$ 25.0 million
4. Medicare	\$ 23.238 billion	4. Developmental Disabilities State Grants	\$ 43.2 million
5. Title XX Social Services	\$ 2.7 billion	5. Developmental Disabilities Protection and Advocacy Systems	\$ 7.5 million
6. Title IV B Child Welfare Services	\$ 56.5 million	6. Comprehensive Services for Independent Living	\$ 15.0 million
7. Section 8 Rent Subsidies	\$ 19.6 billion	7. Maternal and Child Health and Crippled Children Services State Grants	\$345.5 million
TOTAL	\$ 77.7 billion	TOTAL	\$ 2,127 billion

PENTAGON PLANNER
COMPREHENSIVE REHABILITATION

APPENDIX C

Selected Federal Funding Sources

People often hear about grantsmanship and about the millions of federal dollars available for disability-related projects. The money is, indeed, available and obtainable. One of the problems that disabled self-advocacy groups and other community organizations face, however, is a lack of familiarity with both the programs and the terminology of federal grantsmanship. This unfamiliarity -- this sense that programs are shrouded in an alien language -- is the biggest barrier to funding, for an organization will never get a grant that it does not apply for.

The following pages have been reprinted from Federal Assistance for Programs Serving the Handicapped in an attempt to speed up the familiarization process. This material should be helpful to rehabilitation professionals who work with self-advocacy groups and to the groups themselves. In reading the program descriptions, individuals should notice whether the funding is available directly to non-profit organizations or whether it goes through the state. Often, in order to be eligible for funding, a state must develop a state plan, establish a public advisory committee, and/or establish other forms of citizen involvement mechanisms. Each advocate must realize that it is through these mechanisms that program priorities are established. Citizens

can start making a difference -- if they start asking questions and getting involved. The first step is for advocates to call around until they find the name, address, and phone number of the state agency that administers the particular program they are interested in. Each of the program descriptions reprinted here also contains the address of a federal office or department that can provide additional information. Although some of the contact persons for these agencies may have changed as a result of government reorganizations, advocates should still be urged to write for information.

Federal Assistance for Programs Serving the Handicapped contains hundreds of program descriptions. We have only had space to reprint a brief sampling of the opportunities available to community groups. Every disability-related organization in your state should have a copy of this publication. For more information on obtaining a copy, contact:

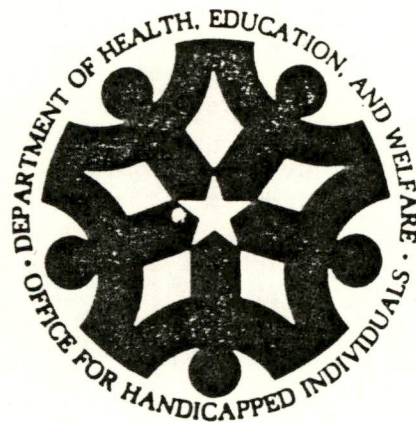
DHEW Office for Human Development Services
Office for Handicapped Individuals
Washington, D.C. 20201

Note: The Clearinghouse for the Office of Handicapped Individuals, which put together the publication, may have a limited number of free copies to distribute to interested individuals.

OFFICE FOR HANDICAPPED INDIVIDUALS

FEDERAL ASSISTANCE

FOR PROGRAMS SERVING
THE HANDICAPPED



DEFINITION OF PROGRAM DESCRIPTION TERMS:

PROGRAM DESCRIPTION	A brief summary of program goals.
USES AND RESTRICTIONS	Uses that can be made of assistance provided and any restriction placed upon the assistance.
TYPES OF ASSISTANCE	Form(s) in which assistance is transmitted from the Federal Government.
FORMULA AND MATCHING GRANTS	FORMULA: Factors prescribed by law or administrative regulation to allocate sums of money among States, their subdivisions, or other entities. MATCHING: Range of financing required from non-Federal sources.
APPLICANT ELIGIBILITY	Those institutions and/or individuals who can apply for assistance.
BENEFICIARY ELIGIBILITY	Those who are potential beneficiaries of the assistance.
APPLICATION PROCEDURE	General necessary steps that an applicant has to follow.
APPROPRIATIONS	For programs involving disbursement of money, amount of funding or estimates thereof, available by fiscal year. For all other programs, salaries and expenses involved in program operation, indicating magnitude of service.
PROGRAM ACCOMPLISHMENTS	Program output, results achieved, services rendered.
ENABLING LEGISLATION	Legal authority upon which the program is based.
INFORMATION CONTACT	Name and address of administering office.

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

OFFICE OF EDUCATION

IMPROVEMENT IN LOCAL EDUCATIONAL PRACTICE

13.571 (A)

PROGRAM DESCRIPTION

To provide assistance to local educational agencies to improve their educational practices.

USES AND USE RESTRICTIONS

Use of funds is defined as follows: expended to provide assistance to local educational agencies for activities that will improve their educational practices, including (1) development and demonstration of activities addressing serious educational problems such as the need for effective programs for children with special needs (e.g. educationally deprived, gifted and talented, and handicapped, children); high rates of children who do not complete secondary school; need of children in non-public schools for improved educational services (2) encouraging development and demonstration of improved means of carrying out programs for educationally deprived children in areas with large concentrations of low-income families; (3) activities to improve achievement of children in basic skills; (4) activities to encourage parental participation; (5) development of diagnostic methods for assessing achievement of children, including those in nonpublic schools; (6) professional development programs for teachers, administrators and other instructional personnel; (7) early childhood and family education programs; (8) expanding education beyond the school building; (9) encouraging innovation and improvement in compensatory education efforts. In fiscal year 1980, 5 per cent, and in fiscal year 1981, 10 per cent of any increase in the funds available over fiscal year 1979 must be used to improve school management and coordinate all resources to improve means of meeting individual needs of every child in the school; 50 per cent of such increase must be used to advance the purposes set out in (1) above. Fifteen per cent must be spent on special programs or projects for the education of children with specific learning disabilities and handicapped children; and expenditures for programs and projects for non-public school children will be equal to expenditures for public school children. JOINT FUNDING: This program is considered suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A-111. For programs that are not identified as suitable for joint funding, the applicant may consult the headquarters or field office of the appropriate funding agency for further information on statutory or other restrictions involved.

TYPES of ASSISTANCE

Formula Grants.

ELIGIBILITY REQUIREMENTS

APPLICANT ELIGIBILITY:

Any State desiring to receive funds from Part C must establish a State Title IV Advisory Council and submit a State Plan designating the State Educational Agency as the sole administrator of the plan. The State Program Plan (submitted not more than once in three years) must provide assurances for non-public participation, provide for State Advisory Council and SEA evaluation of programs and projects, every three years, provide assurances that Federal funds will not be commingled with State funds.

BENEFICIARY ELIGIBILITY:

Beneficiaries include State and local educational agencies; elementary and secondary, public and non-public school children; and elementary and secondary, public and non-public school teachers.

APPLICATION PROCEDURE

(1) Selection of an ESEA Title IV State Advisory Council, and certified to U.S.O.E.; (2) Preparation of ESEA IV Annual Program Plan in accordance with prescribed format; (3) Approval of Plan by U.S. Commissioner of Education.

APPROPRIATIONS

(Grants)

Fiscal Year 1978	\$192,176,588
Fiscal Year 1979	\$197,400,000
Fiscal Year 1980 est.	\$197,400,000

RANGE AND AVERAGE OF FINANCIAL ASSISTANCE:
\$840,537 to \$17,817,526; \$3,749,801.

PROGRAM ACCOMPLISHMENTS

In fiscal year 1978, an estimated 7,800,000 public and private school children in 2,000 local school districts were served by this program. An estimated 8,400,000 children will be served in fiscal year 1979 and 1980.

ENABLING LEGISLATION

Elementary and Secondary Education Act, Title IV, Part C, as amended by Public Law 95-561; 20 U.S.C. 1831.

INFORMATION CONTACT

Dr. Alpheus White
U.S. Office of Education
Bureau of Elementary and Secondary Education
Division of State Educational Assistance Programs
400 Maryland Avenue, SW
ROB-3 Room 3010
Washington, D.C. 20202
202/245-2592

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF HUMAN DEVELOPMENT SERVICES

REHABILITATION SERVICES AND FACILITIES 13.649 (A)
INNOVATION AND EXPANSION

PROGRAM DESCRIPTION

To provide part of the cost of planning, preparing for, and initiating special programs under the State plan in order to expand and improve vocational rehabilitation services for the mentally and physically handicapped.

USES AND USE RESTRICTIONS

Grants are made to states to initiate and expand services to the most severely handicapped or to classes of handicapped individuals who have unusual or difficult problems in connection with their rehabilitation, particularly individuals who are poor and the responsibility for whose treatment, education, and rehabilitation is shared by State vocational rehabilitation agencies. JOINT FUNDING: This program is considered suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A-111. For programs that are not identified as suitable for joint funding, the applicant may consult the headquarters or field office of the appropriate funding agency for further information in statutory or other restrictions involved.

TYPES OF ASSISTANCE

Formula Grants.

ELIGIBILITY REQUIREMENTS

APPLICANT ELIGIBILITY:

Grants may be made to a State and/or local agency, or at the option of the State agency, to a public or nonprofit organization or agency.

BENEFICIARY ELIGIBILITY:

Eligibility is based on the presence of a physical or mental disability which constitutes or results in a substantial handicap to employment, and reasonable expectation that vocational rehabilitation services may benefit the individual in terms of employability.

APPLICATION PROCEDURE

The standard application forms as furnished by the Federal agency and required by OMB Circular No. A-102 must be used for this program. This program is subject to the provisions of OMB Circular No A-110. Applicants should contact their vocational rehabilitation agency.

