

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. paper	Vocational Education (partial) (2 pages)	n.d.	P6/b(6)
002. memo	Diana Fortuna and Julie Demeo to Carol Rasco re: Day Care Disability Roundtable Discussion (partial) (1 page)	09/19/1995	P6/b(6)
003. letter	Kate Warren to Carol Rasco (partial) (1 page)	07/26/1995	P6/b(6)
004. memo	Diana Fortuna and Julie Demeo to Carol Rasco re: Conference (partial) (1 page)	09/19/1995	P6/b(6)
005a. fax	Judy Reichle to Diana Fortuna re:opening doors (partial) (1 page)	09/19/1995	P6/b(6)
005b. profile	Interagency Council for Children and Families (partial) (1 page)	09/19/1995	P6/b(6)
005c. profile	Joining Opportunities Between Services (JOBS) (partial) (1 page)	n.d.	P6/b(6)
005d. profile	Summer Beginnings Partners (partial) (1 page)	n.d.	P6/b(6)
005e. profile	Best Step Program (partial) (1 page)	n.d.	P6/b(6)
005f. profile	Southwest Neighborhood Partnership (partial) (1 page)	n.d.	P6/b(6)
005g. profile	Solano County Business and Education Alliance (partial) (1 page)	n.d.	P6/b(6)
005h. profile	Interagency Council for Children and Families (partial) (1 page)	n.d.	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Gaynor McCown (Subject Files)
OA/Box Number: 7385

FOLDER TITLE:

School to Work

2011-0255-S
rc225

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

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006a. memo	Diana Fortuna and Julie Demeo to Carol Rasco re: School to Work Interagency Transition Partnership (partial) (1 page)	09/19/1995	P6/b(6)
006b. memo	Diana Fortuna and Julie Demeo to Carol Rasco re: Dinner in Hotel with SWITP Staff (partial) (1 page)	09/19/1995	P6/b(6)

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CAREER PREPARATION EDUCATION REFORM ACT OF 1995

The "Career Preparation Education Reform Act" is a key component of the Middle Class Bill of Rights--part of the GI Bill for America's Workers, which is the President's strategy to restructure the primary adult and youth vocational training programs. This bill is the Administration's proposal for assisting in-school youth prepare for lifelong learning and challenging careers.

The bill will restructure the Perkins Act to support the development, in schools and postsecondary institutions, of the school-to-work opportunities systems now being planned and implemented in the States. The School-to-Work Opportunities Act provides States with venture capital to build systems that enable all students to identify and navigate paths to productive and rewarding careers. School-to-work provides for integration of academic and vocational instruction, links between secondary and postsecondary education, and inclusion of both school-based and work-based learning, with the full involvement of employers. Assisted by their Federal grants, States are working to build partnerships between schools, labor, and employers, designing new educational programs and curricula, and training teachers and worksite mentors. But the School-to-Work Opportunities Act was never intended to provide long-term support for the day-to-day operations of school-to-work systems. In fact, each State may receive only one five-year implementation grant and the Act will terminate in the year 2001.

The "Career Preparation Education Reform Act of 1995" would provide the continuing support for State and local efforts that further develop, nurture, and sustain school-to-work systems in schools and postsecondary institutions and ensure that vocational education becomes a vibrant part of that system. It will no longer encourage the separation of vocational education from other educational activities--it will encourage schools and colleges to offer career preparation and challenging academic education to all students.

The bill would promote the transformation of State and local vocational education programs into components of school-to-work systems serving all youth. It would fund services and activities in the School-to-Work Opportunities Act, especially:

- ◆ **Instruction that meets challenging State academic and industry-based skill standards, and integrates academic and vocational education.**
- ◆ **Career majors in broad occupational or industry sectors, that include all aspects of the industry students are preparing to enter, and link secondary and postsecondary programs.**
- ◆ **Work-site and school mentoring, and career guidance beginning at an early age.**

States would be encouraged to integrate Perkins Act activities with the educational reforms they are carrying out under the Goals 2000: Educate America Act, the Elementary and Secondary Education Act, and State and locally initiated reforms, as well as linking their strategies for out-of-school youth and JTPA funds with School-to-Work and Perkins Act strategies.

The bill would consolidate 23 separate set-asides and categorical program authorities in the current Perkins Act in order to give States, school districts, and postsecondary institutions maximum flexibility to design services and activities and eliminate administrative requirements. The bill would create a single, consolidated state formula grant and a single authority for national programs that supports research, data systems, and other national leadership activities. Programs for Indians and Native Hawaiians would continue.

The bill would enhance state and local flexibility by eliminating many of the requirements of current law. It would significantly reduce the prescriptive requirements for planning, consultation, State governance, and program operations. States and localities could receive waivers of any remaining requirements that impede their ability to achieve the purposes of the Act. They would also enjoy the flexibility to integrate Perkins Act funds with those from JTPA and other programs in an integrated school-to-work system serving all youth.

The bill includes provisions creating State and local accountability for results and incentives for successful outcomes. The States would develop performance goals and indicators that they would use to ensure accountability and guide program improvements. Students' attainment of academic and occupation skills, high school or postsecondary completion, and employment would be part of each State's performance outcomes. States would work with schools and postsecondary institutions that failed to achieve successful outcomes and would have the authority to take corrective action if a program failed to make adequate progress toward goals.

The bill would give States the authority to reward schools and postsecondary institutions that make outstanding progress. The Secretary of Education would have the authority to reward, with additional funds, States achieving exemplary outcomes.

One of the most important objectives of Federal support for vocational education has been to ensure that members of special-needs populations, including students who are disabled, disadvantaged, and limited-English proficient, have the full opportunity to participate in and benefit from vocational education. Unfortunately, special-needs youth often have access to only low-level instruction that does not lead to high-skill, high-wage occupations. All students, including members of special populations, can achieve to challenging standards. Therefore, the bill focuses on the continuous improvement of career preparation activities for the benefit of all students, including special populations.

The bill would hold States and localities accountable for the career preparation of all students, including special populations, while eliminating most of current law's prescriptions and administrative requirements for serving special populations. States would have to track the success of special populations to ensure they are achieving to the challenging standards and goals established for all students.

The State distribution formula will continue to channel funds to the communities with the highest concentration of disadvantaged students because those communities have the greatest need. The President has requested \$1.141 million for State grants and \$37 million for national leadership activities for FY 1996.

TALKING POINTS THE CAREERS (HR 1617) AND KASSEBAUM (S 143) BILLS

The Careers bill has four titles: adult education, adult training, youth education and training, and vocational rehabilitation. The Kassebaum bill has one block grant with 25% for workforce education, 25% for workforce employment, and a 50% flex account that is spent at the option the Governor on either activity as well as on economic development. The Kassebaum bill also has separate authorizations outside the block grant for vocational rehabilitation and at-risk youth.

The Careers bill retains the current federal structure of the Departments for the purpose of Administering the program. The Kassebaum bill would eliminate the Office of Vocational and Adult Education at DOE and the Employment and Training Administration of DOL and fold those offices into a new federal partnership outside the direct purview of the two Secretaries while eliminating one-third of the staff in both offices.

IMPORTANT FEATURES

- * Both bills repeal the School-to-Work Act. The Careers bill repeals it on July 1, 1997, and Kassebaum repeals it on July 1, 1998.
- * The Kassebaum bill favors the state education agency for administering education efforts while the House bill puts education more in the hands of the Governor.
- * Both bills have authorization levels that are significantly lower than FY 1995 levels.
- * Education groups tend to favor the Kassebaum bill, if forced to make a choice, but have significant problems with both bills.
- * The Administration has not taken a formal position on either bill and has numerous concerns with both bills.



SCHOOL-TO-WORK OPPORTUNITIES

U.S. DEPARTMENT OF EDUCATION & U.S. DEPARTMENT OF LABOR

Contact: Kerri Morgan (ED)
(202) 401-3026
Sue Blumenthal or
Al Belaky (DOL)
(202) 219-8211 or

For release:
Tuesday, Sept. 19, 1995

CLINTON ADMINISTRATION ANNOUNCES \$161 MILLION IN SCHOOL-TO-WORK GRANTS FOR 27 STATES

Labor Secretary Robert B. Reich and Education Secretary Richard W. Riley today announced \$161 million in grants to 27 states for projects that help move young people from school to work.

"I am pleased that my administration will be providing these grants to help young people broaden their educational and job opportunities. These grants will help students obtain the knowledge and skills necessary to succeed in the workforce while also ensuring that our nation continues to prosper in a competitive global economy," said President Clinton. "The school-to-work program is an excellent example of what government, business and communities can achieve when they work together to improve the lives of hard-working Americans."

Sharing nearly \$74 million in funding are 19 states that will get their first grants to fund innovative programs for young people pursuing challenging career opportunities. States receiving their first school-to-work funding include:

Alaska	\$1,300,000	New Hampshire	\$2,125,000
Arizona	\$3,600,000	North Carolina	\$5,000,000
Colorado	\$4,000,000	Ohio	\$9,000,000
Florida	\$9,100,000	Oklahoma	\$3,200,000
Hawaii	\$1,700,000	Pennsylvania	\$6,500,000
Idaho	\$1,950,000	Utah	\$2,400,000
Indiana	\$5,300,000	Vermont	\$1,750,000
Iowa	\$3,750,000	Washington	\$4,300,000
Maryland	\$4,200,000	West Virginia	\$2,300,000
Nebraska	\$2,500,000		
TOTAL:	\$73,975,000		

"Now, more than ever, education is critical to our nation's future," Riley said. "By changing the way our schools teach and the way our students learn, school-to-work better

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occupational skills they need to meet the demands of information age. It gives them the academic and lifelong learning."

"We know an investment in our young people now will pay off in the future. Students with skills are likely to earn higher salaries and businesses will have a better skilled workforce," Reich added. "If we want to ensure our nation's future competitiveness, we must build and expand on the programs we began last year."

Further, eight additional states which received grants of \$2 million to \$10 million in July 1994 will receive second-year funding. They are:

Kentucky	\$8,000,000	New Jersey	\$12,000,000
Maine	\$4,000,000	New York	\$20,300,000
Massachusetts	\$11,500,000	Oregon	\$6,000,000
Michigan	\$16,000,000	Wisconsin	\$9,342,000
TOTAL: \$87,142,000			

The awards are made under the School-to-Work Opportunities Act, signed into law by President Clinton May 4, 1994. Jointly administered by the departments of education and labor, school-to-work brings together parents, teachers and business leaders to create courses that better prepare students both academically and for the work world. The states will use the grants to implement education systems that give students the knowledge and skills required for success in today's technologically advanced workplace.

In May, a national school-to-work snapshot survey was released which showed that 116,351 students, 2,730 schools and 41,772 employers were involved in school-to-work after just one year.

///

VOCATIONAL EDUCATION

1995 Revised Appropriation: \$1,103.6 million

1996 Request: \$1,178.1 million

1996 Senate Appropriations Committee Bill: \$1,002.3 million

<u>Program</u>	<u>1995 Appropriation</u>	<u>1996 Request</u>	<u>1996 Senate Appropriations Committee Bill</u>
<u>Vocational Education</u>	\$1,103.6 million	\$1,178.1 million	\$1,002.3 million
<u>State Grants, etc.</u>	1,092.5 million	1,141.1 million	992.9 million
<u>National Programs</u>	11.1 million	37.0 million	9.4 million

Program Purpose

States use funds to support a variety of vocational education programs, including academic and vocational integration and tech-prep, and to provide equal access in vocational education to special populations. National programs focus on research (including support for the National Center for Research in Vocational Education), demonstration grants, and the National Occupational Information Coordinating Committee. Programs supported with Perkins Act funds serve more than 11 million students -- two-thirds at the secondary level and one-third in post-secondary institutions.

Overall Impact of Senate Committee Cuts

An estimated 45,000 students would not be able to complete tech-prep programs. The integration of academic and vocational education would be seriously impaired.

Specific Examples

Tech-prep:

◆ State Center Tech-Prep Consortium - **California**

This Tech-prep consortium in **Fresno** provides career training for high-skill jobs and serves 1,725 secondary students. The program emphasizes the integration of academic and occupational education and grants students college credit while in high school. While there are two other grants to this consortium beyond the Federal Tech-Prep funds, the program would have to be significantly scaled down.

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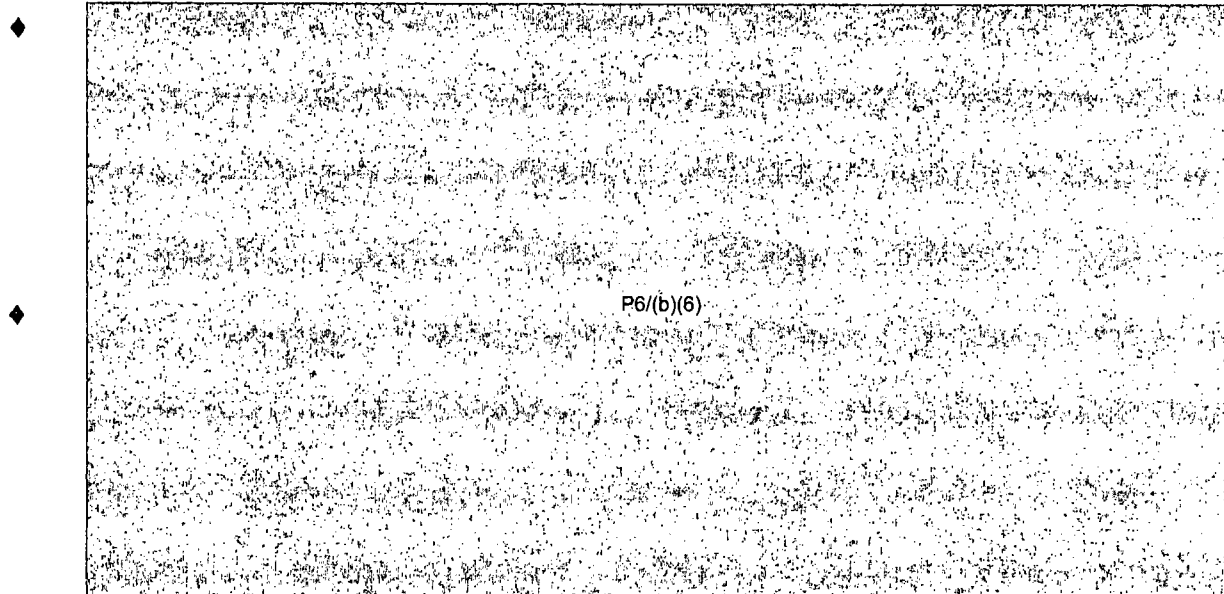
**Comprehensive Competency-Based Guidance Program, Sabino High School,
Tucson, Arizona:**

- ◆ Sabino is one of ten high schools in the Tuscon school district implementing a comprehensive, competency-based guidance program. The program is supported by community agencies, business, industry, labor organizations, government, and parents. A team composed of four counselors, the career center coordinator, academic and vocational teachers, and parent volunteers presents the career domain competencies—self-knowledge, educational/occupational exploration, and career planning—to all students. The school has piloted and disseminated two programs to the other schools in the district: (1) a computer/English program in which staff worked with two freshman computer technology English classes to deliver career and educational information using a career information delivery system and (2) a life skills program, "Majoring in the Rest of Your Life."

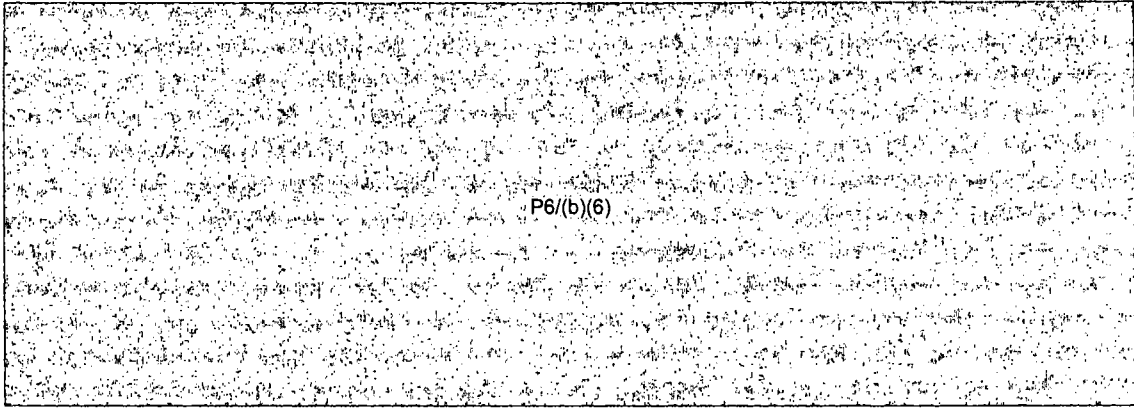
Chicago High School for Agricultural Services, Chicago, Illinois:

- ◆ Chicago High School offers an applied science curriculum to prepare urban students for careers in agribusiness. The curriculum is skill-based, teaching students problem-solving skills across all subjects. The program boasts a 90 percent attendance rate and graduates 95 percent of its students. Consistently, the school's students have won awards in city and State science fairs and have won recognition nationally. The school has been "adopted" by **USDA**, and has received awards from the Chicago Board of Trade, and Kraft General Foods.