Vocational rehabilitation agencies submit project proposals to appropriate HEW regional offices. All project activities to be performed must be included in the approved State plan.

APPROPRIATIONS

(Grants)

Fiscal Year 1978	\$17,998,000
Fiscal Year 1979	\$18,000,000
Fiscal Year 1980 est.	\$11,775,000

RANGE AND AVERAGE OF FINANCIAL ASSISTANCE:
\$50,000 to \$1,699,000; \$321,400

PROGRAM ACCOMPLISHMENTS

During fiscal year 1978, 372 projects were funded. During fiscal years 1979 and 1980, 352 and 222 projects respectively will be funded.

ENABLING LEGISLATION

Rehabilitation Act of 1973, Public Law 93-112 as amended by Public Laws 93-516, 94-230, and 95-602; 29 U.S.C. 701.

INFORMATION CONTACT

Allan Claybrook
Director, Division of Resource Management
Rehabilitation Services Administration
Office of Human Development Services
Department of Health, Education, and Welfare
Washington, DC 20201
202/245-0546

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF HUMAN DEVELOPMENT SERVICES

VOCATIONAL REHABILITATION
SERVICES FOR SUPPLEMENTAL SECURITY
INCOME BENEFICIARIES

13.651(A)

PROGRAM DESCRIPTION

To provide necessary rehabilitation services to recipients of Supplemental Security Income (SSI) to enable them to attain or return to gainful employment.

USES AND USE RESTRICTIONS

The funds are to be used to pay for the cost of providing vocational rehabilitation services to selected Supplemental Income Beneficiaries; such services to include the full range of services authorized under the Rehabilitation Act of 1973, as amended.

TYPES OF ASSISTANCE

Formula Grants

ELIGIBILITY REQUIREMENTS

APPLICANT ELIGIBILITY:

State operating under a State Plan approved under Section 110 of the Rehabilitation Act of 1973 as amended. If State agency has no amended State Plan, other public or private agencies, nonprofit organizations, institutions or individuals may be designated by the Secretary.

BENEFICIARY ELIGIBILITY:

Vocational rehabilitation services will be furnished to SSI recipients for whom it is determined that there exists sufficient vocational rehabilitation potential for attainment of our return to gainful employment.

APPLICATION PROCEDURE:

Applications should be submitted to the Commissioner, Rehabilitation Services Administration, or appropriate Regional office. This program is subject to the provisions of OMB Circular No. A-110.

APPROPRIATIONS

(Grants)	
Fiscal Year 1978	\$51,869,000
Fiscal Year 1979	\$54,981,000
Fiscal Year 1980 est.	\$55,000,000

RANGE AND AVERAGE OF FINANCIAL ASSISTANCE:

\$125,000 to \$9,731,307; \$1,078,058

PROGRAM ACCOMPLISHMENTS

An estimated 85,000 disabled recipients in the active caseload with 7,000 estimated to be rehabilitated in fiscal year 1979.

ENABLING LEGISLATION

Social Security Amendments of 1972, Title XVI, Parts A and B, Public Laws 92-603, 93-66, 93-233, 93-368, 94-566, 94-569 and 94-585.

INFORMATION CONTACT

Frederick Sacks, Director
Office of Program Operations
Rehabilitation Services Administration
Office of Human Development Services
Department of Health, Education, and Welfare
Washington, D.C. 20201
202/245-0212

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

COMMUNITY PLANNING AND DEVELOPMENT

COMMUNITY DEVELOPMENT BLOCK GRANTS/
ENTITLEMENT GRANTS

14.218(A)

PROGRAM DESCRIPTION

To develop viable urban communities, including decent housing and a suitable living environment, and expand economic opportunities, principally for persons of low and moderate income.

USES AND USE RESTRICTIONS

Cities may undertake a wide range of activities directed toward neighborhood revitalization, economic development, and provision of improved community facilities and services. (The Block Grant Program consolidates seven former community development-type categorical programs, including Urban Renewal, Model Cities, Neighborhood Facilities, Open Space Land, Historical Preservation, Urban Beautification, the Basic Water and Sewer Facilities Program, Public Facilities Loans, and Rehabilitation Loans.) Some of the specific activities that can be carried out with block grant funds include acquisition of real property, relocation and demolition, rehabilitation of residential and nonresidential structures, and provisions of public facilities and improvements, such as water and sewer facilities, streets, and neighborhood centers. In addition, block grant funds are available to pay for certain public services which are necessary or appropriate to support other block grant activities. Units of local government may contract with other local agencies or nonprofit organizations to carry out part or all of their programs. Generally, communities are restricted from constructing or rehabilitating public facilities for the general conduct of government and certain community-wide facilities, (i.e., stadiums, sports arenas, cultural centers, central libraries, convention centers), and from underwriting the cost of constructing new housing, or of making housing allowance or other income maintenance-type payments. Neighborhood-based nonprofit organizations, local development corporations or Small Business Investment Companies may act as subgrantees to carry out neighborhood revitalization or community economic development projects in furtherance of block grant objectives. Cities have the discretion to design programs and establish priorities for the use of funds, so long as the programs conform to the statutory standards and program regulations. All projects or activities must either principally benefit low and moderate-income persons, aid in the prevention or elimination of slums and blight or meet other community development needs having a particular urgency.

Community Development Block Grants (CDBG) Funds are distributed in lump sums to a locality to be spent according to priorities set by that locality. The priorities developed do not automatically

include provisions for handicapped persons so it is important that the handicapped and organizations representing the handicapped make their needs known to the appropriate officials. CDBG funds may be used for construction of, rehabilitation of and site acquisition for "centers of the handicapped." The funds may also be used for the demolition of existing structures, conversion of existing structures, and barrier removal for "centers for the handicapped." A "center for the handicapped" is defined as ". . . any single or multipurpose facility which seeks to assist persons with physical, mental, developmental, and/or emotional impairments to become more functional members of the community by providing programs or services which may include, but are not limited to, recreation, education, health care, social development, independent living, physical rehabilitation and vocational rehabilitation; but excluding any facility, the primary function of which is, to provide residential care on a 24-hour day basis (such as a group home or halfway house). For example, a sheltered workshop would be a single purpose center for the handicapped, and a facility providing several services for the handicapped would be a multipurpose center for the handicapped, both of which are eligible for assistance.

Removal of Architectural Barriers: Special projects directed to the removal of material and architectural barriers which restrict the mobility and accessibility of elderly or handicapped persons to publicly owned and privately owned buildings, facilities, and improvements including residential and non-residential structures.

Rehabilitation of publicly owned or acquired properties for use or resale in the provision of housing including: a) Permanent housing units, both single family and multifamily, for rental or sale, and b) Residential facilities, including group homes, halfway houses, and emergency shelters.

Acquisition by private entities (profit and non-profit) of privately owned properties for the purpose of rehabilitation or for rehabilitation for use or resale in the provision of housing including: a) Permanent housing units, both single family and multifamily for rental or sale, and b) Residential facilities, including group homes, halfway houses, and emergency shelters.

TYPES OF ASSISTANCE

Formula Grants.

ELIGIBILITY REQUIREMENTS

APPLICANT ELIGIBILITY:

Cities of SMSA's with populations in excess of 50,000, "urban counties," as defined in the Act, and cities with populations of under 50,000 which are central cities in SMSA's are all entitled to receive

amounts of funds determined by a statutory formula. In addition, other localities which received grants under the urban renewal and model cities programs will receive "hold harmless" grants based on their level of prior participation in those programs, but only through fiscal year 1979.

BENEFICIARY ELIGIBILITY:

The primary beneficiaries with grant recipient government units are low and moderate income residents, (generally defined as families with less than 80 percent of the median family income).

APPLICATION PROCEDURE

Every third year, localities submit a Community Development and Housing Plan and a Housing Assistance Plan. Each year localities submit an Annual Community Development Program, an Annual Housing Action Program, and a series of certifications regarding other Federal requirements.

APPROPRIATIONS

Fiscal Year 1978	\$2,634,417,000
Fiscal Year 1979	\$2,672,181,000
Fiscal Year 1980 est.	\$2,753,838,000

RANGE AND AVERAGE OF FINANCIAL ASSISTANCE:
Determined by Formula.

PROGRAM ACCOMPLISHMENTS

As of July 31, 1978, there were 1,304 active entitlement grant programs.

ENABLING LEGISLATION

Title I of the Housing and Community Development Act of 1974, Public Law 93-383 as amended by the Housing and Community Development Act of 1977, Public Law 95-128 and the Housing and Community Development Amendments of 1978; Public Law 95-557; 42 U.S.C. 5301-5317.

INFORMATION CONTACT

Bill Bowman
Community Planning and Development
451 7th Street, S.W.
Washington, D.C. 20410
Telephone: (202) 755-6042

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION

HANDICAPPED-RESEARCH AND DEMONSTRATION

13.443 (B)

PROGRAM DESCRIPTION

To improve the education of handicapped children through research and development projects, and model programs. (Demonstration)

USES AND USE RESTRICTIONS

To support research and related activities including model programs designed to improve the education of handicapped children, including physical education and recreation. JOINT FUNDING: This program is considered suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A-111. For programs that are not identified as suitable for joint funding, the applicant may consult the headquarters or field office of the appropriate funding agency for further information on statutory or other restrictions involved.

TYPES OF ASSISTANCE

Project Grants (Contracts).

ELIGIBILITY REQUIREMENTS

APPLICANT ELIGIBILITY:

State or local educational agencies, public and private institutions of higher learning, and other public or private educational or research agencies and organizations are eligible to participate in the program.

BENEFICIARY ELIGIBILITY:

Handicapped children served by grantees/contractors.

APPLICATION PROCEDURE

Applications if hand carried should be delivered to: U.S.OE. Application Control Center, Room 5673, ROB No. 3, 7th & D Sts., S.W. Washington, DC Mailing address: U.S.OE. Application Control Center, 400 Maryland Ave., S.W., Washington, D.C. 20202. Applications are reviewed by field readers. Their recommendations are the basis for approval or disapproval by the Commissioner of Education. This program is subject to the provisions of OMB Circular No. A-110.

APPROPRIATIONS

(Grants and contracts)
 Fiscal Year 1978 est. \$19,652,939
 Fiscal Year 1979 est. \$20,000,000
 Fiscal Year 1980 est. \$20,000,000

RANGE AND AVERAGE OF FINANCIAL ASSISTANCE:
 \$4,000 to \$300,000; \$105,000.

PROGRAM ACCOMPLISHMENTS

173 projects were supported in 1978. An estimated 170 projects will be funded in 1979.

ENABLING LEGISLATION

Education of the Handicapped Act, Title VI, Part E; Public Law 91-230 as amended by Public Law 95-49; 20 U.S.C. 1441.

INFORMATION CONTACTS

For Research:
 Dr. Max Mueller
 Chief, Research Projects Branch
 Division of Innovation and Development
 Bureau of Education for the Handicapped
 Office of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202
 202/245-2275

For Model Programs:
 Ed Sontag
 Program Development Branch
 Division of Innovation and Development
 Bureau of Education for the Handicapped
 Office of Education
 400 Maryland Avenue, S.W.
 Washington, D.C. 20202
 202/245-9722

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION

VOCATIONAL EDUCATION-PROGRAM
IMPROVEMENT PROJECTS

13.498 (B)

PROGRAM DESCRIPTION

To provide support for (1) a National Center for Research in Vocational Education and (2) projects for research, curriculum development, and demonstration in vocational education.

USES AND USE RESTRICTIONS

Grants may only be awarded if the applicant can demonstrate a reasonable probability that such a grant will result in improved teaching techniques or curriculum materials will be used in a substantial number of classrooms or other learning situations within 5 years after the termination date of such grants. Awards may only be made for projects that fit within the definition of vocational education. JOINT FUNDING: This program is considered suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A-111. For programs that are not identified as suitable for joint funding, the applicant may consult the headquarters or field office of the appropriate funding agency for further information on statutory or other restrictions involved.

TYPES OF ASSISTANCE

Project Grants (Contracts).

ELIGIBILITY REQUIREMENTS

APPLICANT ELIGIBILITY:

Public organizations, institutions, and agencies; nonprofit and profit-making organizations, institutions, and agencies; and individuals. Profit-making private organizations, institutions, and agencies, and individuals are eligible for contracts only. Eligible applicants for the National Center for Research in Vocational Education include nonprofit agencies only.

BENEFICIARY ELIGIBILITY:

Broad field of vocational education:

APPLICATION PROCEDURE

The application or proposal must be prepared in accordance with program announcements. This program is subject to the provisions of OMB Circular No. A-110.

APPROPRIATIONS

(Grants and contracts)	
Fiscal Year 1978	\$18,324,180
Fiscal Year 1979	\$ 1,633,000
Fiscal Year 1980 est.	\$ 5,236,000

RANGE AND AVERAGE OF FINANCIAL ASSISTANCE:
\$8,000 to \$4,500,000; \$226,000.

PROGRAM ACCOMPLISHMENTS

In fiscal year 1978, the Commissioner awarded 15 procurement contracts to improve access to vocational education for the disadvantaged, the handicapped and women; to study how resources in vocational education can best be used; and to provide for the development of instructional materials. These projects were selected from 230 proposals submitted. A contract was also awarded to establish a National Center for Research in Vocational Education for a five year period. Continuation funding was provided for 59 multi-year grants awarded in previous years. No new grant applications were solicited.

ENABLING LEGISLATION

Vocational Education Act of 1963, Title I, Part B, Subpart 2, Section 171, as amended by the Education Amendments of 1976, Public Law 94-482, Title II; 20 U.S.C. 2401; 90 Stat. 2201.

INFORMATION CONTACT

Howard Hjelm, Director
Division of Research and Demonstration
Bureau of Occupational and Adult Education
Office of Education
Washington, D.C. 20202
202/245-9634

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION

HANDICAPPED INNOVATIVE PROGRAMS -
PROGRAMS FOR SEVERELY HANDICAPPED CHILDREN 13.568 (B)

PROGRAM DESCRIPTION

To improve and expand innovative educational/training services for severely handicapped children and youth; and improve the general acceptance of such people by the general public, professionals, and possible employers.

USES AND USE RESTRICTIONS

Contracts must be designed to provide innovative approaches to education/training, services to severely handicapped children and youth in deinstitutionalized and/or integrated settings, in-service training of staff, and dissemination of materials and information. Research and teacher preparation are outside of program intent, except to the extent necessary for support of an approvable program. Evidence of coordination of project with agencies serving the same population must be provided including the indication of consonance of the project with State planning for handicapped children. JOINT FUNDING: This program is considered suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A-111. For programs that are not identified as suitable for joint funding, the applicant may consult the headquarters or field office of the appropriate funding agency for further information on statutory or other restrictions involved.

TYPES OF ASSISTANCE

Project Grants (Contracts).

ELIGIBILITY REQUIREMENTS

APPLICANT ELIGIBILITY:

Public and non-profit private agencies, organizations, or institutions, including State departments of special education, intermediate or local educational agencies, institutions of higher learning, professional organizations and volunteer associations.

BENEFICIARY ELIGIBILITY:

Severely handicapped children and youth receiving basic educational services but who require special education/training and related services in order to effectuate their development in least restrictive environments.

APPLICATION PROCEDURE

Request for proposals will be announced in the "Commerce Business Daily," with additional memos directed to those individuals and agen-

cies known to have interest in the provision of services to severely handicapped children. Copies of the project work statement will then be mailed to those who so request. This program is subject to the provisions of OMB Circular A-110.

APPROPRIATIONS

(Grants and Contracts)

Fiscal year 1978	\$4,846,000
Fiscal year 1979	\$5,000,000
Fiscal year 1980 est.	\$5,000,000

RANGE AND AVERAGE OF FINANCIAL ASSISTANCE:
\$54,680 to \$189,900; \$121,950.

PROGRAM ACCOMPLISHMENTS

In fiscal year 1979, direct educational services will be provided to 1,988 severely handicapped children and youth in a variety of educational settings -- residential to day center. Indirect services will be provided to approximately 1,260 severely handicapped children and 930 professionals through outreach effort of validated programs. Additional in-service training will be provided to 430 professionals and 900 non-professionals. A National Topical Conference for Parental Involvement for such children was planned (to be held during fiscal year 1980) to strengthen input of parents in the educational planning for their children. In fiscal year 1980, it is anticipated that approximately 37 programs will be funded to direct attention to the severely handicapped population, ages 6-21. The primary focus for fiscal year 1980 will be to implement educational models designed to provide innovative approaches to educational/training practices to severely handicapped children/youth in deinstitutionalized and/or integrated settings. Additionally, a special thrust will be in model, innovative educational services to autistic children/youth. The estimated total number of students to be served will be approximately 2,000 receiving direct services and 600 receiving indirect services. The new personnel-professional and paraprofessional to receive training will total approximately 150. A series of conferences are being planned to develop new approaches in curriculum and pre-vocational training.

ENABLING LEGISLATION

Education of the Handicapped Act, Title VI, Part C, Section 624;
Public Law 91-230; 20 U.S.C. 1424.

INFORMATION CONTACT

Paul Thompson, Program Officer
Projects for Severely Handicapped Children and Youth
Special Needs Section
Bureau of Education for the Handicapped
400 Maryland Ave., S.W. (Donohoe, Room 3135)
Washington, D.C. 20202 (Telephone:
202/472-2535)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF HUMAN DEVELOPMENT SERVICES

REHABILITATION SERVICES AND FACILITIES
SPECIAL PROJECTS

13.626 (B)

(REHABILITATION SERVICES PROJECTS)

PROGRAM DESCRIPTION

To provide funds to State vocational rehabilitation agencies and public or nonprofit organizations for projects and demonstrations which hold promise of expanding and otherwise improving services for the mentally and physically handicapped over and above those provided by the Basic Support Program administered by states.

USES AND USE RESTRICTIONS

Client assistance, projects with industry, training services, facilities improvement, technical assistance severely disabled, and migrant workers: Grants must substantially contribute to solution of vocational rehabilitation problems common to the total physically and mentally handicapped population. For example: Projects to prepare handicapped individuals for gainful employment in the competitive labor market; payment to cover cost of planning, preparing, and initiating services for the handicapped; Facility improvement: funds may be used to analyze, improve, and increase professional services staff. JOINT FUNDING: For programs that are not identified as suitable for joint funding, applicant may consult the headquarters or field office of the appropriate funding agency for further information on statutory or other restrictions involved.

TYPES OF ASSISTANCE

Project Grants (Contracts).

ELIGIBILITY REQUIREMENTS

APPLICANT ELIGIBILITY:

Projects with industry-employers and other organizations, and all other public or private nonprofit institutions or organizations. Grants cannot be made directly to individuals. Client assistance projects and migrant farm worker projects are funded by grants to state rehabilitation agencies only.

BENEFICIARY ELIGIBILITY:

Physically, mentally, or emotionally handicapped persons, with emphasis on those with the most severe disabilities.