Cuts in vocational education and tech-prep would affect students seeking the academic and occupational skills they need for further education and careers. Stories from several former students indicate the impact that vocational education programs have had on their lives.



[0013]



P6/(b)(6)

DRAFT

CONTACT: Jane Glickman-Sacks 401-1307 FOR RELEASE: Immediate
Mary Meagher 219-7316 Monday, Aug. 2, 1993

SCHOOL-TO-WORK OPPORTUNITIES ACT OF 1993 INTRODUCED

The Clinton Administration tomorrow will transmit to Congress the School-to-Work Opportunities Act of 1993. Secretary of Labor Robert B. Reich and Secretary of Education Richard Riley have designed this initiative to build a national system.

"Our nation's lack of a national school-to-work assistance program creates tremendous expense for business and long-term negative consequences for our economy," said Reich. "We must equip our youth with the basic academic and occupational skills they need to get jobs in careers that allow financial security and independence."

"Building a world class American workforce first starts with building a world class American education system," said Riley. "A new generation of workers prepared for high-skill, high-wage jobs primarily will come from a restructured American education system that produces students with a firm grounding in core academic subjects and skills that have currency in the labor market."

The initiative, developed in consultation with states, businesses, local communities, schools and unions, will establish a national framework ~~within~~ which states create comprehensive and effective school-to-work systems. These systems would offer all young Americans an opportunity to participate in a high quality, performance-based program resulting in a high school diploma, a degree or diploma certifying successful completion of at least one year of postsecondary education and an industry-recognized skill certificate. ✓

"A school-to-work transition system is critical to improving the economic opportunities of our young people," said Reich. "This initiative will help put us all on the road to better jobs and greater economic security."

"We are the only major industrialized nation with no formal system for helping our young people -- particularly the 75 percent of high school youth who don't go on to finish a four-year college -- make the transition from the classroom to the workplace," said Riley. "That translates to lost productivity and wasted human potential. This bill will change that."

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THE WHITE HOUSE

WASHINGTON

September 19, 1995

EVENT MEMORANDUM FOR CAROL H. RASCO

FROM: Diana Fortuna
Julie Demeo

SUBJECT: **Day Care Disability Roundtable Discussion**

I. LOGISTICS:

DATE: Saturday, September 23rd
TIME: 10:00 - 12:30pm,
LOCATION: Levi Strauss Building
200 Battery Street, San Francisco
CONTACT: Kate Warren: wrk ph (510) 547-7322, fax (510)
658-8354, home ph [REDACTED] [002]
NOTE: At 9:45 am Kate Warren will pick you up in lobby
of Park Hyatt Hotel and take you to the Levi
Strauss Building. Her home ph: is (510) 655-7950.

II. PURPOSE/BACKGROUND

To provide a forum for a dialogue focusing on a range of legislative and policy issues impacting children with disabilities and their families.

The discussion is expected to highlight issues of accessibility and availability of quality child care services. In light of pending welfare reform legislation and subsequent federal and state implementing regulations, discussion may also address access to work issues for parents with disabilities, as well as specific needs of low-income families whose children have disabilities.

III. PARTICIPANTS (40-50 people)

- * Parents and persons with disabilities in California
- * Dept. of Education, Special Education
- * Key Leaders in following services:
 - Child Development and Child Care
 - Social Services
 - Children's Services
 - Advocacy Organizations
- * The Superintendent of Public Instruction (invited)
- * staff (invited) from Cong. George Miller's office
- * staff (invited) Sen Boxer's office
- * staff (invited) Cong. Dellums' office
- * Merle Lawrence, Levi-Strauss' Child Care Fund

IV. FORMAT: Facilitated Roundtable Discussion

Facilitation provided by Laurel Kloomak, former Local Interagency Coordinator for city & county of San Francisco's Part H Program, and has been an expert in child care and disability issues.

10:00 Welcome by Alice Currie, Program Dir, BANANAS Inc
10:05 Intro of CHR by Kate Warren
10:10 **Opening Remarks by CHR (10 minutes)**
10:20 Identification of Key Issues I., Group Discussion
I. Disability Systems - presented by a rep. from
the disability advocacy community
11:10 Break
11:25 Identification of Key Issues II., Group Discussion
II. Child Care Systems - presented by a child
care systems & policy leader
12:10 Review of Key Points by facilitator (Laurel)
12:20 **Closing Remarks by CHR**
12:30 Adjournment by Kate Warren

V. PRESS

Closed Press

NOTE: DHHS staff contact - Joan Lombardi @ (202) 401-6947;
Dept of Ed contact - Bobbi Stetner-Eaton @ (202) 205-8828

Suggested Talking Points Disability Policy Roundtable

Introductions

- Recognize the longstanding work of BANANAS and Arlyce Currie, Program Director, in helping parents find decent affordable care. Their work helped set the pace for the rest of the country.
- Recognize Kate Warren, Director, Family Resource Network, who helped organize this event. Kate recently worked in the Administration for Developmental Disabilities at HHS where she was instrumental in working with the newly created Child Care Bureau to ensure a focus on Children with Disabilities.

Tremendous Need for Child Care, Particularly for Children with Disabilities

- 30 million children come from families with mothers in the workforce. 9 million of these are preschool age.
- Healthy and safe child care is too often out of the reach of families. Recent studies indicate serious concerns about quality of care, with 40% of infant care rated poor quality.
- The situation for low income families is even more difficult. Poor families who purchase care have to spend more than a quarter of their income for child care.
- Over the last few years, the Administration has heard serious concerns about the need for child care for children with disabilities.
 - parents of children with disabilities have even more difficulty finding appropriate care
 - providers have very limited training and support for serving children with disabilities
 - there are real challenges to maximizing federal and state disability funds in natural settings such as child care.
- This situation is even more serious as we face welfare reform. We know:
 - 19.1% of all women on AFDC have disabilities. A disproportionate number of these women have learning disabilities or mental retardation..
 - 8.4% of all women on AFDC have one or more children with disabilities. Moreover, about a quarter of women with disabilities on public assistance have children with disabilities of their own.
 - 3.7% of all such women have other individuals with disabilities living with them and often rely on them to meet their personal assistance needs.

The Administration's Actions

- The President's Commitment to Early Childhood
 - Improvement and Expansion of Head Start
 - Establishment of Early Head Start
 - Continued support for additional Child Care Funding
 - Streamlined operation of Federal child care assistance and establishment of Child Care Bureau
- The Child Care Bureau's focus on inclusion of children with disabilities in child care:
 - This is a priority of the new Bureau - almost 30 states are using some portion of their CCDBG funds for inclusion activities (many for training providers)
 - In June, CCB convened a special leadership forum to develop strategies that States and Tribes could use to foster the successful inclusion of children with disabilities into their community child care programs.
 - The results of the Forum will include a monograph, a summary of State activities, and technical assistance visits to 10 States or Tribes.
- In addition, the Administration on Developmental Disabilities is about to fund Projects of National Significance that will focus on outreach and support to children with disabilities in child care.

Summary

- We recognize the need and we're committed to focusing attention on this special population. Barbara Carlson put the issue in focus when she spoke at the Child Care Bureau's Leadership Forum on Inclusion. She said, "Families with children with disabilities are just like any other family who needs to work and wants a nice nurturing, stimulating, safe place for our kids when we can't be with them. We also want our children to be part of the larger community, and what better way to start?"

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
003. letter	Kate Warren to Carol Rasco (partial) (1 page)	07/26/1995	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Gaynor McCown (Subject Files)
OA/Box Number: 7385

FOLDER TITLE:

School to Work

2011-0255-S

rc225

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Carol Rasco
Assistant to the President
Domestic Policy Council

July 26, 1995

Dear Ms. Rasco,

I am writing to follow-up on conversations we have had regarding a small event to be coordinated with your visit to California in September.

I have initiated preliminary planning with key leaders, both parents and professionals, in disability, family support and child care policy in California.

The "Disability Roundtable" is scheduled for Saturday, September 23rd from 10:00 - 12:30. (The location will be determined in coordination with your office.)

The intent of the "Roundtable" is to provide a forum for a dialogue focusing on a range of legislative and policy issues impacting children with disabilities and their families. This Administration has demonstrated its commitment to children and the needs of their families, especially those children with disabilities and those impacted by poverty.

We hope that this event will assist the Administration in continuing its efforts in this area as well as strengthening the communication and understanding between state and federal efforts.

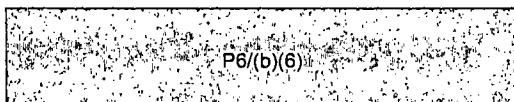
I truly appreciate your gracious consideration of this request and look forward to your visit.

Sincerely,


Kate Warren

Contact information in California after 7/29/95

Home:
Kate Warren



Work:
Family Resource Network
of Alameda County
Oakland, California 94618
(510) 547-7322
Fax: (510) 658-8354

[003]



**FAMILY
RESOURCE
NETWORK**
OF ALAMEDA COUNTY

September 15, 1995

Dear Colleague:

*For your Information
letters that need
to participate*

Thank you for accepting our invitation to participate in the Disability Policy Roundtable on Saturday, September 23, 1995, from 10:00 - 12:30 in San Francisco.

Enclosed are the agenda, directions to the site, and some background materials that may be helpful in setting a framework for the discussion.

The process will be as follows. Initial identification of issue areas will be presented by two key leaders, one representing child care systems and policy, the other representing the broad constituency of disability organizations and advocates. All participants will have an opportunity to bring relevant issues and recommendations to the table. The meeting will be facilitated and we expect that the process will assist us in making the most of our limited time.

The overall purpose of the Roundtable is to inform the Clinton White House of the specific needs of California's citizens with disabilities in relationship to the accessibility and availability of quality child care services. In light of pending federal Welfare Reform legislation and subsequent federal and state implementing regulations, we will also address the issues for parents with disabilities and access to work as well as the specific needs of low-income families whose children have disabilities.

Since funding considerations would require more extensive discussion than time allows, we would like to limit the discussion to addressing policy issues. Although we recognize IDEA Reauthorization, health care, Transition and Personal Assistance Services and Children's SSI among an array of compelling disability policy areas, we simply cannot tackle so much in such a short time. Therefore we ask that participants limit their remarks appropriately. Every effort will be made to ensure that key issues are identified.

Invitees include parent leaders, persons with disabilities, key administrators and policy makers from the Developmental Disabilities, Child Development, and Social Services systems, and children's services advocacy organizations.

We are excited about the opportunity to work with you on these very important issues. Should you have questions or concerns, please contact us: phone (510) 547-7322 or fax (510) 658-8354.

Sincerely,

Kate Warren

Kate Warren
Family Resource Network

Arlene Currie
Arlene Currie
BANANAS, Inc.

AGENDA

DISABILITY POLICY ROUNDTABLE: Child Care & Welfare Reform Saturday, September 23, 1995 10:00 am - 12:30pm

- 10:00 Welcome
 Arlyce Currie, Program Director, BANANAS, Inc.
- 10:05 Introduction of Carol Rasco, Assistant to the President for Domestic Policy
 Kate Warren, Director, Family Resource Network
- 10:10 Opening remarks - Carol Rasco
- 10:20 Identification of Key Issues and Group Discussion:
 1. Disability Systems
- 11:10 Break
- 11:25 Identification of Key Issues and Group Discussion:
 2. Child Care Systems
- 12:10 Review of Key Points
- 12:20 Closing Remarks: Carol Rasco
- 12:30 Adjournment: Kate Warren
- Note change*

Facilitation Provided by Laurel Kloomak

To: Diana Fortuna
From: Kate Warren
Subject: Rasco event 9/23

Diana/Carol Received only

BRIEFING

Policy Issue Areas

The intent of the Disability Policy Roundtable is to initiate a dialogue and discussion regarding the development and refinement of federal and state policies which will support the inclusion of adults with disabilities in the work force and children with disabilities within child care and development programs.

The purpose of the meeting is to inform the current Administration of the specific needs of individuals in California who have disabilities in relationship to the accessibility and availability of quality child care services.

Rationale:

Child care is one of the highest unmet needs of all families of children with disabilities.

Access to care is even more limited for low income families.

Child care services are a critical family support in that they significantly increase opportunities for a family's economic self sufficiency and independence and allow families to care for and nurture their children in homes, neighborhoods and communities.

The incidence of disability for both adults and children in low-income communities is higher than in the general population.

Overarching Issues:

State and federal policy must aggressively address the needs of persons with disabilities and their families to promote independence, inclusion and empowerment.

A collaborative, multi-agency approach assists in ensuring equitable access to child care services, particularly with regard to welfare reform.

Parental choice and consumer driven services are aligned with best practices in both disability and family and children's policy and practice.

Welfare Reform:

Mandates to work: developing equitable policy to ensure that parents with disabilities have access to the same services and supports as other parents moving from welfare to work

Employment issues: training opportunities, monitoring and enforcement of the ADA, other necessary supports including personal assistance services and health care services; availability of child care subsidies targeted to meet the needs of families in which there is a parent or child with a disability

Working Poor: persons with disabilities and parents of children with disabilities who are employed are likely to be overwhelmingly represented among the working poor. (Social Security Title IV-A - at risk)

Child Care Policy

-increase access to quality child care programs for children with disabilities and their families

-expand the capacity of the child care delivery systems to meet the needs of parents and children who have disabilities

This can be accomplished through addressing the following needs:

1. ADA enforcement training and support
2. Ongoing training for child care providers
3. Training and technical assistance to state agency program administrators across systems and
4. Consumer education and public awareness
5. Establishing increased availability of child care subsidies targeted to this population through both state and federal child care programs
6. Sustaining the child care infrastructure

Supply building: Fewer than 25% of California's income eligible children are currently served in any subsidized child care program. Even a much smaller percentage of children with disabilities are currently served. There is a critical need for child care services infants, toddlers and school aged children both with and without disabilities

Other quality issues/needs - worthy wages which support a well trained, qualified staff and which significantly reduce staff turnover;

integrated and coordinated services/ blended funding streams
a sharing of expertise;

increased knowledge and understanding among the multiple systems of services upon which individuals with disabilities and their families rely;

development of policy and practice to provide the least restrictive environment for California's youngest children with disabilities, infants, toddlers and preschoolers as mandated under IDEA, Part B (3-21 years) Section 619 (preschool non-intensive) and Part H (infants and toddlers)

OVERVIEW OF CALIFORNIA'S DISABILITY SERVICE SYSTEMS CHILD CARE

DISABILITY SERVICES

Consumer Directed Supports and Services: Within California there are very strong networks of consumer and family driven support and advocacy organizations. The focus and activities vary based on funding terms and conditions, program philosophy and targeted service population. Among the most extensive are Disability Rights Education and Defense Fund (DREDF), Centers for Independent Living, World Institute on Disabilities, Parent Training and Information Centers and Family Resource Centers.

Additionally, there are a number of disability specific organizations which provide information support and other resources to individuals with disabilities and their families.

Developmental Disabilities System: California's entitlement legislation for individuals birth to death who have developmental disabilities is called the **Lanterman Developmental Disabilities Services Act**. The Act establishes the right of persons with developmental disabilities to services and supports they need and choose. The intent of the Lanterman Act is to provide services and supports to help persons with developmental disabilities lead independent, productive and normal lives in the community. **Regional Centers** are the agencies that are responsible for carrying out California's obligation under this act. They are nonprofit corporations that contract with the **State Department of Developmental Services**. There are 21 regional centers throughout California, each serving a specified geographical area.

Within the Statewide DD Service system there are also three distinct advocacy, monitoring and planning bodies. They are the **Area Boards**, **State Councils on Developmental Disabilities** and the **Protection and Advocacy System**. Both the Area Boards and State councils are part of the system created by the Lanterman Act. There are 13 Area Boards, located in different regions throughout the state. They are established to monitor and review the service delivery system for persons with developmental disabilities in each region.

The Area Boards also submit information about the area's service needs and priorities to help the State Council on Developmental Disabilities prepare the state plan. The State Council is a statewide organization whose members are appointed by the Governor. The purpose of the State Council on Developmental Disabilities is to ensure protection of the legal, civil and service rights of persons with developmental disabilities. The council's primary activities are planning and evaluation which focus

on developing long-range policy to provide coordinated, effective services throughout the system; monitoring and systems review which includes assessment of systems issues and advocacy to assure protection of the rights of persons with developmental disabilities.

Protection and Advocacy, Inc. is a federally mandated nonprofit organization established to protect and advocate for the human, civil and service rights of Californians with developmental and mental disabilities. **The Developmentally Disabled Assistance and Bill of Rights Act** and the **Protection and Advocacy for Mentally Ill Individuals Act** require that each state have a protection and advocacy system. PAI provides a variety of advocacy services directly to people with disabilities and their families as well as direct representation including investigation negotiation, and representation in administrative hearings and in court.

The **State Department of Developmental Services** administers all programs and federal and state funds targeted to meet the service needs of individuals with developmental disabilities. DDS serves as California's lead agency for the Early Start Program under IDEA, Part H which is funded by the US. Department of Education.

For persons with solely health, physical, sensory, learning or emotional disabilities there are no statewide systems of services and supports comparable to the DD system. Primary services, depending upon the disabling condition, the age of the individual and determination of specific eligibility, fall to the Special Education, Rehabilitative or Health Care Services Systems.