APPLICATION PROCEDURE

State vocational rehabilitation agency approved applications should be submitted to the Office of Human Development Regional Office for project grants or, in certain cases to: Director, Division of Grants and Contracts, Office of Human Development, Department of Health Education and Welfare, Room 1427, 330 C Street, S.W., Washington, D.C. 20201. This program is subject to the provisions of OMB Circular No. A-110 and A-102.

APPROPRIATIONS

(Grants)

Fiscal year 1978	\$30,192,000
Fiscal year 1979	\$32,028,000
Fiscal year 1980	\$26,860,000

RANGE AND AVERAGE OF FINANCIAL ASSISTANCE:
Variable.

PROGRAM ACCOMPLISHMENTS

Rehabilitation services projects because they support basic State grant programs are essential to the overall program accomplishment of the rehabilitation services and facilities programs. In fiscal year 1978, 1,843,000 persons received services, and 294,393 were rehabilitated. Estimates for fiscal year 1978 indicate that 1,867,000 persons will receive services and approximately 299,000 persons will be rehabilitated. In addition, the rehabilitation services projects are being directed toward rehabilitation of the severely handicapped and the disabled public. It is estimated that 1,744,000 persons will receive services in fiscal year 1980, and it is estimated that 309,000 persons will be rehabilitated in fiscal year 1980.

ENABLING LEGISLATION

Rehabilitation Act of 1973, Public Law 93-112, Sections 112, 120, 301(b)(c), 302(b)(c), 304(b)(2), 304(b)(3), 304(c)(d), 304(e), 305, Public Law 94-230 (1976); 29 U.S.C. 701.

INFORMATION CONTACT

Thomas Skelley
Director, Division of Innovation Programs
Rehabilitation Services Administration
Office of Human Development Services
Department of Health, Education, and Welfare
Washington, D.C. 20201
202/245-0073

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF HUMAN DEVELOPMENT SERVICES

REHABILITATION RESEARCH AND DEMONSTRATIONS 13.627 (B,P)

(REHABILITATION RESEARCH)

PROGRAM DESCRIPTION

To discover, test, demonstrate, and promote utilization of information on new concepts and devices which will provide rehabilitation services to handicapped individuals.

USES AND USE RESTRICTIONS

Grants and contracts are awarded for innovative research and demonstrations of regional and national significance that are responsive to Rehabilitation Services Administration (RSA) program priorities. All applications must meet standard of excellence in research or evaluation design. JOINT FUNDING: This program is considered suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A-111. For programs that are not identified as suitable for joint funding, the applicant may consult the headquarters or field office of the appropriate funding agency for further information on statutory or other restrictions involved.

TYPES OF ASSISTANCE

Project Grants; Research Contracts.

ELIGIBILITY REQUIREMENTS

APPLICANT ELIGIBILITY:

Grants and contracts may be made to states and nonprofit organizations. Grants cannot be made directly to individuals. Contracts may be made to profit-making organizations.

BENEFICIARY ELIGIBILITY:

The mentally and physically handicapped.

APPLICATION PROCEDURE

Application forms are submitted to Director, Division of Grants and Contracts Management, RSA, HEW, Room 1427, 330 C Street, S.W., Washington, D.C. 20201. This program is subject to the provisions of OMB Circular No. A-110, and A-102. (Upon implementation of the National Institute of Handicapped Research, changes in application procedures will be published.)

APPROPRIATIONS

(Grants and Research Contracts)
 Fiscal year 1978 \$31,751,000
 Fiscal year 1979 \$31,500,000
 Fiscal year 1980 est. \$27,500,000

RANGE AND AVERAGE OF FINANCIAL ASSISTANCE:

Grants and contracts range from \$10,000 to \$1,500,000. Individual project grants average about \$75,000 a year. However, these figures vary with type of program.

PROGRAM ACCOMPLISHMENTS

In fiscal year 1979, approximately 106 projects will be supported.

ENABLING LEGISLATION

Rehabilitation Act of 1973, Section 202 of Public Law 93-112; Public Law 94-230 (1976); 29 U.S.C. 701.

INFORMATION CONTACT

John A. Lavon
 Director, Office of Program Development
 Rehabilitation Services Administration
 Office of Human Development Services
 Department of Health, Education, and Welfare
 330 C Street, S.W.
 Washington, D.C. 20201
 202/245-0565

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF HUMAN DEVELOPMENT SERVICES

REHABILITATION TRAINING

13.629 (B)

PROGRAM DESCRIPTION

To support projects to increase the numbers of personnel trained in providing vocational rehabilitation services to handicapped individuals.

USES AND USE RESTRICTIONS

Training grants are provided only in fields directly related to the vocational rehabilitation of the physically and mentally disabled, such as Rehabilitation Counseling, Rehabilitation Medicine, Physical and Occupational Therapy, Prosthetics-Orthotics, Speech Pathology and Audiology, Rehabilitation of the Blind and the Deaf. JOINT FUNDING: For programs that are not identified as suitable for joint funding, the applicant may consult the headquarters or field office of the appropriate funding agency for further information on statutory or other restrictions involved.

TYPES OF ASSISTANCE

Project Grants (Contracts).

ELIGIBILITY REQUIREMENTS

APPLICANT ELIGIBILITY:

State vocational rehabilitation agencies, and other public or nonprofit agencies and organizations, including institutions of higher education.

BENEFICIARY ELIGIBILITY:

Individuals preparing for employment in the rehabilitation of the physically and mentally disabled.

APPLICATION PROCEDURE

Application is made to appropriate Regional Office (listed in appendix), or in the case of projects of unusual National scope, to Director, Division of Grants and Contracts Management, Office of Human Development Services, Room 1427, 330 C Street, S.W., Washington, D.C. 20201. This program is subject to the provisions of OMB Circular No. A-110, and A-102.

APPROPRIATIONS

(Grants and Research Contracts)

Fiscal year 1978	\$30,415,000
Fiscal year 1979	\$30,500,000
Fiscal year 1980 est.	\$25,000,000

RANGE AND AVERAGE OF FINANCIAL ASSISTANCE:
\$5,000 to \$200,000; \$20,000.

PROGRAM ACCOMPLISHMENTS

Approximately 9,250 persons were assisted under the program during the 1977-1978 academic year.

ENABLING LEGISLATION

Rehabilitation Act of 1973, Sections 12 and 304, Public Law 93-112, Public Law 94-230; Public Law 95-602; 29 U.S.C. 701.

INFORMATION CONTACT

Harold Shay, Director
Division of Manpower Development
Rehabilitation Services Administration
Office of Human Development Services
Department of Health, Education, and Welfare
Washington, D.C. 20201
202/245-0079

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

NATIONAL INSTITUTE OF EDUCATION

EDUCATIONAL RESEARCH AND DEVELOPMENT

13.950(B,P)

PROGRAM DESCRIPTION

To improve education in the United States, so that every person is provided an equal opportunity to receive an education of high quality, regardless of race, color, religion, sex, age, national origin or social class through concentrating the resources of the Institute on priority research and development need relating to: helping solve or alleviate the problems of, and achieve the objectives of American education; advancing the practice of education as an art, science, and profession; strengthening the scientific and technological foundations of education; and building an effective educational research and development system. The Congress has identified the following priority research and development needs on which the Institute's contracts and grants are mostly focussed: 1) improvement in student achievement in the basic educational skills, including reading and mathematics; 2) overcoming problems of finance, productivity and management in educational institutions; 3) improving the ability of schools to meet their responsibilities to provide equal educational opportunities for students of limited English-speaking ability, women, and students who are socially, economically, or educationally disadvantaged; 4) preparation of youth and adults for entering and progressing in careers; 5) improved dissemination of the results of, and knowledge gained from educational research and development, including assistance to educational agencies and institutions in the application of such results and knowledge.

USES AND USE RESTRICTIONS

Grants and contracts will be awarded to support the conduct of educational research and development and the dissemination, utilization, and evaluation of the findings of educational research; capacity building for educational research and development; and research and development implementation programs. "Educational research" includes basic and applied research, planning, surveys, assessments, investigations, experiments, and demonstrations in the field of education (including career education and dissemination). JOINT FUNDING: This program is considered suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A-111. For programs that are not identified as suitable for joint funding, the applicant may consult the headquarters or field office of the appropriate funding agency for further information on statutory or other restrictions involved.

TYPES OF ASSISTANCE

Project Grants; Research Contracts

ELIGIBILITY REQUIREMENTS

APPLICANT ELIGIBILITY:

Public and private, profit and nonprofit organizations, institutions, agencies, and individuals, including state educational agencies, local education agencies and international organizations or agencies.

BENEFICIARY ELIGIBILITY:

Same as Applicant Eligibility.

APPLICATION PROCEDURE

Information on guidelines, forms, and deadline dates on solicitations for contract awards is available from the Contracts and Grants Management Division, NIE, Washington, DC 20208, Telephone: (202) 254-5080, and on grants competitions for project awards, from the Public Affairs Office, NIE, Washington, DC 20208, Telephone: (202) 254-6140. Announcements for Requests for Proposals are published in the Commerce Business Daily and notices of closing dates for receipt of applications under grants competitions are published in the Federal Register. Programs are subject to the provisions of OMB Circular No. A-110.

APPROPRIATIONS

(Grants and contracts)	
Fiscal Year 1978	\$90,200,000
Fiscal Year 1979	\$96,774,000
Fiscal Year 1980 est.	\$98,285,000

RANGE AND AVERAGE OF FINANCIAL ASSISTANCE

(Grants) \$1,500 to \$3,000,000. (Contracts) \$2,500 to \$2,000,000. FY 78 new awards and continuations: Over 440 grants and contracts in the amount of \$76,367,000 with 37 awards for unsolicited proposals in the amount of \$2,500,000.

PROGRAM ACCOMPLISHMENTS

In fiscal years 1978, 1979, and 1980 the Institute's activities included and will include: continuing studies of the educational R&D system and its components; continuing and expanding a major program designed to increase participation of women and minorities in educational research and development; continuing the assessment of utilization of R&D products by local schools; maintaining and improving the ERIC (Education Resources Information Center) system; assisting 39 states in developing comprehensive dissemination programs; continuing to support the Research and Development Exchange operated by a consortium of regional researchers, developers, and schools; established a national center for studies on reading problems and reading instruction; initiating research in student achievement and testing to include development of tests that are suitable for students from a variety of culture backgrounds; a national clearinghouse to improve public understanding and use of tests; fundamental research on student achievement in basic skill areas; targeted studies of the learning experience of disadvantaged students; and field studies to identify

especially schools; established an Institute for Research on Teaching; initiating research to study identification of effective teaching practices; teachers' professional development and improving the working environment of teachers; and pre-service training, selection and tenure of teachers; established a clearinghouse of information on bilingual education and a center on bilingual education; made 33 awards under the Educational Equity Research Grants Competition in the areas of Educational Equity Theories; Multicultural-Bilingual Education; Desegregation Studies; and Barriers to Women's Educational Equity; initiating a study of student characteristics and school services for students who are limited English-speaking; developed two catalogs of bilingual curriculum materials for teachers and school administrators; continuing research adapting the Experience-Based Career Education Project to special target populations; the handicapped, bilingual, multicultural and gifted students; distributed counseling and decision-making materials prepared for secondary school students for use by over 500,000 secondary school students; published the Occupational Exploration Program for junior high school students and demonstrated it in 40 school districts around the nation; initiated research studies in the areas of adolescent development; the specific problems of organizing the instructional program in high schools; and transitions from high school to work and to higher education; development, testing, and evaluation of a TV career awareness program for grades 4 through 6; assisting State legislatures improve education finance laws; continued support of a Teacher's Center Exchange to help existing teachers' centers share information.

ENABLING LEGISLATION

Section 405 of the General Education Provisions Act as amended by the Education Amendments of 1976, Public Law 94-482; 20 U.S.C. 1221e.

INFORMATION CONTACT

National Institute of Education
1200 19th Street, N.W.
Washington, D. C. 20208
202/254-6140
Contact: Olive Covington, Public Affairs Office

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

HOUSING-FEDERAL HOUSING COMMISSIONER

LOWER-INCOME HOUSING ASSISTANCE PROGRAM

14.156 (B)

(SECTION 8-HOUSING ASSISTANCE PAYMENTS PROGRAM FOR
LOWER INCOME FAMILIES)

PROGRAM DESCRIPTION

To aid lower-income families in obtaining decent, safe and sanitary housing in private accommodations, and to promote economically mixed existing, newly constructed, and substantially rehabilitated housing.

USES AND USE RESTRICTIONS

Provides housing assistance payments to participating private owners and Public Housing Agencies to provide decent, safe and sanitary housing for lower and very low-income families at rents they can afford. Housing assistance payments are used to make up the difference between the maximum approved rent due to the owner for the dwelling unit which is reasonable in relation to comparable market units and the occupant family's required contribution towards rent. Assisted families are required to contribute not less than 15, nor more than 25 percent of their adjusted family income toward rent.

TYPES OF ASSISTANCE

Direct Payments for Specified Use.

ELIGIBILITY REQUIREMENTS

APPLICANT ELIGIBILITY:

Any private owner, profit-motivated and non-profit, cooperative, or an authorized public housing agency (any State, county, municipality or other governmental entity or public body, or agency or instrumentality thereof, which is authorized to engage in or assist in the development of operation of housing for low-income families).

BENEFICIARY ELIGIBILITY:

Very low-income families (whose income does not exceed 50 percent of the median income for the area as determined by the Secretary with adjustments for smaller and larger families); lower income families (whose income does not exceed 80 per cent of the median income for the area adjusted for family size). A very low income or lower income single person who is elderly, disabled or handicapped, displaced, or the remaining member of an eligible tenant family is also eligible. At least 30 percent of the families assisted should be very low income families with gross incomes not in excess of 50 percent of area median income.

APPLICATION PROCEDURE

Submission of Application for Housing Assistance Payments Program (Form HUD-52515), Existing Housing; Submission of Application for Housing Assistance Payments Program (Form HUD-52515A), Moderate Rehabilitation; Submission for Assignment of Portion of Set-Aside to Specific Project, Housing Finance or Development Agencies (Form HUD-52516); and submission of Preliminary Proposals in response to a HUD "Notification of Fund Availability" or other invitation for newly constructed and/or substantially rehabilitated units.

APPROPRIATIONS

(Grants)

Fiscal year 1978	\$21,100,424,000
Fiscal year 1979	\$25,367,704,000
Fiscal year 1980 est.	\$20,045,328,000

RANGE AND AVERAGE OF FINANCIAL ASSISTANCE:

Amount necessary to lease units and cover related management and maintenance and operating expenses including utilities, not to exceed HUD approved reasonable rents for newly constructed or existing comparable units, offering equivalent accommodations, utilities and services, for the housing area in which the units will be located.

PROGRAM ACCOMPLISHMENTS

By the end of fiscal year 1978, a total of 666,603 units were receiving subsidies under this program.

ENABLING LEGISLATION

Housing Act of 1937, Public Law 75-412; 42 U.S.C. 1401-1435, as amended by the Housing and Community Act of 1974, Public Law 93-383; 88 Stat. 662, 42 U.S.C. 1437f. The Supplemental Housing Authorization Act of 1977, Public Law 95-24; 91 Stat. 53; and the Housing and Community Development Act of 1977, Public Law 95-128; 91 Stat. 1111; Housing and Community Development Amendments of 1978, Public Law 95-557; 92 Stat. 2080.

INFORMATION CONTACT

Office of Public Housing & Indian Programs, Housing
Department of Housing and Urban Development
Washington, D.C. 20410
202/755-6522

DEPARTMENT OF LABOR

EMPLOYMENT AND TRAINING ADMINISTRATION

EMPLOYMENT AND TRAINING RESEARCH AND DEVELOPMENT PROJECTS 17.233 (B)

PROGRAM DESCRIPTION

To support employment and training studies needed to develop policy and programs for achieving the fullest utilization of the Nation's human resources; to develop, through actual project operation, new ideas and improved techniques, and to demonstrate the effectiveness of specialized methods in meeting the employment, and training problems of worker groups particularly difficult to employ; and to conduct R & D addressing the employment implications of long-term social and economic trends and forces.

USES AND USE RESTRICTIONS

(1) Research projects are for the purpose of development of employment and training knowledge with special emphasis on generalized policy and program applications. Studies may be limited to special areas only where they can be shown to provide a basis for generalized conclusions or to have application over a wide area. (2) Although service is not the primary function of experimental and demonstration projects, the demonstration population participating in them receives services specific to the project design. Projects focus on distinctive training or employment problems which are not being met effectively by established employment and training service programs and seek to determine how to meet such problems through new techniques. Funds can be used to finance all operating costs required by specified project designs (such as administrative costs, training, counseling, recruiting, job development, and placement). (3) Experimental and demonstration funds are concentrated on developing new techniques which might significantly guide overall policy and programming. They are not available to extend methods developed in some areas or occupation (even though such projects might have distinctive elements and be useful for the particular area) or to make up for what essentially are inadequacies in the level of resources available for manpower programs. Research and development projects facilitating the implementation of CETA State and local employment and training program operations are encouraged. Such projects should be of general applicability. JOINT FUNDING: This program is considered particularly suitable (eligible) for joint funding with other closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A-111. For programs that are not identified as particularly suitable or eligible for joint funding, applicant may consult the headquarters or field office of the appropriate funding agency for further information on statutory or other restrictions involved.

TYPES OF ASSISTANCE

Project Grants (Contracts).

ELIGIBILITY REQUIREMENTS

APPLICANT ELIGIBILITY:

State colleges and universities, public, private, junior and community colleges, State and local government organizations including U.S. Territories, and other organizations and individuals capable of fulfilling the objectives of the programs. There are no formal guidelines or conditions performers must meet other than that they have demonstrated financial responsibility and competence to fulfill the terms of the contract or grant.

BENEFICIARY ELIGIBILITY:

In the case of research projects beneficiary eligibility is same as applicant eligibility. With respect to experimental and demonstration projects, eligibility is determined by the specific design of each project; this is a function of the objectives of the project and the characteristics of the target group. Costs will be determined in accordance with FMC 73-8 for educational institutions.

APPLICATION PROCEDURE

(1) Research Projects -- made in the form of a proposal that complies with specific guidelines obtainable from the Employment and Training Administration Office of Research and Development. (2) Experimental and Demonstration projects -- preliminary proposals or full formal proposals may be submitted directly to headquarters office. No specific format required. For some types of projects, Research, Demonstration, and Experimentation requests for procurement may be issued; these specify application procedures for the particular project. This program is subject to the provisions of OMB Circular No. A-110.

APPROPRIATIONS

(Grants)

Fiscal Year 1978	\$12,763,000
Fiscal Year 1979 est.	\$14,300,000
Fiscal Year 1980 est.	\$14,300,000

RANGE AND AVERAGE OF FINANCIAL ASSISTANCE:

\$1,000 to \$1,000,000; \$175,000. Research projects average somewhat less than experimental and demonstration projects.

PROGRAM ACCOMPLISHMENTS

In fiscal year 1978, approximately 125 new R&D or major modifications of existing projects were initiated. In fiscal year 1979, approximately 100 refunding and new R&D projects will be funded. Program activities estimated for fiscal year 1980, project 100 new and continuing undertakings.