Special Education Services: IDEA Parts B & H

California implements federally mandated special education services to eligible children birth through 21 years through the **State Department of Education, Special Education Programs.**

Medically necessary therapies (physical and occupational) other health services and mental health services are provided to eligible special education students through a contract from the Department of Education to **California Children's Services.** This agreement for provision of services is a mandate under California's SB 3632.

The Department of Education works in partnership with the Department of Developmental Services to implement the Part H program for infants and toddlers with and at-risk for developmental disabilities. Early Intervention services are provided to infants and toddlers with

developmental disabilities by the local regional center or their contractors. Early Intervention services for infants and toddlers with solely low-incidence disabilities, (deaf, blind, deaf-blind and severely orthopedically impaired children who do not have a diagnosis of Cerebral Palsy) are provided by the Department of Education, Special Education Programs in local areas.

An IDEA Part H **State Interagency Coordinating Council** serves as a planning and advisory body to the lead agencies. Members are appointed by the Governor. State Agency members include the Departments of Developmental Services, Education, Drug and Alcohol, Mental Health, and Social Services. Members also include parents, community members, and leaders in the field of early intervention.

The Department of Education, Special Education Programs also works with the **Department of Vocational Rehabilitation** for eligible individuals in transition from school to work.

Special Education services are provided by individual school districts and intermediate education units such as County Offices of Education and Special Education Local Planning Areas (SELPA), which consist of multiple school districts within a defined geographical area. School Districts and intermediate education units operate under the governance of their respective school boards. California also provides special education services to a number of students with specific low-incidence disabilities in State Schools for the Deaf and State Schools for the Blind.

Governors Commission on Special Education: is an appointed body whose charge is to study and provide assistance and advice to the State Board of Education, the Superintendent of Public Instruction, the Legislature, and the Governor in new or continuing areas of research, program development, and evaluation in special education

Data: There are more than 500,000 children and youth ages 3 to 21 years receiving special education services under IDEA in California. There are roughly an additional 11,000 infants and toddlers birth through 2 years receiving early intervention services.* More than 300,000 of children served are under the age of 12.**

* Data reflects 1992-1993 school year figures and there is discrepancy in the numbers for infants and toddlers both because Part H services were not in full implementation in California at that time and because the child count does not include infants and toddlers served through the Department of Developmental Services.

****Data gathered from the Sixteenth Annual report to Congress on the Implementation of the Individuals with Disabilities Education Act.**

CHILD CARE SYSTEM

The California Department of Education, Child Development Division administers publicly funded child care programs. These include the two new federal programs, **Child Care and Development Block Grant** and **Title IV-A At Risk** (child care for working families at-risk of going on or returning to welfare). DOE/CDD also administers an array of direct child care services through subsidized center-based programs and alternative payment (vendor/voucher) programs through which families choose the setting in which their children receive child care services.

CDD administers the following types of programs within this delivery system:

- State Preschool Programs
- General Child Care
- Campus child care
- School-Age Parenting and Infant Development
- Migrant Child Care
- Latchkey Programs
- Severely Handicapped/Exceptional Needs Program

In addition, CDE administers the contracts to 65 **Child Care Resource and Referral Agencies** operating in discreet service areas throughout California. R & R programs assist families in locating and choosing child care in their communities as well as help build, sustain and document the supply of child care. The 65 agencies have a membership organization outside the funded system, the California Child Care Resource & Referral Network, which works on the behalf of its member agencies and furthers the goals and aims of R & R on behalf of all families with children in California.

The Department of Social Services administers at the state and local level all **Welfare Programs** including AFDC benefits. In addition the Department is contracted to receive all federal child care funds: the Child Care and Development Block Grant and Title IV-A At Risk funds are contracted to the State Department of Education.

Among the subsidized child care programs administered primarily through the Department of Social Services are:

- Transitional Child Care
- AFDC Income Disregard and Supplemental Child Care
- GAIN/JOBS (including Cal Learn and NET)
- California Alternative Assistance Program

DSS also regulates child care programs through the office of **Community Care Licensing**. California licenses center-based and family child care programs. (California ranks 6th in the nation on standards for quality in an assessment of regulations and requirements for care. In addition, California has the most stringent requirements for the provision of care that is exempt from meeting licensing standards.) There are approximately 7600 child care centers and 31,000 family child care homes licensed and operating in California.

The **Head Start** program is directly funded by the federal government (HHS/ACF) and is not administered by a state agency. Head Start's governance, services, regulatory system and program mandates are separate and distinct from child care programs. Head Start contracts flow directly from the federal level to local contract grantees. Coordination of Head Start programs with child care and special education programs vary based upon local agreements and a variety of joint activities. The Head Start Program provides training and technical assistance to its grantees through Resource Access Projects (RAP's).

The **Office of Child Development and Education** was created in 1991 by the Governor to advise him on children's budget and policy issues and to serve as his chief education and children's advocacy arm.

With the influx of federal funds in 1991, the complexity of the child care system in California became most apparent. The number of funding streams and the varying eligibility and other mandates within each funding stream led to a legislative attempt to make the system "seamless" for the parent-consumers. **AB 2184** created a Task Force of the California Department of Education, the Department of Social Services, and the Governor's Office of Child Development and Education to look into overlapping or conflicting requirements. These deliberations continue and also serve as a meeting ground for the various administrative entities.

The influx of federal funds also brought **Local Planning Councils** which were charged with setting the priorities for funding in each county. Some councils limited their duration to that task alone and some councils continue to meet to provide oversight of the local child care system as well as to refine priorities when necessary.

Written and compiled by Kate Warren and Arlyce Currie in preparation for the Disability Policy Roundtable 9/23/95

Diana

THE DEPARTMENT OF EDUCATION

OFFICE OF SPECIAL EDUCATION AND
REHABILITATIVE SERVICES

FUNDED UNDER EARLY EDUCATION PROGRAMS FOR CHILDREN
WITH DISABILITIES (EEPCD)
(related to child care)

Competition: 24P

Organization Type: CLG,CLGFOU

Title: CREATING QUALITY HOME CARE ENVIRONMENTS FOR YOUNG CHILDREN WITH
DISABILITIES

Name: UNIVERSITY OF VERMONT
CENTER FOR DEVELOPMENTAL DISABILITIES
CHITTENDEN COUNTY
BURLINGTON, VT 05405

Phone Number: 802/656-4031

Principal Director: WAYNE FOX
Project Officer: BRYAN

Key Person	%	YR	Requested	Recommended	Actual
W. FOX	11	94	0	0	129986
A. CAPONE	50	95	129986	129986	0
K. KEISER	10	96	140384	0	0
J. KOZARYN	10	97	151615	0	0

----- ABSTRACT -----

PURPOSE: To support the development, implementation, and evaluation of a model inservice training project that will lead to an inclusive family child care home providers' certification.

TARGETS: Family child care home providers (N=15-25/year) will be trained to design, implement, and evaluate family-centered, inclusive, developmentally appropriate environments for young children and young children with disabilities.

APPROACH: Initially, staff will develop and institutionalize an Inclusive Family Child Care Providers Certificate Program in collaboration with the Child Care Services Division of the State Department of Social and Rehabilitative Services. This program will certify that each provider has committed to increasing his or her competencies to effectively serve young children with disabilities. Next, staff will develop, implement, and evaluate a certification program designed to increase participant knowledge and awareness of quality family child care home characteristics, and will provide an introduction to issues related to including young children with disabilities in family child care homes. A series of workshops totaling 26 hours will be developed and field-tested for identified participants (N=18-25). An initial interview and site visit will be conducted, and providers will commit to participation in all elements of certification. Participants will then complete a self-assessment, develop action plans to focus their learning throughout training, and participate in a practicum experience. Staff will then assemble a statewide, representative advisory stakeholders' council. This council, consisting of parents, representatives from the State Departments of Education and Social and Rehabilitative Services, early childhood educators, early childhood special educators, representatvies from higher education, and family child care providers will meet regularly to assist project staff with the inservice education delivery model. Fourth, staff will develop a regional network of professionals from the early childhood community to serve as resources and provide continuing support to the family child care providers in the region. Finally, staff will evaluate the model inservice training project and delivery format, analyzing its impact through workshop evaluations, participant portfolios, and direct observation of participants' progress.

----- ABSTRACT -----

OUTCOMES: This project will contribute to knowledge and practice in early childhood special education fields by addressing the needs of family child care home providers wishing to include young children with disabilities. The curriculum modules and training sequence will be replicable and will be disseminated throughout Vermont and the nation.

Competition: 24D

Organization Type: CLG, CLGFOU

Title: PRESCHOOL INCLUSION CONSORTIUM: TRAINING FOR COMMUNITY-BASED
PRESCHOOL, CHILD CARE AND EARLY INTERVENTION PERSONNEL

Name: TEMPLE UNIVERSITY
COLLEGE OF EDUCATION
RITTER HALL
13TH & CECIL B. MOORE AVE.
PHILADELPHIA, PA 19122

Phone Number: 215-214-1396

Principal Director: PHILIPPA CAMPBELL
Project Officer: COLEMAN

Key Person	%	YR	Requested	Recommended	Actual
P. CAMPBELL	20	94	136894	0	132500
S. KERSHMAN	10	95	143739	0	0
R. MILLER	70	96	150926	0	0
M. MAUNEZ	40				

ABSTRACT

PURPOSE: To promote the inclusion in early childhood settings of infants, toddlers, and young children with disabilities, and who are members of culturally, racially, and linguistically diverse groups.

TARGET: Initial year activities will target personnel in 65 licensed child care centers, 127 licensed family child care homes, and 25 Head Start programs located within the two participating neighborhoods.

APPROACH: This project will train early childhood personnel using an inclusive approach, curricula, and materials developed through two demonstration projects (the Preschool Integration Network and the Day Care Training Project). One Hispanic community and one African-American community of a large city will participate. The adapted training model will include four major components: (1) short-term, on-site topical workshops; (2) intensive training institutes for early childhood personnel; (3) intensive training institutes to train trainers; and (4) by request consultation and followup. Participants of training will provide data about the relevance, usefulness, and cultural appropriateness of both the training and materials. These data in combination with outside expert review of materials and training will be used to revise and modify the model, curricula, and materials for use with diverse families and children.

OUTCOMES: The impact of the project will be realized in: (a) increased numbers of children with disabilities who are successfully and fully included in early childhood settings; and (b) availability of validated training materials for by community early childhood personnel to facilitate inclusion of children from culturally, racially, and linguistically minority backgrounds.

Inservice Projects, continued

Philadelphia Family Network
Grant No.: H024P40021 (1994-97)
Philippa Campbell, Project Director
Temple University
933 Ritter Hall Annex
13th & Cecil B. Moore
Philadelphia, PA. 19122
(215) 204-1450
Fax: 215-204-5130

**Providing Accessible Statewide Training for
Practicing Paraprofessionals Working with
Infants, Toddlers, and Preschoolers Who
Are Deaf or Hard of Hearing and Their
Families**

Grant No.: H024P40084 (1994-97)
Don Barringer, Project Director
Barbara Glover, Project Coordinator
SKI-HI Institute
Utah State University
809 North 800 East
Logan, UT 84322-1900
(801) 752-4601
Fax: 801-755-0317

**Creating Quality Home Care Environments
for Young Children With Disabilities**

Grant No.: H024P40017 (1994-97)
Wayne Fox, Project Director
Center for Developmental Disabilities
University of Vermont
499-C Waterman Building
Burlington, VT 05405
(802) 656-4031
Fax: 802-656-1357

**Washington State Inservice Training Project
— Early Childhood Specialist: Hearing
and/or Vision**

Grant No.: H024P40030 (1994-97)
Nancy Hatfield, Project Director
Puget Sound ESD
400 SW 152nd Street
Burien, WA 98166
(360) 439-6925
Fax: 360-439-3961

Outreach Projects (n=15)

**Access for All: Collaboration for
Comprehensive Child Care for Deaf and
Hearing Preschoolers and Their Families**

Grant No.: H024D40001 (1994-97)
Gail A. Solit, Project Director
Gallaudet University
Child Development Center
800 Florida Avenue, N.W.
Washington, DC 20002
(202) 651-5130
Fax: 202-651-5708

**TLC National Outreach Project (Georgia &
Illinois)**

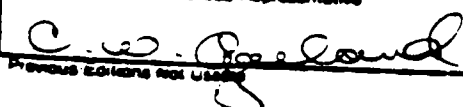
Grant No.: H024D40019 (1994-97)
Sharon Meek, Project Director
992 Hearthstone Place
Stone Mountain, GA 30083
(404) 292-8933
Fax: 404-294-0458

**TTAP (Technology Team Assessment
Process)**

Grant No.: H024D40023 (1994-97)
Patricia Hutinger, Project Director
Western Illinois University
27 Horrabin Hall
Macomb, IL 61455
(309) 298-1634
Fax: (309) 298-2305

APPLICATION FOR FEDERAL ASSISTANCE

OMB APPROVING 3145-004

1. TYPE OF SUBMISSION Application ☐ Construction ☐ Preapplication ☒ Non-Construction ☐ Non-Construction		2. DATE SUBMITTED 1-9-94	3. DATE RECEIVED BY STATE _____														
		4. DATE RECEIVED BY FEDERAL AGENCY _____	5. APPLICANT INFORMATION Legal Name: Williamsburg Area Child Development Resources, Inc. Address (give city, county, state, and zip code): P. O. Box 299 6325 Centerville Road Lightfoot, VA 23090														
		Organizational Unit: Board of Directors Name and telephone number of the person to be contacted on matters involving this application (give area code): Corinne W. Garland, Executive Director (804) 565-0303															
6. EMPLOYER IDENTIFICATION NUMBER (EIN) 54 - 0791991		7. TYPE OF APPLICANT (check appropriate letter in box) <table style="width:100%;"> <tr> <td>A. State</td> <td>H. Independent School Dist.</td> </tr> <tr> <td>B. County</td> <td>I. State Controlled Institution of Higher Learning</td> </tr> <tr> <td>C. Municipal</td> <td>J. Private University</td> </tr> <tr> <td>D. Township</td> <td>K. Indian Tribe</td> </tr> <tr> <td>E. Interstate</td> <td>L. Individual</td> </tr> <tr> <td>F. International</td> <td>M. Public Organization</td> </tr> <tr> <td>G. Special District</td> <td>N. Other (Specify) <u>Private, Nonprofit</u></td> </tr> </table>		A. State	H. Independent School Dist.	B. County	I. State Controlled Institution of Higher Learning	C. Municipal	J. Private University	D. Township	K. Indian Tribe	E. Interstate	L. Individual	F. International	M. Public Organization	G. Special District	N. Other (Specify) <u>Private, Nonprofit</u>
A. State	H. Independent School Dist.																
B. County	I. State Controlled Institution of Higher Learning																
C. Municipal	J. Private University																
D. Township	K. Indian Tribe																
E. Interstate	L. Individual																
F. International	M. Public Organization																
G. Special District	N. Other (Specify) <u>Private, Nonprofit</u>																
8. TYPE OF APPLICATION: ☒ New ☐ Continuation ☐ Revision 9. Revision, enter appropriate letter(s) in box(es): A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other (specify): _____		10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER 84 - 024B 11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: PARTners Plus - Early Childhood Model Demonstration Project															
12. AREAS AFFECTED BY PROJECT (include counties, cities, etc.): Cities of Williamsburg and Poquoson Counties of James City and York																	
13. PROPOSED PROJECT: <table style="width:100%;"> <tr> <th>Start Date</th> <th>Ending Date</th> </tr> <tr> <td>10/1/94</td> <td>9/30/97</td> </tr> </table>		Start Date	Ending Date	10/1/94	9/30/97	14. CONGRESSIONAL DISTRICTS OF: a. Applicant: First b. Project: First											
Start Date	Ending Date																
10/1/94	9/30/97																
15. ESTIMATED FUNDING: <table style="width:100%;"> <tr> <td>a. Federal</td> <td>\$ 139,853 .00</td> </tr> <tr> <td>b. Applicant</td> <td>\$.00</td> </tr> <tr> <td>c. State</td> <td>\$.00</td> </tr> <tr> <td>d. Local</td> <td>\$.00</td> </tr> <tr> <td>e. Other</td> <td>\$ 15,750 .00</td> </tr> <tr> <td>f. Program Income</td> <td>\$.00</td> </tr> <tr> <td>g. TOTAL</td> <td>\$ 155,603 .00</td> </tr> </table>		a. Federal	\$ 139,853 .00	b. Applicant	\$.00	c. State	\$.00	d. Local	\$.00	e. Other	\$ 15,750 .00	f. Program Income	\$.00	g. TOTAL	\$ 155,603 .00	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372/PROCESS? a. YES, THE PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372-PROCESS FOR REVIEW ON _____ DATE _____ b. NO, ☒ PROGRAM IS NOT COVERED BY E.O. 12372 ☐ OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW	
a. Federal	\$ 139,853 .00																
b. Applicant	\$.00																
c. State	\$.00																
d. Local	\$.00																
e. Other	\$ 15,750 .00																
f. Program Income	\$.00																
g. TOTAL	\$ 155,603 .00																
		17. HAS THE APPLICANT BEEN SUBJECT TO ANY FEDERAL DEBT? ☐ Yes ☒ No															
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN ONLY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED																	
9. Typed Name of Authorized Representative Corinne W. Garland		b. Title Executive Director															
d. Signature of Authorized Representative 		c. Telephone number (804) 565-0303															
		e. Date Signed 1-4-94															

Authorized for Local Reproduction

The PARTners Plus Project: A Model of Respite Care Designed, Implemented, and Evaluated by Families

The purpose of the PARTners Plus Demonstration Project is to expand respite care options for families and children (birth - 8) with special needs by developing a natural and family-centered model that involves families in the design, implementation, and evaluation of respite care services. Respite care is an essential part of a family support system under the Part H Early Intervention Program and is undoubtedly needed by families of older children as well.