ENABLING LEGISLATION

Title III of the Comprehensive Employment and Training Act of 1973 as amended by Public Law 95-524, 92 Stat. 1909, 29 U.S.C. 801 notes. Part C, Title IV of the Social Security Act, as amended.

INFORMATION CONTACT

Director, Office of Research and Development
Employment and Training Administration
Department of Labor
Washington, D.C. 20213
202/376-7335
Contact: Robert Manifold
202/376-7255

DEPARTMENT OF LABOR
EMPLOYMENT AND TRAINING ADMINISTRATION

SPECIAL PROGRAMS AND ACTIVITIES
FOR THE DISADVANTAGED

17.243(B)

PROGRAM DESCRIPTION

To provide, foster, and promote training and other employment related services to groups with particular disadvantages in the labor market. To promote and foster new or improved linkages between the network of Federal, State, and local employment and training agencies and components of the private sector. To carry out other special Federal responsibilities under CETA.

USES AND USE RESTRICTIONS

Funds may be used to provide or arrange for job training, related services, and job opportunities for members of groups with particular disadvantages in the general labor market or in certain segments of the labor market. These groups may include displaced homemakers, offenders, persons with limited English-speaking ability, handicapped persons, young people, single parents, older persons, women, minorities, welfare clients, persons lacking educational credentials, and persons dislocated from their jobs as a result of plant closings, natural disasters, and like circumstances. Project grants may also be made for a wide variety of promotional, developmental, and research-related activities associated with special Federal responsibilities under CETA.

TYPES OF ASSISTANCE

Project Grants.

ELIGIBILITY REQUIREMENTS

APPLICANT ELIGIBILITY:

State and local governments, Federal agencies, private nonprofit and profit-making organizations, educational institutions, and Native American entities qualifying for assistance under Section 302 of CETA. NOTE: Applicant eligibility may be restricted to one or more applicant classes under particular announcements and solicitations.

BENEFICIARY ELIGIBILITY:

Generally limited to the economically disadvantaged, normally with further targeting by sex, age group, race, and/or other demographic criteria.

APPLICATION PROCEDURE

Solicited Proposals and Applications - Instructions regarding application procedures will be furnished in the solicitation; Unsolicited Proposals - Applicants should follow instructions furnished by ETA in response to the unsolicited preapplication. This program is subject to the provisions of OMB Circular No. A-110.

APPROPRIATIONS

(Grants)	
Fiscal Year 1978	\$221,775,000
Fiscal Year 1979 est.	\$195,800,000
Fiscal Year 1980 est.	\$162,740,000

RANGE AND AVERAGE OF FINANCIAL ASSISTANCE:
\$70,000 to \$16,000,000; \$500,000.

PROGRAM ACCOMPLISHMENTS

Complete information is not available on all of the various project categories funded from this account. However, some of the major accomplishments include the following: Targeted Outreach projects placed 14,000 minority and women trainees into skilled jobs in fiscal year 1978. The same number of placements is projected for fiscal year 1979; National OJT projects trained 22,000 persons in fiscal year 1979. CETA Older Workers projects provided community service jobs for 4,200 older persons in fiscal year and a slightly smaller number is projected for fiscal year 1979.

ENABLING LEGISLATION:

Comprehensive Employment and Training Act of 1973, Title III, Section 301, Part A, as amended by Public Law 95-524, 92 Stat. 1909, 29 U.S.C. 801 note.

INFORMATION CONTACT:

Administrator
Office of National Programs
Employment and Training Administration
Department of Labor
601 D St., N.W.
Washington, D.C. 20213
202/376-6225, Harold Rieve

ACTION

MINI-GRANT PROGRAM

72.010 (B)

PROGRAM DESCRIPTION

To provide small amounts of money (not to exceed \$5,000 per grant), to local public and private nonprofit organizations for the purpose of mobilizing relatively large numbers of part-time, uncompensated volunteers to work on human, social and environmental need, particularly those related to poverty. This could include handicapped individuals who would work on human, social and environmental needs of and for other handicapped individuals.

USES AND USE RESTRICTIONS

Awards shall not exceed \$5,000. Grants in excess of \$2,000 must be accompanied by a dollar-for-dollar match of non-Federal funds for each dollar over \$2,000. Eligibility is restricted to public, and private nonprofit organizations. JOINT FUNDING: This program is considered suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A-111. For programs that are not identified as suitable for joint funding, the applicant may consult the headquarters or field office of the appropriate funding agency for further information on statutory or other restrictions involved.

TYPES OF ASSISTANCE

Project Grants.

ELIGIBILITY REQUIREMENTS

APPLICANT ELIGIBILITY:

Restricted to State and local government, public or private nonprofit organizations.

BENEFICIARY ELIGIBILITY:

Communities having human, social and environmental problems, particularly those related to poverty.

APPLICATION PROCEDURE

Prospective sponsors apply through the ACTION State Offices. This program is subject to the provisions of OMB Circular No. A-110.

APPROPRIATIONS

Fiscal Year 1978	\$ 225,000
Fiscal Year 1979 est.	\$1,700,000
Fiscal Year 1980 est.	\$1,700,000

RANGE AND AVERAGE OF FINANCIAL ASSISTANCE:
\$800 to \$5,000; \$3,500.

PROGRAM ACCOMPLISHMENTS

During fiscal year 1978, 55 Mini-Grants were awarded and thousands of volunteers were mobilized.

ENABLING LEGISLATION

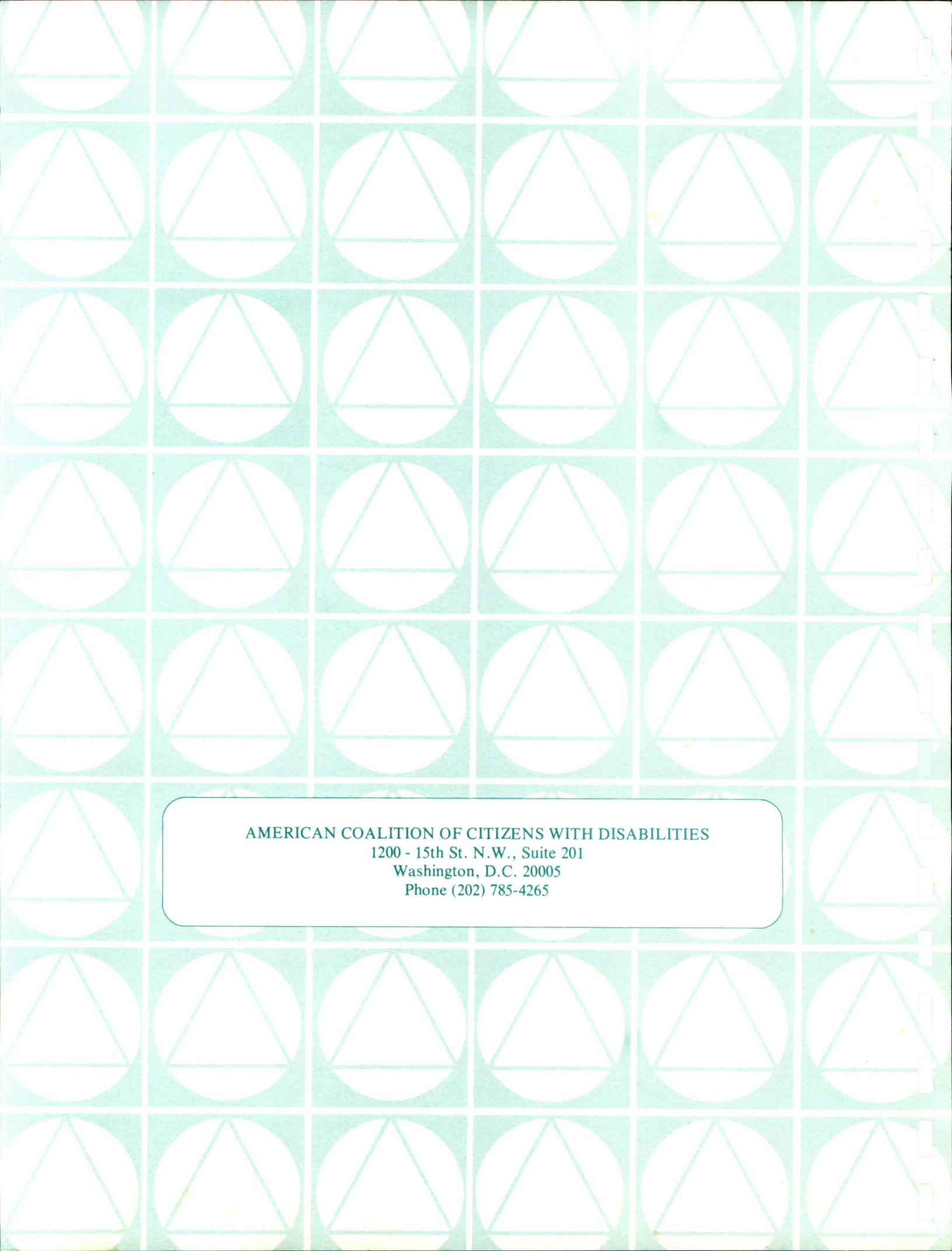
Title I, Part C, Section 122(a) of the Domestic Volunteer Service Act of 1973; Public Law 93-113.

INFORMATION CONTACT

Director,
Office of Voluntary Citizen Participation
Suite 907

ACTION

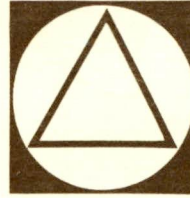
ATT: Barbara Sugarman
806 Connecticut Ave., NW
Washington, D.C. 20525
202/254-7262



AMERICAN COALITION OF CITIZENS WITH DISABILITIES
1200 - 15th St. N.W., Suite 201
Washington, D.C. 20005
Phone (202) 785-4265

1200 15th Street, N.W.
Suite 201
Washington, D.C. 20005

(202) 785-4265



American Coalition of Citizens with Disabilities Inc.

OFFICERS AND MEMBERS BOARD OF DIRECTORS

Terrence J. O'Rourke
President

Phyllis Rubenfeld
First Vice President

Judy Heumann
Second Vice President

Reese Robrahn
Secretary

Ann Ford
Treasurer

Joyce Jackson

Deborah Kaplan

Durward McDaniel

Al Pimentel

Pat Pound

Charles Sabatier

Julius A. Shaw

Vivienne Thomson

Joseph Veisz

Frank G. Bowe, Ph.D.
Director

August 21, 1980

RECEIVED AUG 25 1980

Mr. Lex Frieden
Independent Living Research
Utilization
Institute of Rehabilitation and Research
1333 Moursund
Houston, TX 77030

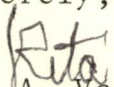
Dear Lex:

First, I want to thank you and Lauri Gerken for serving as presenters at our conference on COMPREHENSIVE SERVICES -- TRENDS AND COUNTER-TRENDS. I know that you served not just as speakers, but as staffers as well, and contributed greatly to the success of the conference.

I was sincerely looking forward to joining you for the IWRP Training Seminar in Houston, September 9-11, 1980. Unfortunately, the workload here has escalated as we move toward the end of the current project year, as well as to the end of my three-year R&D project. All of us find we have a lot to do and a lot to think about as we attempt to draw conclusions about our work.

Again, thank you for being part of ACCD's first national rehabilitation workshop.

Sincerely,

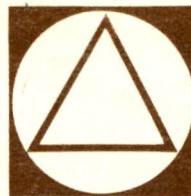

Rita A. Varela,
Director,
Special Projects Office

RAV:mg

cc: Frank Bowe
Laurie Gerken

1200 15th Street, N.W.
Suite 201
Washington, D.C. 20005

(202) 785-4265



American Coalition of Citizens with Disabilities Inc.

OFFICERS AND MEMBERS BOARD OF DIRECTORS

Terrence J. O'Rourke
President

Phyllis Rubenfeld
First Vice President

Judy Heumann
Second Vice President

Reese Robrahn
Secretary

Ann Ford
Treasurer

T. Alan Hurwitz

Joyce Jackson

Deborah Kaplan

Durward McDaniel

Kathy Miller

Pat Pound

Charles Sabatier

Vivienne Thomson

Joseph Veisz

July 9, 1980

Frank G. Bowe, Ph.D.
Director

Mr. Lex Frieden
New Options
1333 Moursind Avenue
P.O. Box 20095
Houston, Texas 77025

Dear Lex:

Thank you for agreeing to serve as a guest speaker and facilitator during ACCD's forthcoming workshop, COMPREHENSIVE REHABILITATION - TRENDS AND COUNTERTRENDS, to be held on August 5-7, 1980 at:

Stouffer's Denver Inn
3203 Quebec Street
Denver, Colorado 80207

I am enclosing some material on the workshop, and will soon be sending you an agenda and a background paper which you may want to examine as you prepare your presentation. We will be having a pre-workshop Technology Fair on August 5, starting at 2:00 p.m., followed by a cash bar reception starting at 8:00 p.m.

We would like you to serve as a small group facilitator on the afternoon of August 6, and to address the workshop on August 7, from 9:00 a.m. to 9:20 a.m. We will also be having a question and answer session during the morning segment.

Since the work of New Options has been a driving force in the independent living movement, I'm sure the audience will expect to hear about its philosophy, programs, and results. However, you may also want to consider the following topics: 1) The fact that it is often difficult to determine where self-advocacy efforts end and where self-help (or, peer services) begin; 2) The issue of whether funding peer-service projects is tantamount to giving money to create a disabled political machine; 3) The related, and equally unsettled issue of whether disabled activists who get involved in independent living programs will wind up having to do too much paper work to serve

as "militants;" and, 4) The issue of what the growth of the self-help movement -- in America and other countries as well -- says about the relationship, and distinction, between people who want services and people who provide or administer the delivery of services. As I indicated, I will be sending you a background paper which examines these topics in more detail.

We will reimburse travel expenses for you and your aide, provided they adhere to the specifications of ACCD's Travel Reimbursement Policy. (All exceptions must be arranged for and approved in writing before the workshop.) Your hotel room will be billed to, and paid directly by, ACCD. I am enclosing an application form. Please return it as soon as possible so we can make appropriate arrangements. If you have any special requirements not discussed in the enclosed material, please contact me.

Take care -- see you in Denver.

Sincerely,



Rita A. Varela
Director
Special Projects Office

RAV:hw1

Enclosures

1200 15th Street, N.W.
Suite 201
Washington, D.C. 20005

(202) 785-4265



American Coalition of Citizens with Disabilities Inc.

OFFICERS AND MEMBERS BOARD OF DIRECTORS

Terrence J. O'Rourke
President

Phyllis Rubinfeld
First Vice President

Judy Heumann
Second Vice President

Reese Robrahn
Secretary

Ann Ford
Treasurer

T. Alan Hurwitz

Joyce Jackson

Deborah Kaplan

Durward McDaniel

Kathy Miller

Pat Pound

Charles Sabatier

Vivienne Thomson

Joseph Veisz

July 29, 1980

Frank G. Bowe, Ph.D.
Director

Mr. Lex Frieden
9667 Meadowvale
Houston, Texas 77042

Dear Lex:

We are really looking forward to our forthcoming conference on COMPREHENSIVE REHABILITATION in Denver, Colorado on August 5-7, 1980.

Frank will be unable to join us in Denver because of other pressing responsibilities. We would like you to give the keynote speech at 9:00 A.M. on August 6th. The title of this presentation is, "Comprehensive Rehabilitation - Designing the Future." Notes on the speech are enclosed.

As you know, you will also be speaking on Thursday, August 7th at 9:00 A.M. The theme of this presentation is "Self-Help Groups - The Alternative Service System." I am also enclosing some notes of that speech.

Please contact me if you have any further questions. I'll be arriving in Denver August 3rd, so contact me at the hotel if necessary.

See you in Denver!

Sincerely,

Rita A. Varela
hwl

Rita A. Varela
Director
Special Projects Office

COMPREHENSIVE REHABILITATION:

DESIGNING THE FUTURE

John F. Kennedy
Library
Boston, MA

201

COMPREHENSIVE REHABILITATION:

DESIGNING THE FUTURE

Notes for a Keynote
Address

and to add

We have heard a great deal about independent living in the 1970s, and about the need for comprehensive rehabilitation planning that will meet that goal. In fact, when we talk about independent living we are as likely as not to refer to it as "a movement." *Frank B* Gerben Dejong, in his historic monograph, Independent Living: From Social Movement to Analytic Paradigm, refers to it as such -- comparing it to the civil rights struggle of the last decade -- *and* as does Lex Frieden, one of our speakers for this workshop, and as, indeed, *in fact* do most of the disability rights leaders you have met and read about. *do love*

this is valid. But what does it mean? Concepts such as independence, individualism, and, above all, freedom of choice are all so much a part of the American dream that we somehow assume that, even though no society is perfect, we in this nation practice what we preach more than we violate it. *some of the things* That's why ~~what~~ I have to tell you this morning is going to disturb you. What I'm going to tell you today, simply and bluntly, is that the statistics negate that assumption. Our government's fiscal policies do not *facilitate* ~~prioritize~~ independence, but dependence -- and do so many times over. *2* *upon active free to*

Monroe Berkowitz, of Rutgers University, is probably the nation's most distinguished economist on disability issues. He and his colleague, Jeffrey Rubin, analyzed dependence and independence expenditures over several decades. Their startling findings have been subsequently reexamined by a number of people in the disability field; thus, the statistics I will talk about today

reflect the most current figures available. (We will be distributing a table of those statistics so you can see them for yourself.)

What we find when we look at those figures is that the cost of disability dependence in American is staggering. The amount of money spent on income maintenance and medical support for disabled people is almost \$40 billion. Yet the FY 1980 appropriations for 7 categorical programs offering direct services to help disabled people become more self-sufficient totals \$2.127 billion. (The chart we are distributing breaks down this total by program).

This imbalance -- \$40 billion for dependence, \$2.127 billion for independence -- is extraordinarily difficult to correct. The dependence costs, such as social security, SSI, and Medicare -- are entitlement programs. That is, Congress determines the kind of population who will be helped -- such as elderly persons, or disabled persons who have a minimal or no income. Once enacted, these entitlement laws can generate enormous costs, particularly during times of economic stress. Disabled people face considerable discrimination in the job market. When the economy is in a downtrend, employers are less likely to take a chance on -- i.e., give an opportunity to -- a person they perceive as an "unknown quantity" than they are to hire someone who "looks like everybody else." Thus, in bad times, a greater number of disabled people will end up on the dependence rolls, expenditures for entitlement programs will go up and inflation is quite likely to heat up.

There is one very big difference between the dependence expenditures we've been discussing and categorical programs. With categorical programs, Congress decides how much money will be given and then Washington writes regulations or guidelines saying that states will explain its plan for meeting all the priorities set by government. The budgets for categorical programs -- such as Vocational Rehabilitation States Grants, PL 94-142

State Grants, or Developmental Disabilities State Grants -- are easier to control than entitlement programs. All Congress has to do is limit the appropriations. *AT* for the fact is that no one in our country is entitled to services that make them less dependent.