The PARTners Plus Project is a model for helping families find and train their own respite care providers. Families served will draw on their own natural and informal supports to identify their own caregivers. The project will assist families unable to find a caregiver by recruiting caregivers from among whom the family can choose. Each family will design caregiver training specific to their child's daily routine and special care needs. The project will support families during this process and will help families solve problems related to training and keeping caregivers. The model especially addresses the support needs of families whose children have low incidence disabilities or are technology dependent. When parents provide training in caregiving routines, respite care providers perceive caregiving as feasible.

The project will ensure continuation of the model by building community networks by and for families. Families will have a leadership role in a community advisory group to assist in finding support and a home for model continuation. A family and caregiver cooperative will be established to increase and maintain the number and quality of respite options.

The project will develop and disseminate materials that support training of families and caregivers. A set of three manuals will help families, caregivers, and community planners to replicate the model.

The goals of this project are :

- Goal 1: To develop and implement a model of respite care for families and children (birth - 8) with disabilities and special health care needs that is designed, implemented, and evaluated by families.
- Goal 2: To develop and disseminate information and materials/products to promote quality respite care and leading to replication of the model.
- Goal 3: To coordinate and promote continued support for project activities with state and local agencies/resources responsible for planning, implementing, and monitoring respite, child care, and services to children with special needs and their families.

The applicant is Williamsburg Area Child Development Resources (CDR), Inc. in Lightfoot, Virginia. CDR is a nationally recognized nonprofit agency providing services for young children and their families and training and technical assistance to the professionals who serve them.

APPLICATION FOR FEDERAL ASSISTANCE

1. DATE SUBMITTED
9/12/94

APPLICANT NUMBER

1. TYPE OF SUBMISSION
APPLICANT

☐ Construction

Preconstruction

☐ Construction

☒ Non-Construction

☐ Non-Construction

2. DATE RECEIVED BY STATE

State Applicant Number

4. DATE RECEIVED BY FEDERAL AGENCY

H024-B 50046

1. APPLICANT INFORMATION

Legal Name:
Commonwealth of Massachusetts

Organizational Unit

Office for Children

Address (give care county state and zip code)

One Ashburton Place, Rm 1111²
Boston, MA 02108

Name and telephone number of the person to be contacted by Federal agency (give area code)

Karen Sheaffer
(617) 727-8900 ext. 111

2. EMPLOYER IDENTIFICATION NUMBER (EIN)

04-6002284

3. TYPE OF APPLICANT: (enter appropriate letter in box)

- | | |
|---------------------|--|
| A. State | H. Independent School Dist. |
| B. County | I. State Controlled Institution of Higher Learning |
| C. Municipal | J. Private University |
| D. Township | K. Indian Tribe |
| E. Interstate | L. Individual |
| F. International | M. Profit Organization |
| G. Special District | N. Other (Specify) |

4. TYPE OF APPLICATION

☒ New ☐ Continuation ☐ Renewal

5. Reviewer check appropriate item(s) in column:

- A. Increased Amount B. Decreased Amount C. Increased Duration
D. Decreased Duration Other (specify):

6. NAME OF FEDERAL AGENCY:

U.S. Department of Education

7. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER

84-024B

TITLE: Model Demonstration Project for Young Children with Disabilities

8. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:

Project Child Care 2000²
Enhanced child care resource and referral services for children with low incidence disabilities

9. AREAS AFFECTED BY PROJECT (include counties, states, etc.)

Massachusetts

10. PROPOSED PROJECT:

Start Date: 5/1/95
Ending Date: 4/30/00

11. CONGRESSIONAL DISTRICTS OF:

A. Apparent: All Massachusetts
B. Project:

12. ESTIMATED FUNDING:

A. Federal:	\$ 122,271 .00
B. Applicant:	\$.00
C. State:	\$ 34,490 .00
D. Local:	\$.00
E. Other:	\$.00
F. Program Income:	\$.00
G. TOTAL:	\$ 156,761 .00

13. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

A. YES. THE PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON

DATE 9/12/94

B. NO. ☒ PROGRAM IS NOT COVERED BY E.O. 12372

☐ OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW

14. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?

☐ Yes If "Yes," attach delinquency

☒ No

15. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN FULLY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED

A. Typed Name of Authorized Representative:

Virginia Melendez

B. Title

Commissioner

C. Telephone Number:

(617) 727-8900

D. Signature of Authorized Representative

Virginia Melendez

E. Date Signed

9/12/94

PART II ABSTRACT

In collaboration with its 13 child care resource and referral (CCR&R) agencies, the Massachusetts Office for Children will develop, implement, evaluate, and disseminate an enhanced CCR&R service for children with disabilities and their families. With an enhanced child care database, parent counseling, individualized technical assistance, access via INDEX (Information on Disabilities Exchange) to needed resources, and consultation linking experts in disabilities to service providers, **Project Child Care 2000** will meet the unique child care needs of all young children with disabilities, and will target those children with severe or low incidence disabilities and their families.

Project Child Care 2000 builds on strengths of the existing Massachusetts' CCR&R programs that already balance parent information services with resources to child care providers to ensure an adequate supply of care. As a result of this project all CCR&Rs will match service providers with others who can offer training and technical assistance about caring for children with disabilities. They will coordinate this training and services to increase accessibility and improve the quality of care.

During Stage One (Year One and Two), two demonstration sites will develop, implement and evaluate systems to refer families to child care providers who are able to administer medication, provide site modification, access special equipment, and other accommodations to meet individual requirements for assistance in communication, mobility, behavior management or other special needs. If a family wishes to use this service, new intake procedures will gather additional information about a child's strengths, needs and disability. Specialized CCR&R counselors will refer an anticipated 160 families of children with disabilities to appropriate providers with confirmed openings, of which 15 will represent children who have low incidence disabilities. Follow-up services after a parent selects child care include facilitating a team approach for those working with the child. The demonstration project's sample population is children with any type of disabilities but children with severe and low incidence disabilities will be targeted.

During Stage Two (Year Three), the project staff will produce, pilot, and evaluate training modules for replication of the model to all state funded CCR&R agencies in Massachusetts. Stage Three (Year Four and Five), the CCR&R agencies in Massachusetts will replicate the demonstration project. By offering CCR&R staff training at Wheelock College, the model will be widely available not only to Massachusetts staff but other states as well. Career development for CCR&R staff will improve through college credit training. The project will make materials available at cost to other states.

As a result of this project, the CCR&Rs in Massachusetts will become uniquely situated to help families searching for inclusive child care for children with low incidence disabilities. Nationally, the child care resource and referral services have grown dramatically in the past five years to help families searching for child care. This project will take the Massachusetts CCR&R agencies to the next step and will create a replicable national model for others to follow.

Projects by Competition
Narrowed on Competition = 024

Date: 09/20/95
Page: 21

Grant Num	Project Title	Institution/Organization Address	Principal Director Phone Number	FY	Actual Amount
** Competition: 024P					
#024P40029	CHILD CARE PLUS+	THE UNIVERSITY OF MONTANA MONTANA UNIVERSITY AFFILIATED RURAL INSTITUTE ON DISABILITIES 52 CORBIN HALL MISSOULA, MT 59812	GORDON, SARAH 406/243-5467	94 95 96 97	134957 0 0 0

----- ABSTRACT -----

PURPOSE: To develop, demonstrate, evaluate, and disseminate an inservice training model designed to enhance the competencies of early childhood paraprofessionals who aid in delivery of Part H and Part B (IDEA) services in community based programs which include young children with disabilities.

TARGETS: Early childhood personnel (child care, preschool, Head Start) (N=50) who currently work in early childhood education programs providing care and education to young children with disabilities.

APPROACH: Child Care plus+ incorporates competency-based educational principles, adult learning guidelines, an ecological approach to inservice training, and family-centered options for early childhood care and education into nine training modules. These modules include arranging and adapting young children's play environments, guiding the behavior of young children, involving parents and families, promoting health and safety in early childhood settings, facilitating communication development in young children, positioning young children to participate fully in routines and activities, encouraging independent play in young children, responding to individual differences during small group activities, and utilizing routines to promote development. This three-year project will emphasize collaboration and networking with early intervention specialists and special educators to promote a self-sustaining system of transdisciplinary teaming. During Year 1, staff will develop and field-test curriculum materials, and implement training courses with enrolled training participants. Staff will also initiate program evaluation systems and promote awareness of the project. In Year 2, staff will continue to monitor participant progress and complete the first set of training courses, evaluating the effectiveness of curriculum materials. Staff will then further promote awareness of the project, enrolling training participants for the second series of training sessions. At this time staff will evaluate the impact of the Year 2 training. Project Year 3 activities will include completion of the second set of training courses, evaluation of both training formats, compilation and dissemination of project information and products, and preparation of model replication and the project's final report.

OUTCOMES: Child Care plus+ will provide processes for coordination and collaboration between early childhood paraprofessionals and early intervention professionals and increased options for families of children with disabilities in rural and remote areas. Project findings will be presented in various formats to professionals and public policy planners, both in-state and nationally.

Projects by Competition
Narrowed on Competition = 024

Date: 09/20/95
Page: 20

Grant Num	Project Title	Institution/Organization Address	Principal Director Phone Number	FY	Actual Amount
** Competition: 024D (cont.)					
024D50063	CHILD CARE PLUS+: AN OUTREACH PROJECT PROVIDING TRAINING AND TECHNICAL ASSISTANCE TO CHILD CARE AND PRESCHOOL PROGRAMS	UNIVERSITY OF MONTANA MONTANA UNIVERSITY AFFILIATED PROGRAMS RURAL INSTITUTE ON DISABILITIES 52 CORBIN HALL MISSOULA, MT 59812	MULLIGAN GORDON, SARAH 406-243-5814	95 96 97	0 0 0

----- ABSTRACT -----

PURPOSE: To provide training and technical assistance to child care and preschool programs that include young children with disabilities.

TARGET: The following individuals are expected to benefit from project activities: 3,000 individuals to receive training and conferences, seminars, and other training activities; over 5,000 early intervention specialists and related professionals to receive awareness materials, training or technical assistance; at least 82 individuals to be trained to continue model replication; over 400 child care programs replicating the model; over 1,000 child care providers participating in replication components training activities; and over 800 young children with disabilities and their families.

APPROACH: This project will promote inclusion of young children with developmental, physical, medical, and low-incidence disabilities in typical child care and preschool programs, particularly in rural and economically disadvantaged areas. The following activities will be pursued to promote inclusive child care and preschool opportunities for young children with disabilities and their families: provision of awareness information about inclusion, project services, and resources; development of new products and materials; dissemination of these products and materials; training; provision of technical assistance and consultation; replication of the established model of inclusive child care using both direct training and a train-the-trainer approach; and coordination with local, state, and national resources. In Year One, both replication areas will be located in areas identified as Empowerment Zones and Enterprise Communities. Community recruitment for Years Two and Three will be designed to focus project resources where they are most needed.

OUTCOMES: Technical, interim, and final project reports detailing the findings of the training course evaluations will be completed. Manuscripts will be submitted for publication in early intervention and early childhood journals, and additional information and limited training and technical assistance will be made available to agencies and organizations who may, in turn, use project findings and products to implement and improve early childhood education services for young children with disabilities.

Delivering Special Education Services in Urban Culturally Diverse Child Care Centers to Preschool Age Children With Disabilities Prenatally Exposed to Drugs/Alcohol

Demonstration Project
Grant No. H024B10028 (1991-94[95-96])
Fiscal Agency: Los Angeles Unified School District

Shizuko Akasaki, Director
Preschool Programs
Division of Special Education
450 North Grand, Room G-369
Los Angeles, CA 90012
(213) 625-4564
Fax: 213-617-2086

Purpose: To develop a model for serving children in publicly funded child care settings who display developmental delays in language and/or cognitive development.

Target: Preschool-age children who exhibit social/emotional and behavioral difficulties as well as delays in language and/or cognitive development. The majority of these children have been prenatally exposed to alcohol and/or other drugs, are identified as abused or neglected, or were born to teenage mothers. Most are members of racial, ethnic, or linguistic minority groups.

Approach: The project will employ a milieu teaching process in which services to target children will be integrated into their child care program. Children also will receive individual services if deemed necessary. The intervention model will combine knowledge from child intervention, family systems, and cultural diversity research. The focus will be on examining child coping behavior as an outgrowth of biological and environmental factors. Children's behavior will be viewed first as communication. Strategies to change behavior will involve nonaversive consequences, as well as modifying the environment and adult behavior. Families will be involved in parent-to-parent support activities, in addition to receiving desired assistance with child behavior outside the child care setting.

Outcomes: Children will learn ways of coping with stress that will enable them to function within mainstream educational and social environments. Training materials, including written, audio, and video products, will be developed and disseminated for model replication.

Project Unidos para el Bienestar de los Niños Y su Familia (United for the Well-Being of Children and Their Families)

Demonstration Project
Grant No. H024B30027 (1993-96[97-98])
Fiscal Agency: California State University, Northridge

Michele Haney, Director
Office of Research & Sponsored Projects
California State University, Northridge
18111 Nordhoff EDUC
Northridge, CA 91328-1277
(818) 885-3874
Fax: 818-885-2596

Purpose: To develop, implement, evaluate, document, and disseminate information about a culturally responsive, community-based model program of early identification, service coordination, and intervention for young children and their families; and to develop and disseminate products and materials to enable duplication of the model with other culturally and linguistically diverse populations.

Target: Infants and toddlers with and at-risk for disabilities and their families within the largely underserved, low-income, Hispanic community of the northeast San Fernando Valley area of greater Los Angeles.

Approach: The project will provide screening for and early identification of developmental problems at sites frequented by families in the target communities. Immediate and long-term follow-up will be provided for infants and toddlers identified as being at risk for or having disabilities. The project will support referral and ongoing service coordination for identified families and increase and enhance existing community resources for early intervention with an emphasis on inclusive and culturally responsive intervention resources. Materials will be developed and disseminated that reflect strategies for culturally responsive screening and assessment procedures, service coordination, and early intervention.

Outcomes: Approximately 60 infants and toddlers will be screened during each year of the project, and approximately 80 families will receive service coordination, direct services, and/or follow-up during the project. Community service programs will be identified and will receive inservice training and ongoing consultation to support their delivery of inclusive services to the identified children and families. Four mothers from the community will receive training and support for providing a community-based and culturally responsive support group for target families.

Project CIP: Community Integration Project

Outreach Project — National/Multistate
Grant No. H024D10019 (1991-94)
Fiscal Agency: George Washington University

Penny Wald, Project Director
George Washington University
Funger Hall, #524
2201 G Street NW
Washington, DC 20052
(202) 994-2795 or
(703) 836-0723

Purpose: To increase opportunities for inclusion of young children with disabilities in early childhood programs by helping communities design systems for inclusion and providing training for the regular and special education professionals involved in the inclusion efforts.

Target: Professionals, paraprofessionals, and administrators in school and community programs serving children, ages 2 to 5, with and without disabilities, and their families.

Approach: Project CIP offers technical assistance and training designed to build the capacity of early childhood programs to serve preschoolers with disabilities. The CIP approach focuses on: a) building partnerships between community systems and agencies responsible for serving preschool-age children with and without disabilities; b) building inclusion teams at the service delivery level; and c) providing pre-integration training to prepare regular and special education staff for teaching in inclusive settings.

Outcomes: Development of system-level and service delivery-level collaborations that increase opportunities for children with and without disabilities to share early education experiences in school- or community-based early childhood programs.

Training for Inclusion

Outreach Project — National/Multistate
Grant No. H024D20032 (1992-95)
Fiscal Agency: United Cerebral Palsy Associations

Kathleen Gradel, Project Executive
United Cerebral Palsy Associations, Inc.
1522 K Street NW, Suite 1112
Washington, DC 20005
(202) 842-1266
Fax: 202-842-3519

Purpose: To train teams throughout Alabama, who will in turn train local day care providers, in a day care training curriculum that promotes the inclusion in natural settings of children, birth through 5 years of age, with disabilities.

Target: Representatives of local affiliates of the United Cerebral Palsy Associations within each participating state, who in turn will train public, private, and home-based day care providers.

Approach: Training content emphasizes the development of consultation and collaboration skills among participants. Training will be implemented through eight training modules delivered over a 2-month period, with follow-up technical assistance provided for 6 months. Teams recruited for training will include one professional and one parent, who will participate in an intensive 5-day training session on the content and delivery of the model.

Outcomes: The project will translate findings from a statewide model inservice project into training content and subsequent model replication activities within other states. Curriculum materials will be developed and disseminated. The ultimate benefit of the project will be increased access to community child care programs for families with young children with disabilities.

Best Practices in Integration Outreach Project (BPI-O)

Outreach Project — National/Multistate
Grant No. H024D20011 (1992-95)
Fiscal Agency: Indiana University

Susan Klein, Director
Liz Tertell, Coordinator
W. W. Wright Education Building, Room 3280
Indiana University
Bloomington, IN 47405-1006
(812) 856-8167
Fax: 812-856-8440

Purpose: To promote and facilitate an effective integration model in communities to assure that young children, from birth through 6 years, with disabilities and their families have ready access to and are able to participate in quality preschool and child care programs and community events.

Target: Training targets child care, preschool, and early childhood intervention professionals; administrators; parents; direct service personnel; and community leaders and other stakeholders in local systems change.

Approach: Project staff, working with local child care and preschool providers and providers of multidisciplinary services, will provide resources and facilitate activities to lay the groundwork for an effective integration model in each community. Intensive training is offered on-site to targeted personnel, combined with technical assistance provided both on-site and via telephone and electronic communication.

Outcomes: The knowledge base in early childhood intervention will be expanded by translation of findings from a multidisciplinary inservice training project into training content and materials; documentation of the activities of the planning group and the community resource network, and of the impact of both groups' activities on community integration efforts; and development of materials for dissemination.

Bridging Early Services Transition (BEST) Project Outreach

Outreach Project
Grant No. H024D30046 (1993-96)
Fiscal Agency: Associated Colleges of Central Kansas,
Department of Special Education

Sharon Rosenkoetter, Director
Department of Special Education
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, KS 67460
(316) 241-7754
Fax: 316-241-5153

Purpose: To assist local and state coordination of transitions that promote: placement decisions that meet child, family, and agency needs; uninterrupted services; models for family advocacy; avoidance of duplication; reduced stress; and inclusion in community settings.

Target: Local- and state-level interagency planning teams that include family members, administrators, and direct service personnel who are working with young children with disabilities and their families who are moving between service systems, including moving from home- to center-based services, from Part H infant-toddler to Part B preschool services, from preschool to kindergarten-level services, and from segregated special education to integrated services provided in natural settings.

Approach: The BEST model is a process that includes training for interagency collaboration, partnership with parents, and preparation of the child for new environments, as well as preparation of environments for the child. Elements of transition coordination may include interagency collaboration to provide screening and evaluation, timelines for transition activities, curricular continuity, systems for interagency communication, family involvement at both the policy planning level and at the individual child level, and program evaluation of the effectiveness of the transition plan. Assistance is available to state and local interagency coordinating councils that are developing coordination transition policies and procedures, to teams focusing on one or more levels of early childhood transitions, or to agencies working on a single model component.

Outcomes: The project will impact children, families, service professionals, and state policy makers in six states: Alaska, Florida, Indiana, Kansas, Missouri, and Wisconsin. Through presentations, workshops, print media, or technical assistance the project also will reach professionals and families in other parts of the country.

Missouri-TIKES: Training Individuals to Care for Exceptional Students Outreach Project

Outreach Project — National/Multistate
Grant No. H024D20024 (1992-95)
Fiscal Agency: University of Missouri

Bob Busch, Director
University of Missouri
223 Townsend Hall
Columbia, MO 65211
(314) 882-1386
Fax: 314-882-5071

Purpose: To train child care providers to successfully mainstream children, 3 through 5 years of age, with and without disabilities, into child care settings.

Target: Trainers of child care providers, including early interventionists, Head Start personnel, multi- and transdisciplinary teams, and child care paraprofessionals.

Approach: Facilitators will be trained in the M-TIKES curriculum so they may train child care providers to enhance the cognitive, communicative, social, and psychomotor development of children with disabilities by enabling their interaction with their nondisabled peers. The M-TIKES videotape series, with accompanying viewer and facilitator guides, forms the basis of training for facilitators. Each tape addresses a specific topic within child development with a focus on children with disabilities and ways to mainstream them into child care facilities.

Outcomes: This project will result in an increase in the number of facilitators to train child care providers to mainstream children into child care facilities, an increase in the number of child care providers who are willing and capable of integrating children into their facilities, and a system of replication for an empirically proven training model.

VIDEOSHARE Model Outreach Project

Outreach Project — National/Multistate
Grant No. H024D10024 (1991-94)
Fiscal Agency: School of Education, University of Montana

Richard van den Pol, Director
Division of Educational Research and Service
School of Education
University of Montana
Missoula, MT 59812
(406) 243-5344
Fax: 406-243-2797

Purpose: To provide training in a model that uses videorecording to supplement traditional normative and criterion-referenced measures to document the accomplishments of young children with disabilities.

Target: Young children, birth through age 8, with disabilities, and their families; and agencies that provide or are developing special preschool programs to serve this population.

Approach: The model has three components: 1) daily activity videotapes for parents, to encourage carry-over of the child's abilities at school to the home setting; 2) pre- and post-videotapes of child performance to encourage transition to the least restrictive setting, which provide the receiving school's child study team with efficacy data on child performance and readiness for mainstreaming; and 3) videotapes of therapeutic interventions to support child skill maintenance and generalization after transition. Adoption sites will complete a self-assessment of needs and will receive component or model replication training, consisting of descriptive video, self-instruction materials, telephone consultations, and other support activities. Adoption site personnel may be invited to visit a demonstration site for "hands-on" training. The project will produce and disseminate instructional videotapes that describe the project, the video-based assessment system, data collection, videotape editing procedures, and data analysis.

Outcomes: Anticipated outcomes include improvement and expansion of early intervention transition services through augmented assessment; promotion of optimal functioning of children with disabilities; and demonstration of an effective, low-cost approach to delivery of services.

Project TRAC Outreach

Outreach Project

Grant No. H024D30047 (1993-96)

Fiscal Agency: Western Oregon State College, Teaching Research Division

Joyce Peters, Director
Teaching Research Division
Western Oregon State College
345 North Monmouth Avenue
Monmouth, OR 97361
(503) 838-8812
SpecialNet: TRD
Fax: 503-838-8150

Purpose: To increase the quality and availability of services to children with disabilities and their families within community preschools and child care centers by replicating the TRAC model within local community programs presently serving young children.

Target: Administrators, teachers, and assistant teachers from community programs serving or planning to serve children, 2½ to 6 years of age, within inclusive settings, who are typically developing, who have diagnosed developmental disabilities, or who are at significant risk for developing disabilities.

Approach: Training will be provided in the TRAC model and will focus on disseminating proven practices for merging early childhood special education with developmentally appropriate practices to serve children with disabilities in community programs. Training content focuses on: strategies for inclusion, developmentally appropriate practices, targeting IEP goals within activity-based settings, families and family-centered services, disabilities, environmental arrangement, and data systems. Competency-based training is provided in each of six training modules, ranging from ½- to 4-day sessions. Training includes structured practicum experiences supplemented by small group seminars, technology-supported presentations, individualized follow-up technical assistance, and self-guided study materials. Training also is offered to develop training capacities within community programs.

Outcomes: The project will provide replication training to 30 community child care providers in the TRAC model during the first project year. The model also will be replicated through the development of training materials for and the training of second-generation trainers. The impact of project dissemination activities and of TRAC training and follow-up efforts by project staff and by second-generation trainers will be evaluated.

Teaching Research Integrated Preschool (TRIP) Model

Outreach Project — National/Multistate

Grant No. H024D10033 (1991-94)

Fiscal Agency: Teaching Research Division, Western Oregon State College

Joyce Peters, Director
Teaching Research Division
Western Oregon State College
345 North Monmouth Avenue
Monmouth, OR 97361
(503) 838-8812
SpecialNet: TRD
(Fax) 503-838-8150

Purpose: To increase quality services in integrated settings for young children with disabilities and their families, through specialized staff development training.

Target: Children, birth to age 6, with or at risk for disabilities, and their families; and early childhood educators (teachers and paraprofessionals) and family intervention specialists.

Approach: The TRIP model has seven components: integration, activity-based instruction, individualized programming, family involvement, an environmentally referenced assessment process, regular data collection and analysis, and staff management. Children birth to age 30 months are served in a home-based format in combination with an optional parent/toddler 2-day-per-week program. Children over age 30 months are served in an integrated classroom setting. The outreach project will address dissemination activities, training, establishing satellite training sites, and evaluation. The project has developed a nationwide network of satellite training centers that will serve as regional training sites. The competency-based training includes a 4-day session, which provides structured practicum experience supplemented by small group seminars, and two follow-up technical assistance visits to each trainee's work site. The specialized training package for family intervention specialists includes core model components, as well as family/home-focused components.

Outcomes: The project will improve services for target children and families. Training efforts will be designed to address the needs of children from culturally, linguistically, and racially diverse backgrounds and those residing in rural areas.

SpecialCare Outreach

Outreach Project
Grant No. H024D30049 (1993-96)
Fiscal Agency: Williamsburg Area Child Development Resources, Inc.

Corinne Garland, Director
Williamsburg Area Child Development Resources, Inc.
P.O. Box 299
6325 Centerville Road
Lightfoot, VA 23090-0299
(804) 565-0303
SpecialNet: CDR.VA
Fax: 804-564-0144

Purpose: To expand inclusive child care options for families of young children with disabilities through replication of the SpecialCare model for training caregivers.

Target: Trainers of caregivers providing services to children from birth through age 5, through agencies, including resource and referral agencies, extension offices, community colleges, and model early childhood technical assistance projects.

Approach: SpecialCare builds on traditional caregiver roles and skills, expanding caregivers' knowledge and comfort level so that they are willing and able to care for children with disabilities. Using a train-the-trainer approach, project personnel will assist sites in replicating the SpecialCare training model. The train-the-trainer process includes four learning experiences, totaling no fewer than 30 hours, that move the learning through mastery of knowledge to skill, and from observation to guided practice and to independent practice with evaluation and feedback. The model offers a curriculum and trainer's manual that includes trainer's notes on content and training methods, suggested trainer aids, handouts for participants, and videotapes.

Outcomes: Approximately six to eight replication sites will receive training each project year, each of which in turn will train at least 52 caregivers. This will result in increased options of care and of inclusive placements for children with disabilities and their families and a system of training for caregivers in several states. The SpecialCare curriculum and supporting materials will be packaged for national dissemination to agencies with responsibility for training child care providers.

Project TRANS/TEAM Outreach

Outreach Project — National/Multistate
Grant No. H024D20036 (1992-95)
Fiscal Agency: Child Development Resources, Inc.

Corinne Garland, Director
Child Development Resources
P.O. Box 299
6325 Centerville Road
Lightfoot, VA 23090-0299
(804) 565-0303
SpecialNet: CDR.VA
Fax: 804-564-0144

Purpose: To disseminate and replicate a five-step model of inservice training that is designed to help early intervention teams move toward more family-centered, transdisciplinary (TD) service delivery.

Target: Early intervention teams in public and private agencies that provide services to young children, birth through 2 years of age, and their families.

Approach: The training model uses an individualized needs assessment process to determine team training needs in family-centered services; TD service delivery; team assessment; helping families determine their concerns, priorities, and resources; Individualized Family Service Plan (IFSP) development and implementation; interagency collaboration; transition; service coordination; natural settings; and cultural competence. Teams participate in on-site training workshops. Technical assistance is provided in developing and implementing individual team plans for change. Replication sites participate in evaluation of the training. Site personnel and independent evaluators also rate the service delivery changes made as a result of outreach activities.

Outcomes: During each of the project's 3 years, 8 to 10 early intervention teams will make behavioral and programmatic changes necessary to become more transdisciplinary and to provide more family-centered services. Two family guides currently used by the program will be revised through the project, and the model curriculum will be expanded.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
004. memo	Diana Fortuna and Julie Demeo to Carol Rasco re: Conference (partial) (1 page)	09/19/1995	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Gaynor McCown (Subject Files)
OA/Box Number: 7385

FOLDER TITLE:

School to Work

2011-0255-S

rc225

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

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- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

THE WHITE HOUSE
WASHINGTON
September 19, 1995

EVENT MEMORANDUM FOR CAROL H. RASCO

FROM: Diana Fortuna & Julie Demeo

SUBJECT: Conference -- Opening Doors: Building Partnerships '95

I. LOGISTICS:

DATE: Friday, September 22nd
TIME: 8:30 - 4:15pm
LOCATION: Beverly Garland Hotel & Conference Center
phone (916) 929-7900
CONTACT: Judy Reichle: work ph (916) 443-8693; fax (916) 443-3289; home ph [REDACTED] 6047

II. PURPOSE/BACKGROUND

Building Partnerships '95 Conference is sponsored by the School to Work Interagency Partnership (SWITP).

You will have your own holding room. You'll also be escorted by Pat Dougan & Judy Hegenauer for the conference.

III. PARTICIPANTS/AUDIENCE (200-250 persons)

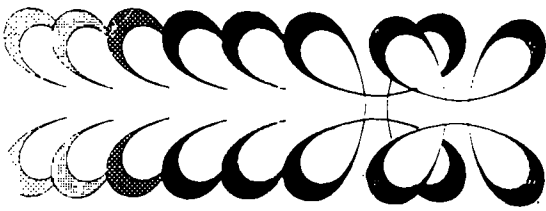
Representatives from SWITP and nine other successful partnership programs. Youths with disabilities, family members and representatives from state and local organizations and agencies involved with these programs.

IV. FORMAT

8:30-9:00 Registration/Continental breakfast
9:00-9:15 Welcome
9:30-10:45 Concurrent Sessions
(a) Synergistic Partnerships (Donner Rm)
(b) Collaboration Made Easy (Theater)
(c) Interagency Council for Children & Families
11:00-12:15 Concurrent Sessions
(a) Joining Opportunities Between Services/JOBS
(b) Southeast Neighborhood Partnership
(c) Stanislaus Partners in Education/Project Riverbank
12:30-1:30 Networking Lunch
1:45-3:00 Concurrent Sessions
(a) BEST STEP
(b) Summer Beginnings Partners
(c) Reach Out to Families
3:15-3:30 General Session: Hot Issues
3:30-4:15 Carol Rasco: Speech and Q&A

V. PRESS

Press have been invited but few if any are expected to show.



CALIFORNIA
SCHOOL TO WORK
INTERAGENCY TRANSITION
PARTNERSHIP

Partners:

June 2, 1995

Employment
Development
Department
Thomas P. Nagle

Ms. Carol Rasco
Assistant to the President for Domestic Policy
White House Domestic Policy Council
Old Executive Office Building, Room 224
Washington, D.C. 20050

Department of
Developmental
Services
Denny Amundson

Dear Ms. Rasco:

Department of
Education
Leo Sandoval

We invite you to be the Keynote Speaker for our Opening Doors: Building Partnerships '95 conference in Sacramento, California on Friday afternoon, September 22, 1995.

Department of
Mental Health
Steve Mayberg, Ph.D.

The School to Work Interagency Partnership is an organization of state and federal agencies, community organizations, and family and consumer groups who have partnered under a Department of Education, Office of Special Education and Rehabilitative Services School to Work Systems Change grant for youth with disabilities (#H158A10043). We are in our fourth year of a five year grant. I have attached a little information about us.

Department of
Rehabilitation
Brenda Premo

Social Security
Administration
Linda McMahon

State Community
Colleges
Chancellor's Office
David Mertes

State Job Training
Coordinating Council
Dean K. Smith

California Universities
Ian Pumpian, Ph.D.

We are aware of the wonderful work that you have done and are doing promoting federal, state and local partnerships to better serve our citizens. We would like you to share your strength and commitment at our meeting. We expect a group of 200-250. The group will include interested family members and representatives from organizations and agencies. We will highlight successful local partnering practices in California, while promoting the need for broad systems change. School to work and youth with disabilities are the key focus but other successful local partnerships with different focuses and target populations will be included.

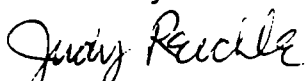
717 "K" Street, Suite 400 * Sacramento, CA 95814 * (916) 443-8693 * FAX (916) 443-3289

Grant Award #H158A10043

State Staff: Judy Hegenauer, Ph.D. Project Coordinator; Judy Reichle, Assistant Project Coordinator
Ester Daviu, Office Coordinator

We hope we have gotten your interest and the date is a possibility on your calendar. Please contact Pat Dougan at (916) 327-4214 for more information and regarding your availability. Thank you very much for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Judy Reichle".

Judy Reichle
Co-Coordinator

cc. Patricia Dougan, California Department of Education

Julie Demeo
Pat Romani
FAX 202 456-2878
White House Domestic Policy Council

August 2, 1995

This is to confirm that Ms. Carol Rasco has agreed to be the General Session Speaker for our Opening Doors: Building Partnerships '95 conference in Sacramento, California on Friday afternoon, 3:30 pm to 4:15 pm, September 22, 1995.

This is a one day conference, starting at 8:30 am and ending with the closing general session at 4:15 pm.

We are trying to schedule a brief visit with Ms. Delaine Eastin sometime early in the morning of the 22nd. We will keep your office informed.

Nine presentations highlighting local, successful partnerships in California will be presented in the morning and afternoon. Through a Call for Papers, we will be selecting partnerships that demonstrate exemplary practices in collaboration.