Another way to look at this issue -- which becomes bleaker from each perspective -- is that investing in independence sometimes appears as more of a risk than investing in dependence does. Studies from *David Gribble* Baylor University *T. R. R. Baylor* in Texas show that rehabilitation and training for a person with a spinal cord injury ~~may~~ *cost* ~~cost~~ *up to* \$40,000. This price tag may, or may not -- there is always going to be the human factor -- prepare a person to live in their own apartment, care for their own needs, hire their own part-time attendant, drive a van, become a counselor, bookkeeper, or computer operator, or make a fortune in the mail order business. Though this figure may seem high, it may in fact represent a substantial tax savings. Studies from *Rush* the New York University Medical Center show that routine care in a nursing home for a person with a spinal cord injury may cost up to \$15,000 annually. That means that if a young 17-year-old boy who is involved in a motorcycle accident lives till the age of 67, we have invested *very good* \$750,000 on no-exit care.

Let us stay with this example a bit longer, for it is one which illustrates, dramatically, why those of us in this field must adopt a vision sufficiently comprehensive to encompass all of the factors which effect "rehabilitation." The *T. R. R.* Baylor figures and New York University figures I've cited are current ones. They do not *is that* tell us whether the cost for hospital care -- all costs, including personnel, supplies, equipment, new construction, and malpractice insurance -- will increase far faster than will the costs of providing transitional living training. There are many indications that hospital and nursing home costs will rise faster. The figures do not

this is true

tell us anything about any one disabled person or his or her environment. Thus, the rehabilitative prospect of our hypothetical 17-year-old boy will not depend merely on the degree of his injury or even on the quality of the independent living training he will receive. They will also depend on the supply of accessible apartments in his vicinity. They will also depend on whether he's interested in going to a college or trade school and, if he is, on whether he can simply enroll or **must** pursue legal assistance in order to gain entry. They will also depend on whether his **city** is embroiled in a 504 transit battle. If so, and if the city opts for fixed route accessible transit, the chances are that that young man's mobility will increase in the coming year. However, if the city decides to choose paratransit, it will have to pay 80% of the costs of that system itself, the system will not provide quick, dependable service, and, if the experiences of other cities hold true, the city will abandon its paratransit system in three or four years, leaving the battle to be fought anew.

Technology, like medical costs, constitute a tremendously important variable in comprehensive rehabilitation strategies. I will discuss just two examples of this fact, but hope that yesterday's technology fair has given you additional food for thought. Several years ago when the HEW 504 regulations were being written we were saying that accessibility for persons with hearing impairments included interpreters and TTY's. The prospect of having to install TTY's upset many people. TTY's were bulky, and costly, and we were told we were "ruining" the chances of other disability groups by bringing up the needs of deaf persons. Today, when people ask us the costs of TTY's we find it difficult to answer. Sure, we know what the costs are right now, but the field of computer and communication technology is advancing so rapidly and the costs associated with this field are decelerating so dramatically that

the impossible seems to be appearing in the marketplace almost before we can
conceive of it. Mr. Barry Strassler, executive director for Telecommunications for the Deaf, Inc. will be speaking to you later today about the revolution in communications technology.

A similar revolution is taking place in the field of assistive devices for blind persons. The Kurzweil Reading Machine is a machine that scans written material and "reads" out the words using a synthetic voice. It also has an attachment which reprints written material into braille. Originally the Kurzweil went on the market at \$50,000, but a more recent version came out for \$20,000. Equally exciting, and far less expensive, is a portable, hand-held reading device called the Optacon, which sells for \$3,000 -- today. We do not know about the future; we haven't designed it yet.

And that's why ~~we've gathered you here today, in a resort town, and in a hotel which we hope is within our means but we aren't 100% sure.~~ We've brought you here to design the future -- and we have never been more serious about anything before. As a first step, we want to emphasize the theme of comprehensive rehabilitation as a view, a philosophy, a planning attitude encompassing all of the facets of disability concerns: the size of the budget in your state, the competency of rehabilitation personnel, the forcefulness and persuasiveness of the disability rights movement, and your ability to find out about and tap into innovative techniques and technology. The Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978 forms a good example of a comprehensive view document. I think our staff has developed an expanded abstract of its Table of Contents so you can see these separate topics listed by title.

The second step we want you to take is to begin thinking as futurists, and to think of rehabilitation strategies in your state as they are now, as

they may be in five, ten, and twenty years, and as they could be if you made a concerted effort to influence the factors which you believe will influence the future. We are not ^{trying} asking you to predict the future because ^{none} we do not feel any of us can do that. Certainly Mr. Carter's economic advisors don't seem to be terribly good at it. What we ^{should try to do} do think is that

^{by} examining the trends and countertrends in our society and our field ^{total} we can come up with some scenarios of what might happen -- some possible futures.

Lastly, this afternoon and tomorrow we will be asking you to plan for the future. It is absolutely imperative that you understand that although you will be working in small groups, each one of you has an obligation to tailor your work to the unique needs and characteristics of your particular state. You will be given a workbook called a PENTAGON PLANNER, and in it you will be analyzing the needs of your state, setting objectives which each one of you, individually, want to pursue when you return home, and designing your own, unique, individualized strategy to accomplish what you want to see done.

You will be working in small groups, sharing information and insights. But only you can design the future, and can do so only if you are truly committed to your course. You must set that course today and tomorrow. Each of us must take the future into our own hands; there is too much at stake not to try.

ACCD National Training Workshop

COMPREHENSIVE REHABILITATION - TRENDS AND COUNTERTRENDS

Stouffer's Denver Inn
3203 Quebec Street
Denver, Colorado

August 5-7, 1980

Tuesday, August 5th

2:00 - 8:00 PM Pre-Registration and Technology
Fair

Objective: To focus on
technological advances of today
and tomorrow which can help
disabled people reach new levels
of autonomy.

8:00 - 10:00 PM Cash bar reception

Wednesday, August 6th

8:00 AM BREAKFAST

9:00 - 9:15 AM Keynote Address:
"Comprehensive Rehabilitation -
Designing the Future"

Dr. Frank Bowe

Objectives: 1) To present an
overview of comprehensive
rehabilitation as a philosophy,
not a 'service model'; 2) To
offer an in-depth analysis of
current rehabilitation fiscal
policies and their impact on the
dependence and independence of
disabled people; 3) To examine
fiscal and technological trends
in order to glimpse into the
future; and, 4) To discuss the
challenge of futurism --
influencing the future.

9:45 - 10:15 AM	Questions and Answers	
10:15 - 10:30 AM	COFFEE BREAK	
10:30 - 11:00 AM	Guest Lecturer: "Title VII: Implementation Begins"	Elizabeth A. Goins DOE Rehabilitation Services Adminis- tration
	Objectives: 1) To present an overview of the major comprehensive services and independent living provisions of Title VII of the 1978 rehabilitation amendments; 2) To examine the priorities set by the states as reflected in their proposals for independent living centers (Title VII, Part B grants); and, 3) To discuss future funding prospects for the independent living program.	<i>Senior Reh Cm</i>
11:00 - 11:30 AM	Questions and Answers	
11:30 - 11:45 AM	Housekeeping Items	
12:00 - 1:00 PM	LUNCH	
1:00 - 1:30 PM	RESERVED - Persons with visual impairments may use this time to listen to taped copies of the PENTAGON PLANNER	<i>McGauley Kerley</i>
1:30 - 2:30 PM	Panel: Independent Living - A Multi-faceted Movement	Moderator: William McGauley California Department of Rehabilitation
	"Independent Living Models Massachusetts and California"	
	"Start-Up Problems in Peer-run Centers"	James Tuscher Paraquad, Inc.
	"Housing Alternatives for People with Developmental Disabilities"	Mary Akerley HUD Office of Independent Living
	"Technology and Tomorrow's World"	Barry Strassler Telecommunications for the Deaf, Inc.
2:30 - 3:00 PM	Questions and Answers	

3:00 - 3:15 PM COFFEE BREAK

3:15 - 4:45 PM Small Group Session I

Objectives: 1) Each participant in the small group will assess and discuss the needs within their state; 2) Each participant will set an objective to meet that need within his or her state.

Note: Workbooks will be distributed

5:30 - 7:00 PM DINNER

Thursday, August 7th

8:00 - 9:00 AM BREAKFAST

9:00 - 9:30 AM Guest Lecturer
"Self-Help Groups -
The Alternative Service
System"

Lex Frieden
Research Director
New Options

Objectives: 1) To present an overview of the growth of the peer services movement; 2) To examine some of the political implications of this movement; and, 3) To discuss the relationship between self-advocates and providers.

9:30 - 10:00 AM Guest Lecturer
"State of the Art and
Implications for the '80s"

Dr. Vernon Glenn

Objectives: 1) To present an overview of the work and findings of the Arkansas RRTC; 2) To discuss the rehabilitation professional's perspective toward independent living as a service need and as a social movement; and, 3) To discuss some of the factors that may affect the cost of rehabilitation in the next decade.

10:00 - 10:30 AM Questions and Answers

10:30 - 10:45 AM COFFEE BREAK

10:45 - 11:45 AM Small Group Session II

Objectives: 1) Each participant in the small group will survey the advocacy resources and barriers within his or her state;
2) Each participant will develop a strategy to meet the advocacy objective he or she has set;
3) Each participant will list the tasks that must be accomplished to meet the objective.

11:45 - 12:00 Noon Post-test

12:15 - 1:15 PM LUNCH

1:30 - 3:00 PM Report from the small groups:
Planning for advocacy - the next step

3:00 PM Adjournment