Travel Costs

We will assume the costs of travel and lodging. Please contact Ester Daviu, Administrative Assistant on our SWITP project staff, at (916) 443-8693 to make necessary travel arrangements and to get further details.

The airline ticket will be mailed to you. Lodging accommodations will be arranged near the Beverly Garland Hotel and Conference Center, site of the event. We will send you the hotel address as soon as the arrangements are finalized. The SWITP office needs to know how many days Ms. Rasco is able to stay.

If any special accommodations are needed, please let Ester know.

Conference Sponsor

The sponsoring entity is The School to Work Interagency Partnership (SWITP), an organization of state and federal agencies, community organizations, and family and consumer groups who have partnered in a Department of Education, Office of Special Education and Rehabilitative Services School to Work Systems Change grant for youth with disabilities (#H158A10043). We are in our fourth year of a five year federal Dept. of Education, Office of Special Education and Rehabilitative Services grant.

The SWITP project grant state partners are the California Depts. of Education, Developmental Services, Employment Development, Mental Health, Rehabilitation, the Social Security Administration, Chancellor's Office for Community Colleges, State Colleges and Universities, and the State Job Coordinating Council.

Conference Participants

We expect a group of 200-250 persons. The group will include family members, and representatives from organizations and agencies, both the state and local levels.

Most of the participants, though not all, will be representing youth with disabilities. The presenting partnerships will include persons from mental health, rehabilitation, developmental services, postsecondary education, employment development, JTPA and social security.

Purpose of General Session Presentation

We understand that Ms. Carol Rasco, along with the Office of Management and Budget Director, is heading an interagency policy review. We would like Ms. Rasco to speak about that as well as the opportunities and challenges of block funding.

The purpose of the conference is to highlight successful, local (interagency) partnering practices for children and youth in California.

School to work for youth with disabilities will be a key focus of most of the conference presentations but other successful local partnerships (health care, school-linked services, employment partnerships), will be included.

Def int

We would like to offer to Ms. Rasco the opportunity to visit an Interagency Transition Planning Meeting, either in the near-by community or at the Opening Doors Conference itself. We could arrange for this process to take place in the community the day before Ms. Rasco's presentation, or at the conference on Friday.

We are all looking forward to Ms. Rasco's visit. We are hoping for her inspiration and insights as we in California work toward interagency community partnerships that will benefit children and youth. We will do everything we can to make her visit comfortable.



California School to Work
Interagency Transition Partnership

FAX TRANSMITTAL

(916) 443-3289

Date: 9/19/95

To: Diana Fortuna

Organization: Domestic Policy

Fax #: 202 456-2878

From: Judy Reichle

Number of pages (including this page): 8

COMMENTS: _____

Hi Diana, I am sending you
some information that will appear
in the Opening Doors Conference
NOTEBOOK - (it will also contain bio and info
on Mrs. RASCO)

Welcome - describes who is attending
Overview - why SWITP is sponsoring
Overview of SWITP (5 pgs) - Who SWITP
is - our goals - accomplishments.

717 "K" Street, Suite 400 * Sacramento, CA 95814 * (916) 443-8693

FAX (916) 443-3289

Grant Award #H158A100434

Thought you might find this helpful

Welcome

The Conference Steering Committee from the Schools to Work Interagency Transition Partnership (SWITP) project, and the Conference Coordinator welcome you.

We are excited to present to you a few exemplary models from California representing local collaborations. The process for identifying these presenters was competitive and difficult. All of the applications were extraordinary. California continues to be a "trend setter".

The goal of the committee is that this conference will take on a life of its own, to be continued annually so that we may have an idea of the multitude of partnerships that are being developed. Many of these partnerships are grassroots, birthed and grown by the needs of the local communities. The drive is always to better utilize our resources and to serve the needs of the community. These collaborations are generally focused on education, business and family needs, but they are not limited to such.

Please use this opportunity to reach out and meet new people, gather new ideas and take something back to your project or community that can benefit you and your area.

We hope this conference is as rewarding and exciting to you as it was to us to coordinate it!

Bon appetite!

(SWITP)

The California School to Work Interagency Transition Partnership grant addresses the transition from school to work needs of secondary students with disabilities. Project goals, objectives and activities have been jointly developed among nine agencies:

the California Department of Education; State Department of Rehabilitation; Department of Developmental Services; Department of Mental Health; Employment Development Department; The State Job Training Coordinating Council; College and University Systems and the Chancellor's Office, California Community Colleges.

The theme, goal and mission of the School to Work Interagency Transition Partnership (SWITP) project has been, from its inception, to make the transition process from school to work for youth with disabilities more effective, efficient and available to youth and their families through the development and improvement of state policies, procedures and systems. It was apparent that that mission could only be accomplished if state and community agencies (including schools) and families could learn to work together as partners to plan for and commit to supporting youth with disabilities throughout the transition process.

The goal is a challenging one in California where the educational system serves over half a million children and youth with disabilities. Over 117 languages are spoken and 1 child out of 4 lives in poverty. Fifty percent live in a single parent household before the age of 18. Over 50,000 children are in foster care. Currently, over 160 programs, 37 different entities, across 10 agencies, deal with the service needs of California children. Additionally, youth with disabilities and their families are not helped to understand the maze of public services. Service organizations are fragmented with separate funding streams, inconsistent eligibility criteria and legislative jurisdictions that preserve service fragmentation.

The California systems change project is about to begin its fifth (and last) year and continues to focus on improving inter- and intra- agency collaboration, to improve working relationships among local and state agency personnel, families, advocacy groups and representatives of business and labor.

The OPENING DOORS: BUILDING PARTNERSHIPS '95 Conference is aimed at the ongoing promotion of collaboration across organizations, equal partnerships with customers and families and focusing on the person-centered planning and implementation of coordinated services.

We are all "learners" in this arena and are looking, together, for good ideas, enthusiasm, and commitment to community resourcefulness.

Opening Doors: Building Partnerships '95 sponsored by:

California School to Work Interagency Transition Partnership (SWITP)

1991-1996

Grant award # H158A10043

Purpose

Improve coordination among SWITP partner agencies* to:

- Insure that youth with disabilities have the opportunity to be successful as they transition from school to work and adult life.
- Increase the effectiveness of the agencies and cut costs by coordinating efforts and eliminating duplication of services.

Background

Students with disabilities are more likely than any other group to drop out of school, become and remain unemployed, be under employed, or be incarcerated (SRI Longitudinal Study). Effective transition services which help students make a successful move from school to work have been shown to reduce these problems.

In California, school to work transition services for special education youth began in 1981, and were expanded with a financial interagency agreement between the California Department of Education and the Department of Rehabilitation. In 1991, federal law required schools to offer transition planning for special education students. However, effective transition planning cannot be accomplished solely by schools and special transition programs only have the capacity to serve 25% of eligible students.

California state agencies realized that if they were going to offer quality transition services, they would have to develop ways to work together in a coordinated and integrated fashion and include all key agencies. They formed the *California School to Work Interagency Transition Partnership* to create a new system.

** SWITP Partner Agencies:*

- | | |
|--|--|
| - California Community Colleges | - California Dept. of Developmental Services |
| - California Dept. of Education | - California Dept. of Mental Health |
| - California State Universities | - Social Security Administration |
| - California Department of Rehabilitation | - State Job Training Coordinating Council |
| - California Employment Development Department | - Consumer/Parent /Family Coalition |

Goals for Agencies

The partnership held numerous public forums to gather input from consumers, family members, and field level service providers around California. The following goals were generated based upon public concerns:

- Coordinated case management.
- Reciprocal assessment, eligibility, and referral.
- Single transition planning document.
- Interagency training.
- Local, state, and federal interagency teams to ensure coordination and quality of services.
- Interagency accountability.
- Shared resources.

In 1991, the partnership submitted a joint application for a five year federal grant to support the development of recommendations to support these seven goals. The application contained two key design elements:

- Consumers and family members would be included as equal partners at all levels of the partnership.
- Recommendations for changes in the seven areas would be developed by local level practitioners for statewide implementation.

Guiding Principles

During the first year of the project, the Interagency Policy Board and the Consumer/Parent/Family Coalition jointly determined that all recommendations had to meet the following Guiding Principles:

- Focus on the needs of consumers/families.
- Be cost effective, cost neutral, and avoid costs.
- Focus on improved outcomes for consumers.
- Improve quality and quantity of services.
- Eliminate duplication.
- Reward collaboration between and within agencies.
- Promote an integrated, comprehensive system.
- Provide user friendly and culturally sensitive services.

Related Legislation

The need for School to Work Transition services and educational reform to benefit all students, not just those with disabilities, is now widely recognized.

This is evidenced by three recent federal laws: the School to Work Opportunities Act, Goals 2000: Educate America Act, and the Improving America's Schools Act.

Project staff have been actively involved in integrating the principles of SWITP into California's efforts to implement these laws in two ways:

- Providing information on interagency partnerships.
- Advising how special supports and accommodations can be provided within the larger reform efforts for young people with disabilities.

Staff and partners at the state and local levels have also provided information for these California initiatives:

- * SB 1417
- * SB 1741
- * School to Career
- * One-Stop Career Centers

and for other federal grants awarded to California:

- * California CATS (Assistive Technology)
- * Self Determination Curriculum Development

SWITP Accomplishments

Pre-grant

- State Level Partnership developed in early 1991: Formation of Interagency Policy Board (Agency Directors) and State Workgroup (staff from each agency).
- Eight state agencies jointly applied for a grant from the Federal Office of Special Education Programs. (Social Security Administration joined the partnership after the grant award.)
- Federal grant awarded to California - \$ 2.5 million over 5 years (\$506,000 a year).

First Year (October 1991- September 1992)

- Four local interagency sites: two rural and two urban, selected through a Request for Bid process.
- These sites were asked to form local interagency teams that included agency representatives and members of families with disabled students. Teams utilized the principles of equal partnership and consensus decision-making.
- Teams studied current conditions, laws, and policies regarding nine agencies that deliver, or have responsibility for delivering, transition services.
- To further equal ownership, an outside fiscal agent was chosen and the Interagency Policy Board jointly hired the State Project Coordinator and Assistant Coordinator. The office opened in an office building close to, but not contained in, partner agencies.

Second Year (1992- 1993)

- Each Local Interagency Team developed specific system change recommendations based on the seven goals.
- The Jobs-Alike Networks were established; each network includes all state and local partners within a particular agency.

Third Year (1993-1994)

- Local teams and State Work Group members achieved consensus on policy change recommendations to develop a new transition service system.
- Interagency Policy Board members requested, approved and authorized a field test of new system with approximately 100 consumer participants.

- State Workgroup members identified all required elements for a single planning document, examined laws and regulations regarding planning documents, and developed a prototype.
- State Project Staff served on the Resource Group and a "Work team" to assist with the development of the California "School to Career" system (California's plan for the School to Work Opportunities Act).

Fourth Year (1994-1995)

- Drafted legislation to implement changes.
- State Staff co-presented overviews on Improving America's School Act, Goals 2000: Educate America Act, and School to Career.
- Technical assistance made available for statewide adoption of recommendations.
Statewide 800 phone number
World wide Web page
- Intra-agency training on recommendations conducted within each partner agency.
- Interagency training curriculum developed by the Consumer/Parent/Coalition, and training conducted at local team areas.
- Outreach grant awarded to California and Hawaii to design a replicable method to empower local partnerships as well as provide them with a variety of successful practices to meet their needs.

The California SWITP welcomes your participation in developing policies, procedures and practices that are conducive to providing customer-focused interagency work.

*For further information, please contact: SWITP
717 K Street, Suite 400
Sacramento, CA 95814
e-mail: SWITP@sna.com*

*Our Technical Assistance hot line #: (916) 564-8268 or
(800) 711-4711 (Outside 916 area code)*

Legislative Briefing Document

*1995 SWITP Proposed Legislation **

Current Law

In the past, separate government agencies were formed to either solve the problems of a specific group of people or to provide a distinct service.

Categorical funding, policies and procedures were developed addressing only these needs as if a school was all a person would ever need, or just a job, or just welfare. In reality, people usually need a variety of services to become and remain successful. Students with disabilities are typically involved with education, training, employment, rehabilitation, health, and or Social Security agencies at the same time, because all these services are required to successfully move from school to work. If agencies had a method for coordination, a much more efficient and effective service would be provided, and these students could become employed at a much higher rate.

Nothing in current law prohibits these agencies from working together. In fact, recent federal and state laws encourage the principles of interagency coordination. However, it appears that these laws, which typically address only one agency at a time, have had very little positive effect upon the people of California to date.

Each agency add citations of their agency's related laws here.

Synopsis

The proposed legislation addresses the specific steps to achieve the principles of interagency coordination, and efficient and effective government services. The legislation requires joint state and local planning by California agencies and organizations serving youth with disabilities as they transition to adult life. Specific provisions require interagency transition planning and a single document, common assessments, definitions, joint training, and data collection.

Fiscal effect

Neutral.

The Partner Agencies will ensure the integration of this legislation to current and proposed legislation for the Workforce Preparation Initiatives: School to Career, the SB 1417 Report, One Stop Career Center, Goals 2000: Educate America Act, and the Improving America's Schools Act.

For more information, contact School to Work Interagency Transition Partnership (SWITP) grant office @ (916) 443-8693.

Overview of Proposed Legislation

Section 1 Purpose

Section 2 Legislative Citations

Section 3 Governor and Superintendent shall be jointly responsible and designate an individual in local agencies to collaborate for coordinated local transition services.

Section 4 The Governor and Superintendent of Public Instruction shall jointly implement the following:

- Adopt a jointly planned transition process.
- Adopt a single planning document.
- Adopt common definitions of disability; and utilize existing information and records when determining eligibility.
- Establish inter agency and community-based organization training opportunities for professionals, families, and youth-family advocates.
- Apply principles of cost-neutrality, cost avoidance, and cost-redirection.

Section 5 • *Intent:* Build upon existing Interagency partnership teams for collaborative planning or when an existing partnership is not available, establish local teams.

Section 6 • Governor and Superintendent, or designees, shall jointly monitor, supervise, and evaluate effectiveness.

Rationale

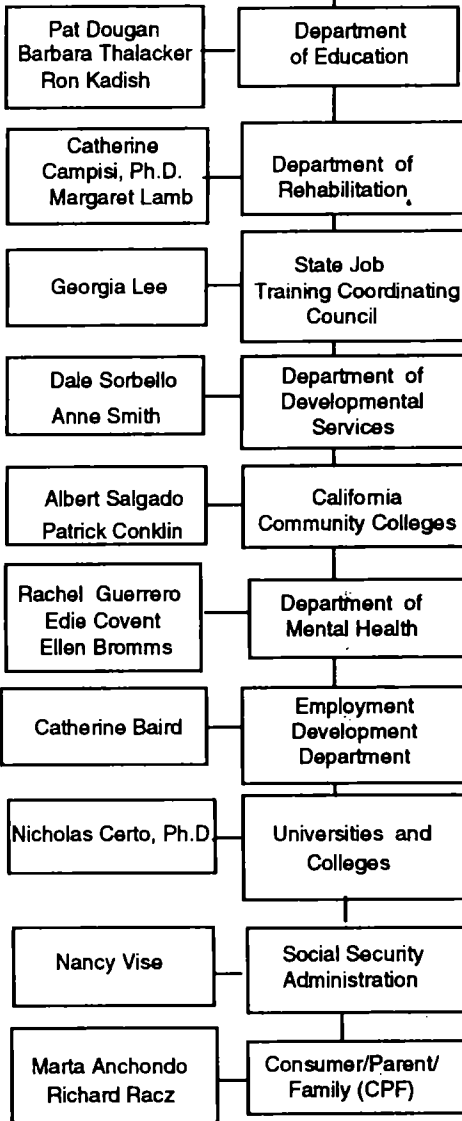
- o Although current law does not prohibit interagency efforts, regulations, systems and traditions severely inhibit coordinated services delivery.
- o Current regulations were developed for single agency purposes rather than the needs of individuals. A universal policy will guide the development of regulations that are customer-focused.
- o Coordination must be encouraged by a strong interagency policy through legislation so that regulations that encourage cooperation will be developed. This legislation would also provide state and local communication channels to monitor success and eliminate barriers.
- o During the field test of the new system, many dedicated local partners had difficulty utilizing the single planning document and process.

Several letters of request and encouragement were issued by agency directors so that local providers felt they had permission to use the single planning document and process. Even when using it, they insisted on also completing their traditional form, because of policy and regulation direction and audits.

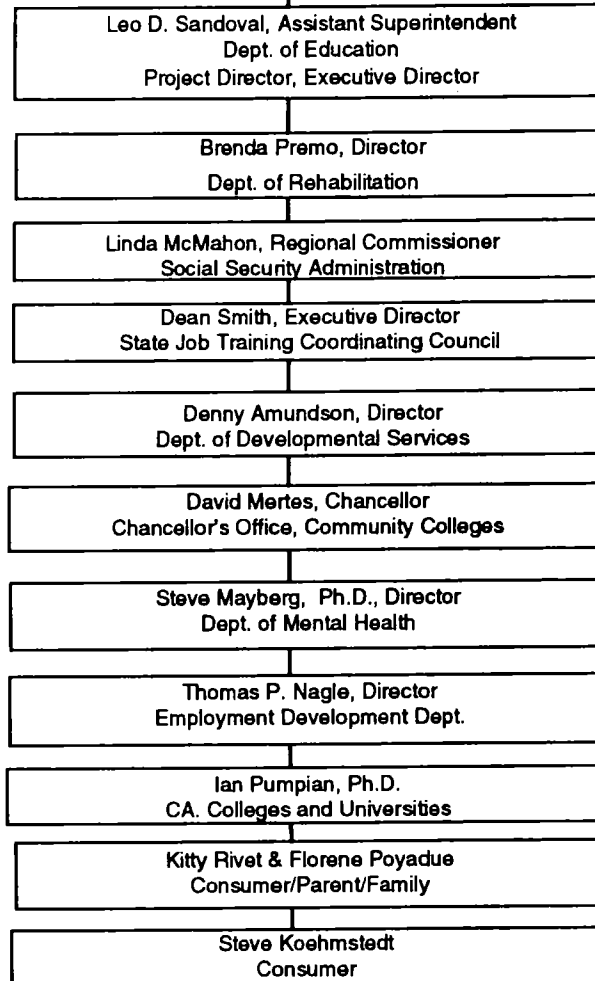
- o By developing common definitions of disability, the state will not only achieve the basis for reciprocal assessment and referral, but will also implement a uniform method for all agencies to comply with the Americans with Disabilities Act.
- o This interagency strategy will benefit all students and agency providers as reform is implemented in California.
- o This proposed legislation could provide a framework for California's School to Career legislation, particularly as it addresses the needs of special populations.

SWITP GOVERNANCE CHART

STATE WORK GROUP



STATE LEVEL INTERAGENCY POLICY BOARD



PROJECT CONSULTANTS

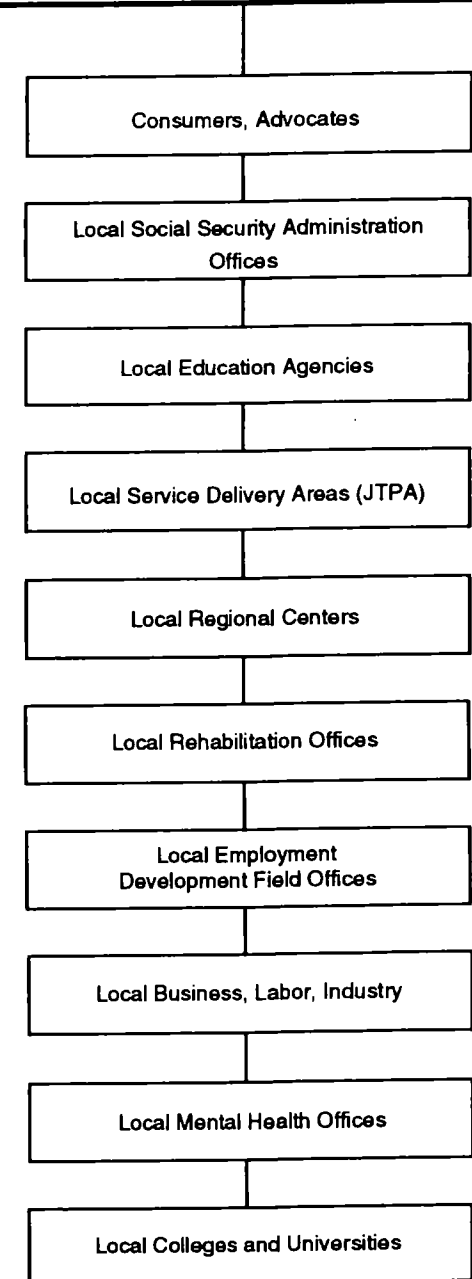
Evaluation Specialists
Data Dissemination Specialists
Family/Consumer Specialists
Systems Change Specialists

PROJECT STAFF

Co-Coordinators
Judy Hegenauer, Ph.D.
Judy Reichle

Office Coordinator
Ester Daviu

LINKAGES



Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
005a. fax	Judy Reichle to Diana Fortuna re:opening doors (partial) (1 page)	09/19/1995	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Gaynor McCown (Subject Files)
OA/Box Number: 7385

FOLDER TITLE:

School to Work

2011-0255-S
rc225

RESTRICTION CODES

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C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

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California School to Work
Interagency Transition Partnership

FAX TRANSMITTAL

(916) 443-3289

Date: 9/19/95

To: Diana Fortuna

Organization: _____

Fax #: (202) 456-2878

From: Judy Reichle

P6(b)(6)

[008a]

Number of pages (including this page): 18

COMMENTS: Opening Doors

Agenda + Presenter Profiles

for our discussion at 4:30 today.

Thanks

717 "K" Street, Suite 400 * Sacramento, CA 95814 * (916) 443-8613

FAX (916) 443-3289

Grant Award #H158A100434



Opening Doors
Successful Collaboration Practices

Interagency Council for Children and Families

The Neighborhood Resource Center provides a foundation for ensuring a disciplined environment conducive to learning and is a key deliverable resulting from the efforts of the Interagency Council for Children and Families. The Neighborhood Resource Center will essentially facilitate the delivery of prevention, as well as intervention services. It will also provide linkage to remediation services when necessary. The center will play a critical role in perpetuating communication between the schools, service providers, and law enforcement. At the heart of the infrastructure for this school-based model is a collaborative management approach for delivering family services.

Date established:
March 1994

Numbers annually served:
At least 1,000 families with direct services

Diversity composition of persons served:
Families, students, teachers, care providers

Who are the collaborative partners?
Government Agency, Fresno County Office of Education, Fresno Unified
School District, selected Community-Based Organizations

09-19-95 01:15 PM FROM FROMB11412

What are the roles of the partners?

To define leadership roles in developing and ensuring implementation of a three-year master plan focused on delivery of multi-agency services.

Is your project in a rural/urban/suburban area?

Rural/Urban

How has working in a partnership improved services?

Duplication of services has been reduced, transiency rates are decreasing, crime is decreasing.

What are the qualities that make your partnership successful?

True sharing of information and resources; unique interagency agreements that have led to high visibility of partners on school campuses.

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
005b. profile	Interagency Council for Children and Families (partial) (1 page)	09/19/1995	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Gaynor McCown (Subject Files)
OA/Box Number: 7385

FOLDER TITLE:

School to Work

2011-0255-S

rc225

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

Freedom of Information Act - [5 U.S.C. 552(b)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

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What is your decision making process in the partnership? (who is involved, is it by consensus, one vote per partner, etc.?)

The Executive Committee meets regularly and is given latitude to make decisions, in addition to monthly Interagency meetings.

What results has your partnership achieved, or expects to achieve?

A dramatic decrease in weapons on campuses; reduced transiency rates; decreased crime; dramatic improvement in communication among agencies.

What barriers has your partnership removed?

Services offered on school sites have become an integral part of service delivery and are directly tied to school-based student support teams.

Recommendations for policy or procedural change that could enhance your ability to collaborate:

Participation in Bates could lend to blended funded streams; re-examination of opportunities through reauthorization of Elementary Secondary Education Act.

Partner completing form: Terri Pieretti

Contact for more information: Terri Pieretti,

P6/(b)(6)

[0056]

Opening Doors: Building Partnerships '95

**8:30 - 9:00 Registration
Continental breakfast**

9:00 - 9:15 Welcome

9:30 - 10:45 Concurrent Sessions (3)

- a) Synergistic Partnerships
Donner room**
- b) Collaboration Made Easy
Theater**
- c) Interagency Council for Children and
Families
Ballroom**

11:00 - 12:15 Concurrent sessions (3)

- a) Joining Opportunities Between
Services (JOBS)
Donner room**
- b) Southeast Neighborhood Partnership
Theater**
- c) Stanislaus Partners in Education
/Project Riverbank
Ballroom**

12:30 - 1:30 Networking lunch

1:45 - 3:00 Concurrent sessions (3)

- a) BEST STEP
Donner room**
- b) Summer Beginnings Partners
Theater**
- c) Reach Out to Families
Ballroom**

3:15 - 3:30 General session: Hot Issues

3:30 - 4:15 Carol Rasco



Opening Doors Successful Collaboration Practices

Joining Opportunities Between Services (JOBS)

JOBS was formed and meets to accomplish the following: help with hard to place clients; share unique placements; share job club ideas; share job leads; share job needs; show case clients; job develop as a coalition/group; share information; conference sharing; share incentives you/we use; how to keep up on the incentives; updates on ADA; updates on DR-type things; networking purposes; learn more about different agencies and services available; provide support to each other; and, share computer information that would go into a job bank.

Date established:

April 26, 1995

Numbers annually served:

Diversity composition of persons served:

Any client with barriers.

Who are the collaborative partners?

CrossRoads, Sacramento City College WorkAbility III, Sacramento Vocational Services, American River College WorkAbility III, Easter Seals, Sacramento Job Corp, Gate Sacramento County, Dept. of Rehabilitation, Pride, E.D.D., San Juan Unified School District, V.T.E., Warren McClaskey Adult Center.

What are the roles of the partners?

To help with hard to place clients, share job leads, job develop as a coalition, showcase our clients, share community information, etc.

Is your project in a rural/urban/suburban area?

Urban/Suburban.

How has working in a partnership improved services?

We hope it will help to stop duplicating some services and to combine our areas of expertise.

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005c. profile	Joining Opportunities Between Services (JOBS) (partial) (1 page)	n.d.	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Gaynor McCown (Subject Files)
OA/Box Number: 7385

FOLDER TITLE:

School to Work

2011-0255-S
rc225

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What are the qualities that make your partnership successful?

Team work and commitment to our clients and job partners for a successful match.

What is your decision making process in the partnership? (who is involved, is it by consensus, one vote per partner, etc.?)

We are all equally empowered and our process is by consensus.

What results has your partnership achieved, or expects to achieve?

Successful job placements for our clients.

What barriers has your partnership removed?

We are brand new, but one thing the coalition really feels is in numbers we are stronger and more effective.

Recommendations for policy or procedural change that could enhance your ability to collaborate:

We are still refining this area, we are working on our mission statement and our code of ethics.

Partner completing form: Sandra Orozco, WorkAbility III

Contact for more information: Sandra Orozco, P6/(b)(6) [0050]



Opening Doors *Successful Collaboration Practices*

Summer Beginnings Partners

Date established:

1993

Numbers annually served:

Approximately 1,500

Diversity composition of persons served:

54% Hispanic, 38% Afro-American, 10.2% Caucasian, Asian

Who are the collaborative partners?

The County of Los Angeles, the City of Los Angeles, the Los Angeles County Office of Education, Los Angeles Unified School District

What are the roles of the partners?

Equal partnership that provides shared responsibilities for an integrated work and learning program for clients involved in the Summer Youth Employment Program.

Is your project in a rural/urban/suburban area?

Urban

How has working in a partnership improved services?

Shared services have brought seamless uniform services to youth in four different agencies.

What are the qualities that make your partnership successful?

Dedication and commitment of partners. Good communication.

What is your decision making process in the partnership? (who is involved, is it by consensus, one vote per partner, etc.?)

All partners meet as a steering committee each month. Decisions are usually made by consensus.

What results has your partnership achieved, or expects to achieve?

Change in the strategies used in classrooms and worksites to fully integrate work and learning.

What barriers has your partnership removed?

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
005d. profile	Summer Beginnings Partners (partial) (1 page)	n.d.	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Gaynor McCown (Subject Files)
OA/Box Number: 7385

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Communication barriers in other partnerships that exist between and among the partners in this project.

Recommendations for policy or procedural change that could enhance your ability to collaborate:

Strengthening the ties between supervisors at the level above the immediate partnership.

Partner completing form: Gloria Mamokhin (LACOE) in consultation with Diana Nave (City of LA)

Contact for more information: Gloria Mamokhin P6/(b)(6) or Diana Nave

[006d]



Opening Doors Successful Collaboration Practices

BEST STEP Program

BEST STEP is a partnership of over twenty agencies in three counties. STEP (Shared Transition to Employment Possibilities) is one of the four original SWITP sites. There are over twenty BEST (Building the Employment Services Team) Networks in California; their primary purpose is to support collaborative efforts between Mental Health and the Department of Rehabilitation.

Date established:

December 1991

Numbers annually served:

Not a direct service program, 20+ agencies.

Diversity composition of persons served:

Students/youth with disabilities; ethnicity varies throughout the three counties.

Who are the collaborative partners?

See attached list.

What are the roles of the partners?

To collaboratively change and improve transition services to all youth; to participate on transition teams for individual youth.

Is your project in a rural/urban/suburban area?

Rural/Suburban

How has working in a partnership improved services?

We've been able to develop procedures for transition teams together. Some system changes - not just accommodations. Much more familiar with services now.

What are the qualities that make your partnership successful?

Balance of process and content. Facilitated meetings. Having parents as equal partners.

What is your decision making process in the partnership? (who is involved, is it by consensus, one vote per partner, etc.?)

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
005e. profile	Best Step Program (partial) (1 page)	n.d.	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Gaynor McCown (Subject Files)
OA/Box Number: 7385

FOLDER TITLE:

School to Work

2011-0255-S

rc225

RESTRICTION CODES

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By consensus. Consensus is defined as "a decision you can live with and support."

What results has your partnership achieved, or expects to achieve?

We have successful transition teams - we want to expand both within our three counties. Grant goal is statewide change.

What barriers has your partnership removed?

We've learned to ask, "Is this law or local policy?" It's often local policy and can be changed. We trust each other.

Recommendations for policy or procedural change that could enhance your ability to collaborate:

State level integration of intake and plan forms. Or, give locals permission to use an integrated process and forms.

Partner completing form: Janice Critchlow, BEST STEP Coordination

Contact for more information:

P6(b)(6)

[loose]



Opening Doors *Successful Collaboration Practices*

Southeast Neighborhood Partnership

Through the Neighborhood Partnership Project, the Kern County Network for Children developed and implemented a process to select partner communities to be a part of an experiment to redesign the delivery of human services. The Southeast Bakersfield Neighborhood Partnership was selected in October 1994 to become a Partnership site. By working in a collaborative SNP has developed through a grassroots planning and citizen empowerment process a collaborative service delivery system. Five major elements describes the foundation of the collaborative efforts: a systematic, comprehensive needs assessment; a community coordinating council, which includes public agencies, residents, community based organizations schools and businesses; assessment, re-direction and re-investment of resources from participants; project outcomes for children and families based on community assessment; and a targeted case management system.

Date established:

October 1994

Numbers annually served:

Currently 80 open cases involved in case management.

Diversity composition of persons served:

All residents in Southeast Bakersfield: 8% of County's population; 43% Hispanic; 32% Caucasian; 22% African American; 1% American Indian 2% Asian/Pacific.

Who are the collaborative partners?

The Kern County Superintendent of Schools, the Bakersfield City School District, mercy Health Care, Clinica Sierra Vista Housing Authority, Employers' Training Resource, CALCOT, Friendship House Community Center, Dept. of Human Services, Dept. of Mental Health, Health Dept., Child Guidance Clinic, Ebony Center, Central Valley AmeriCorps, Kern Co. Healthy Start, St. Peters Baptist Church, Bakersfield Police Dept.

What are the roles of the partners?

To re-direct services to reduce duplication. To let the community help with identifying the needs and most effective way of providing services.

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
005f. profile	Southwest Neighborhood Partnership (partial) (1 page)	n.d.	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Gaynor McCown (Subject Files)
OA/Box Number: 7385

FOLDER TITLE:

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Is your project in a rural/urban/suburban area?
Urban

How has working in a partnership improved services?
Less duplication; more cost effective; improved range of services to be offered;
better accesses to services; community empowerment of the problems faced.

What are the qualities that make your partnership successful?
Communication; shared responsibilities; it started as a grassroots effort so the
community has taken ownership.

What is your decision making process in the partnership? (who is involved, is it by
consensus, one vote per partner, etc.?)
The Coordinating Council who is made up of agencies, schools, businesses and
residents that have become actively involved on a day-to-day basis.

What results has your partnership achieved, or expects to achieve?
A 15% increase in primary health care visits of residents; 25% increase in CHD
exams of area children; 10% increase in the number of residents will become
qualified job applicants. 70% increase of people stating services are available.
Area clean-ups. 10% reduction in the number of children from our targeted area
placed with shelter care, 80% of targeted children will improve their positive
attendance by the end of the year, 80% of students will meet criteria of 20
consecutive days with no discipline referrals during the first year.

What barriers has your partnership removed?
Ethnic, financial, communication, etc.

Recommendations for policy or procedural change that could enhance your ability to
collaborate:

Individual communities agree and determine what their unique needs and
problems are and how they want to resolve them. Agencies and schools then
redirect their services to meet those needs.

Partner completing form: Bill Reifel

Contact for more information: Bill Reifel,

P6/(b)(6)

600543



Opening Doors Successful Collaboration Practices

Solano County Business and Education Alliance

After three years, the Solano County Business and Education Alliance (SCB&EA) has realized its strategic plan which is to provide 4,300 incoming high school freshmen with a system to begin career development. SCB&EA has overcome numerous false starts, countless barriers to change and finally a commitment to focus on the real needs of its young people. The key to success has been a "plan" which includes development of student materials, the recruitment and training volunteers from throughout the community and a system to track results.

Date established:

November 1991

Numbers annually served:

4,300 this year in K-12.

Diversity composition of persons served:

White, Hispanic, Black, Oriental.

Who are the collaborative partners?

Corporations, school districts, unions, government agencies, parents, teachers, volunteer groups, students.

What are the roles of the partners?

Recruiting, training of tutors/mentors; funding; portfolio development; resource development.

Is your project in a rural/urban/suburban area?

Yes! Including Travis A.F.B.

How has working in a partnership improved services?

Teachers in the workplace; principals for a day; career days; increased student awareness in life/career options.

What are the qualities that make your partnership successful?

Learning from each other; listening to each other; planning together.

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005g. profile	Solano County Business and Education Alliance (partial) (1 page)	n.d.	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Gaynor McCown (Subject Files)
OA/Box Number: 7385

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RR. Document will be reviewed upon request.

What is your decision making process in the partnership? (who is involved, is it by consensus, one vote per partner, etc.?)

Group dynamics led by trained facilitator. Groups are segmented by skills and interest in community.

What results has your partnership achieved, or expects to achieve?

Adequate funding; portfolios to 4,300 freshmen this fall!

What barriers has your partnership removed?

Cliches! All work is achieved by stakeholder "mixed" groups.

Recommendations for policy or procedural change that could enhance your ability to collaborate:

Not much more needed at those levels. The Districts and their communities are developing teamwork and communication.

Partner completing form: Rob Wall, Ph.D., Board Member.

Contact for more information: Rob Wall,

P6/(b)(6)

[0059]

improved the services and job placement results in particular for individuals with disabilities because of the collaborative participation, increased students/consumers' knowledge of the ADA, and utilizing more effectively shrinking resources for personnel.

What barriers has your partnership removed?

Removed the competition between agencies with regard to job placement - collaborative placement is a win win situation for all; removed some red tape and bureaucracy between agencies.

Recommendations for policy or procedural change that could enhance your ability to collaborate:

Encourage a collaborative communication process between all agencies;
increase interagency collaborative training's in mutually beneficial topics.

Partner completing form: Susanne W. Chan, CDEP, DeAnza College

Contact for more information: (408) 996-4600



Opening Doors *Successful Collaboration Practices*

Collaboration Between Three Agencies: Department of Rehabilitation, Regional Occupational Program and Community College

Date established:
1994

Numbers annually served:
25-100

Diversity composition of persons served:
Individuals with Disabilities, students with special needs, high risk and minority group members.

Who are the collaborative partners?
San Jose District Department of Rehabilitation, North County Regional Occupational Program, DeAnza College

What are the roles of the partners?
Each partner serves and assists individuals with disabilities as they transition to employment.

Is your project in a rural/urban/suburban area?
Urban/suburban

How has working in a partnership improved services?
Partnership has improved communication and hopefully the efficiency of services for individuals with disabilities.

What are the qualities that make your partnership successful?
Each partner respects one another, trusts the other will do their part, and makes sure communication is effective and thorough.

What is your decision making process in the partnership? (who is involved, is it by consensus, one vote per partner, etc.?)
Decision making is collaborative and by consensus.

What results has your partnership achieved, or expects to achieve?
Partnership has improved the referral process between agencies, yet is able to maintain flexibility depending on the need of each agency or student/consumer,



Opening Doors Successful Collaboration Practices

Interagency Council for Children and Families

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Date established:
March 1994

Numbers annually served:
At least 1,000 families with direct services

Diversity composition of persons served:
Families, students, teachers, care providers

Who are the collaborative partners?
Government Agencies, Fresno County Office of Education, Fresno Unified School District, selected Community-Based Organizations

What are the roles of the partners?
To take leadership roles in developing and ensuring implementation of a three-year master plan focused on delivery of multi-agency services.

Is your project in a rural/urban/suburban area?
Rural/Urban

How has working in a partnership improved services?
Duplication of services has been reduced, transiency rates are decreasing, crime is decreasing.

What are the qualities that make your partnership successful?
True sharing of information and resources; unique interagency agreements that have led to high visibility of partners on school campuses.

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005h. profile	Interagency Council for Children and Families (partial) (1 page)	n.d.	P6/b(6)

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Domestic Policy Council
Gaynor McCown (Subject Files)
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C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

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What is your decision making process in the partnership? (who is involved, is it by consensus, one vote per partner, etc.?)

We are developing a new system involving a steering committee; decisions based on membership vote.

What results has your partnership achieved, or expects to achieve?

Programs that can be combined by community members, adequate access to services.

What barriers has your partnership removed?

Lack of service in the area, lack of hope, division based on school district lines.

Recommendations for policy or procedural change that could enhance your ability to collaborate:

Greater flexibility (responsiveness), inservices based on community identified goals. Greater coordination among collaboratives.

Partner completing form: Kimberly Dark

Contact for more information: Kimberly Dark,

P6/(b)(6)

0054J

Withdrawal/Redaction Marker

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
006a. memo	Diana Fortuna and Julie Demeo to Carol Rasco re: School to Work Interagency Transition Partnership (partial) (1 page)	09/19/1995	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Gaynor McCown (Subject Files)
OA/Box Number: 7385

FOLDER TITLE:

School to Work

2011-0255-S

rc225

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
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THE WHITE HOUSE

WASHINGTON

September 19, 1995

EVENT MEMORANDUM FOR CAROL H. RASCO

FROM: Diana Fortuna & Julie Demeo

SUBJECT: School to Work Interagency Transition Partnership
(SWITP) --- Site Visit and Reception

I. LOGISTICS:

DATE: Thursday, September 21st

TIME: A. 1:00 - 1:40pm: Meet parents/Transition Team
Golden Sierra Job Training Agency
Loomis, CA

B. 1:45 - 2:00pm: Meet Del Oro High School personnel
Del Oro High School, Loomis, CA

C. 2:00 - 3:15pm Observe real Transition Team Mtg
Del Oro High School, Loomis, CA

D. 3:30 - 4:30pm: SWITP & Transition Team Reception
DeWitt Diner, Auburn, CA

CONTACT: Judy Reichle: work ph (916) 443-8693; fax (916)
443-3289; home ph [REDACTED] [006a]

A. Meeting w/ parents & Transition Team at the Golden Sierra
Job Training Agency

PURPOSE/BACKGROUND

Discuss the "new system" of transition services for youth with disabilities that SWITP recommends. Explain the individual Transition Team Meeting that you will be attending next. Transition Teams are a tool to help youth with disabilities plan their transition with the agencies providing services.

PARTICIPANTS

- * SWITP parents (see limo manifest)
- * Judy Reichle, Co-Coordinator, SWITP
- * BEST STEP Transition Team:
 - Janice Critchlow, BEST STEP Coordinator and SWITP Technical Assistance Consultant
 - Kathy Fields, Learning Disabilities Specialist, Sierra College
 - Rita Harrington, Dept. of Rehabilitation Counselor
 - Gigi McDonald, Parent Representative
 - Bobbie Muth, Assessment Counselor, Golden Sierra
 - Christina Nicholson, Career Education Specialist, Placer Union Transition Partnership Project
 - Gena Stahl, Counselor, Alta CA Regional Center
 - Sharon Williams, Voc. Counselor, Golden Sierra

B. Meet Del Oro High School Personnel

PURPOSE/BACKGROUND

See wall of successful placements because of collaboration

C. Observe Real Transition Team Meeting for "Cory"

PURPOSE/BACKGROUND

You will observe a real-life transition team meeting for Cory. The purpose of this meeting is to help Cory plan his transition. You will be free to be a part of this meeting or observe (as you choose).

PARTICIPANTS

- * Cory's Transition Team
- * Carol Rasco
- * Joan Kilburn (lead parent consultant)

D. SWITP & Transition Team Reception at the DeWitt Diner

PURPOSE/BACKGROUND

The DeWitt Diner employs young people with psychiatric disabilities and gives them work experience. This reception gives SWITP partners from other sites an opportunity to meet you and hear about your visit.

FORMAT

The Transition Team you just met with will give a brief overview of your visit to the reception guests, talk about their appreciation for your work, and present you with a few tokens of their appreciation: something representative of partnership made by kids with developmental disabilities, a plaque, a button which says "Whose the system for?", and other small gifts -- all of which will be shipped back to the White House.

You will be introduced to the local SWITP partners and those from other sites.

You may say a few words if you'd like (2-3 minutes).

Opportunity for informal questions & answers in a mingling setting.

PARTICIPANTS

Approximately 30 people (SWITP partners)

**** NOTE: ALL EVENTS ON THURSDAY ARE CLOSED PRESS**

Withdrawal/Redaction Marker

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
006b. memo	Diana Fortuna and Julie Demeo to Carol Rasco re: Dinner in Hotel with SWITP Staff (partial) (1 page)	09/19/1995	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Gaynor McCown (Subject Files)
OA/Box Number: 7385

FOLDER TITLE:

School to Work

2011-0255-S
rc225

RESTRICTION CODES

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THE WHITE HOUSE

WASHINGTON

September 19, 1995

EVENT MEMORANDUM FOR CAROL H. RASCO

FROM: Diana Fortuna
Julie Demeo

SUBJECT: Dinner in Hotel with SWITP Staff

I. LOGISTICS:

DATE: Thursday, September 21st
TIME: 7:00pm
LOCATION: Hyatt Hotel, Dawson's Restaurant
CONTACT: Judy Reichle: work ph (916) 443-8693; fax (916) 443-3289; home ph [REDACTED] P6(b)(6) [0066]

II. PURPOSE/BACKGROUND

Informal Discussion with SWITP Staff about School to Work programs and a collaborative approach to transition assistance for young people with disabilities.

III. PARTICIPANTS/AUDIENCE (approx. 10-12 people)

- * Janice Critchlow, Coordinator of Placer-Nevada STEP Program
- * A rep. from the Napa County Project TRANSITION:
Tony Apolloni, Associate Superintendent of Educational Services, Napa County Office of Education;
OR John Shea, Project Staff Consultant;
OR Joan Lockhart of MATRIX
- * Roberta Ross, Southern CA Transition Coalition Project Director, Innovative Rehabilitative Services
- * Susanne Chan, Santa Clara County Interagency Transition Partnership Project, Career Development and Employment Program
- * Judy Reichle, Co-Coordinator, SWITP
- * Dr. Judy Hegenauer, SWITP State Co-Coordinator
- * Joe Quick, Contra Costa County Superintendent of Schools
- * School to Work & Scecial Education Advisory Commission

IV. FORMAT
Informal

**** NOTE: ALL EVENTS ON THURSDAY ARE CLOSED PRESS**

THE WHITE HOUSE

WASHINGTON

September 19, 1995

EVENT MEMORANDUM FOR CAROL H. RASCO

FROM: Julie Demeo
Diana Fortuna

SUBJECT: **Marriott Foundation's San Francisco Bridges from School
to Work Project Roundtable Discussion.**

I. LOGISTICS

DATE: Saturday, September 23rd
TIME: 1:30 - 3:30pm (may end much earlier)
LOCATION: Marriott Foundation Offices
785 Market Street, Suite 700
(off corner of Market & 4th Streets)
CONTACT: Lisa Niebauer-Stall and Mark Donovan @ phone (415)
227-4330, ext. 11; fax (415) 227-4527

II. PURPOSE/BACKGROUND

Opportunity for CHR to learn about the San Francisco Bridges Project from those who have been touched by it, benefitted from it, and served it. This is one of six Bridges from School to Work Project schools.

III. PARTICIPANTS/AUDIENCE

- * Sherman Anderson, Liaison from the San Francisco Unified School District
- * Adrian Zamora, Student Intern
- * Lora Villarreal, Employer, Transamerica Real Estate Tax Service
- * Brue Syverson, Student Intern
- * Joanne Syverson, Parent
- * Erica Oliver, Student Intern
- * Julien Bond, Employer, San Francisco Zoo
- * Lafraun Kelly, Student Intern
- * Elaine Molinai, Employer, S.F. Recreation & Park Dept.
- * Zaire Johnson, Student Intern
- * Martha Johnson, Parent
- * Maureen Williams, Bridges Staff
- * Marthea Alley, Bridges Staff
- * Kathleen Dowling, Business Advisory Council

IV. **FORMAT**

Facilitation provided by Lisa Niebauer-Stall.

- Welcome by Lisa Niebauer-Stall
- CHR is introduced and says hello
- People around the table explain how they are connected to Bridges (interactive)
- CHR discusses why she is interested in talking with them
- CHR will have the opportunity to ask questions which will then lead to discussion
- Discussion will also be prompted by Lisa Niebauer-Stall
- Wrap-up by Lisa

V. **PRESS**

Closed Press

Itinerary for Ms. Rasco's California Trip 9/21-9/22/95**Thursday, 9/21**

Focus on SWITP all day: will participate in local partnership activities including an individual's transition planning meeting and discuss parent's "equal partnership" in SWITP. NO PRESS. (Judy Reichle, SWITP state staff will accompany Ms. Rasco throughout all activities on Thursday)

Noon: Pick up at airport (We will greet plane with a sign that says "Carol Rasco")

Attending: Parents involved in the SWITP project and SWITP staff

Joan Kilburn, former MATRIX (PTI) Director, leader of
SWITP's Consumer/Family/Parent Coalition
Kitty Rivet, SWITP parent leader in So. California, head of
the Autism Society
Marta Anchondo, SWITP parent leader and coordinator
TASK (a PTI and SWITP partner)
Brigit Schweingruber, Parents Helping Parents (PTI and
SWITP partner) and the Disability Council
Judy Reichle, Co-Coordinator, SWITP

Purpose: Discuss common parent issues in a comfortable setting while driving to next event.

12:15 PM: Drive to Loomis, CA.

Will be using a limo so that Ms. Rasco and the parents will have an opportunity to discuss the SWITP project and have a snack.

1PM: Golden Sierra Job Training Agency, Loomis

Attending: Parents and Judy Reichle
BEST STEP Transition Team
Janice Critchlow, BEST STEP Coordinator and SWITP
Technical Assistance Consultant
Kathy Fields, Learning Disabilities Specialist, Sierra College
Rita Harrington, Department of Rehabilitation Counselor
Gigi McDonald, Parent Representative
Bobbie Muth, Assessment Counselor, Golden Sierra
Christina Nicholson, Career Education Specialist, Placer
Union Transition Partnership Project
Gena Stahl, Counselor, Alta California Regional Center
Sharon Williams, Vocational Counselor, Golden Sierra

Purpose: Discuss the "new system" of transition services for youth with disabilities that SWITP recommends (and is trying to have

implemented on a statewide basis). Explain the individual Transition Team meeting that she will be attending next. Transition Teams are a tool to help youth with disabilities plan their transition with the agencies providing services.

Leave 1:40 Go to Del Oro High School, Loomis

1:45 PM: Meet Del Oro High School personnel

See wall of successful placements because of collaboration

2:00 PM: Transition Team Meeting

Attending: Cory's Transition Team
Ms. Rasco
Joan Kilburn

Purpose: The primary purpose is to help Cory plan his transition. The secondary purpose is to allow Ms. Rasco to see an actual transition team meeting. She will be free to be part of the meeting as well.

3:15 PM: Leave for DeWitt Diner

3:30 PM: Reception and presentation at DeWitt Diner (List of attendees in Appendix A)

Attending: 30+ SWITP partners (primarily from the SWITP local "Best Step")

Purpose: Give a brief overview of Ms. Rasco's visit and the Transition Team process. Introduce the local (Best Step) SWITP partners and those from other SWITP sites in attendance. Opportunity for Questions and Answers. Ms. Rasco may speak if she wishes. She may want to provide her opinion of the "new system" of transition services.

4:30 PM: Leave for Hyatt, Sacramento

5:15 PM: Check in at Hyatt

**5:15PM-
7:15PM: Break for Ms. Rasco**

7:15 PM: Dinner at the Hyatt (Dawson's Restaurant)

Attending: SWITP state and local staff
Suzanne Chan, Santa Clara SWITP
Dr. Tony Apolloni, Napa SWITP
Janice Critchlow, Best Step (SWITP in Placer, Nevada, El Dorado)
Roberta Ross, Southern California SWITP
Dr. Judy Hegenauer, SWITP State Co-Coordinator
Judy Reichle, SWITP State Co-Coordinator
Joe Ovick, Contra Costa County Superintendent of Schools,
School to Work and Special Education Advisory Commission.

Purpose: An opportunity to discuss success achieved by the partnership so far, and we are hoping to achieve in the future.

Friday, 9/22

Focus on successful local partnerships of all types from throughout the state. SWITP has sponsored the conference today for partnerships to highlight, discover and discuss "what works" and to build a groundswell of support for customer-focused interagency partnerships.

8:30 AM: Check out of Hotel

8:45 AM Leave for conference site
Leo Sandoval, Director of Special Education for California will drive Ms. Rasco to the conference.

9:00 AM: Conference begins.
Ms. Rasco will be recognized during the Welcome remarks.

Ms. Rasco will be escorted through the day by Pat Dougan and Judy Hegenauer. She may attend sessions as she wishes.

Ms. Rasco will have "Resting Room" to use when she wants.

3:30-4:10PM: Ms. Rasco speaks to conference attendees (includes 20 min. Q&A)

4:15PM: Conference ends.