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Folder Title:
Learning Disabilities Association of America

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S	28	7	5	1

- LDA Reg. Delhi
Joan

DIAL: 818/953-7018 (DIRECT LINE TO CONFERENCE)
If there is a problem, call 818/843-6000 (hotel operator)

TALKING POINTS FOR TELEPHONE REMARKS TO THE CALIFORNIA LEARNING DISABILITIES ASSOCIATION

- Thank Joan (Esposito) for your introduction, and thank you all for asking me to share some concerns we have with you regarding the effect the Congressional Budget proposals would have on individuals with learning disabilities.

- As you all may know, the House of Representatives passed their Budget Reconciliation bill last night by a vote of 227 to 203, and the Senate has scheduled their vote sometime today. Although the two bodies must meet to reconcile the differences between the two bills, a final document is expected to be forwarded to the President in several weeks.

- The President believes we must balance the Federal budget, but he believes we must do so in a way that reflects the values that we have always held dear in this country. Values like giving every American the opportunity to be responsible to make the most of his or her own life, and strengthening our families. This budget debate is not just about programs and dollars.

- The President's plan for a balanced budget reflects America's values. It calls for reasonable, moderate reforms in Medicaid, while keeping our guarantee to children, older Americans, and Americans with disabilities.

- As you know, many families receive support from Medicaid to help individuals with disabilities. Medicaid pays for communication devices, therapy, respite care, and minor home modifications.

- We believe the budget proposal which passed the House last night and is before the Senate today violates those values by taking cutting $182 billion from the Medicaid program, an action that would result in a 20% cut for the California Medicaid dollars.

- On the education side of the ledger, we have serious concerns about reductions to special education programs within the budget proposals.

- Although it appears that the basic state grants for special education will not be cut by Congress, the House has targeted special education training, research, and demonstration funds for cuts. The House proposes to eliminate funding for teacher training, research into early childhood education, support for new technology to help children with disabilities, and other items.

- And the list continues of program many families and individuals with disabilities have needed as safety nets, with cuts to the earned income tax credit, child care assistance for low-income children, SSI, nutrition assistance, including food stamps, school lunch and WIC, Head Start, Goals 2000, AmeriCorps, Summer Jobs, housing, and many other programs.

- Now is there some good news -- yes, we believe there is.

- I am happy to be speaking with you at a time when such impressive progress is being made in our understanding of learning disabilities, specifically reading disabilities, which affect one child out of every five. Even more promising, the research is providing us with simple and inexpensive methods of identifying at a very early age those children who will have difficulty learning to read, along with effective techniques for teaching them to read.

- This pathbreaking work has been done under the auspices of the National Institute of Child Health and Human Development at the National Institutes of Health.

- Unfortunately, too many teachers still do not have the knowledge and the tools they need to teach reading to children with learning disabilities. Our next challenge is to begin to make the connection between research and teaching.

- To that end, I know you will be pleased to know that Dr. Reid Lyon of NIH and officials at the Department of Education are now working together in an interagency process to translate these important findings into progress for our children.

- Next month we will celebrate the 20th anniversary of the IDEA, the key legislation that guarantees children with disabilities the right to an education. Only 20 years ago, more than one million children with disabilities were not receiving any public education.

- At the same time, the IDEA is up for reauthorization. The Administration has put forth a reauthorization proposal that promotes educational excellence for the nation's 5.4 million children with disabilities. The proposal aims to focus our efforts on better teaching and learning, rather than unnecessary paperwork.

  It includes a strong commitment to appropriately identify children with learning disabilities, strengthen training of teachers, effectively involve parents, and keeping kids in school. Along with Goals 2000 and the School-to-Work Act, it demonstrates the Administration's commitment to education reform.

o Let me close my comments by saying that I know you all understand first hand the importance of having programs in place that assist individuals with learning disabilities and their families. It is because of your commitment and efforts that many of the programs I have touched on exist today. I know that if we all continue to work to together and help educate the public about the effectiveness of these programs, we will be able to continue the progress that the past two decades have seen in helping individuals with learning disabilities.

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Questions to be asked at Learning Disabilities Conference Call

1. How will the proposed budget cuts in a variety of areas (legal services, welfare reform, Medicaid, etc.) affect the learning disabled population? We are especially concerned with the delinquent population, more than 50% of whom have a severe learning disability or an attention deficit disorder.

One of the most distressing aspects of the budget proposed by Congress -- and one that is hard to convey -- is that many families will be hit by these cuts in more than one program. With welfare reform's push to put people to work, cuts in child care, cuts in the earned income tax credit, cuts in Medicaid, cuts in SSI for children with disabilities, and so many other areas, families are going to be under severe stress. This will be especially true for the families of children with disabilities including learning disabilities.

2. What will be the impact of budget cuts and loss of entitlements on early intervention programs for infants and toddlers with disabilities and related services for school-aged children with disabilities?

Medicaid has important links to education programs for children with disabilities, both at home and in schools. These programs would come under particular pressure in states attempting to cope with a Medicaid block grant.

- **Infants and Toddlers with Disabilities:** As you know, the Department of Education provides funding to assist states in identifying infants and toddlers with disabilities and providing them early intervention and therapy services. Early intervention and therapies for these very young children is critical to maximize what they can later accomplish in school. This program (known as "Part H") also educates families about their infant's or toddler's disability and how best to support and care for their child.
  A total of 165,000 infants and toddlers now get help through the Part H program, and many of these children's services are paid for by Medicaid. For example, Medicaid funds 62% of the Part H program in Arkansas, 32% in South Carolina, 25% in Massachusetts, and 41% in New York State.

  Under a block grant, states would be under severe pressure to discontinue such services.

- **Special Education and Related Services:** In order to learn and benefit from school, children with disabilities need sometimes medically-related services in school. Services such as speech therapy and physical therapy, to which children are entitled as part of the special education program, are often paid for by Medicaid.

  If states elected to discontinue Medicaid for these services, these costs would be borne by local school districts.

Briefing Points on Learning Disabilities

- Half of the 5 million children in special education have learning disabilities.

- NIH has made major research breakthroughs on why and how people have trouble learning to read that are very important to the LD community. The group will be happy to learn that NIH is working with the Department of Education. The findings are that these children have difficulty breaking words into small units, or phonemes; that it is easy to identify children who will have trouble learning to read during kindergarten -- and without these tests, it is likely that they will languish without help until age 9 and placed into the special education system.

- There are not significant budget cuts in special education -- at least not compared to other areas.

- Although it is not supposed to come up as a question, discipline is an important and controversial issue in the reauthorization of IDEA. Because there are restrictions on removing children with disabilities from the classroom, local school districts feel that these children are held to a lower standard of discipline, and that they create many problems in the classroom. Disability advocates feel very strongly that this is a false issue since special education students are no more likely than other students to be discipline problems, and that it is simply an excuse for removing children with disabilities from the classroom.

  In an effort to find some common ground, yet protect these children, the Department of Education has proposed to extend the law that allows a special education student to be pulled from a classroom if he or she brings a gun to school. Education proposes to extend this to children who bring any dangerous weapon to school.

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Patti C. Richards

4307 Dahill Place
Alexandria, VA 22312-1227

Telephone (703) 642-1296
Fax (703) 642-8940

FAX TRANSMITTAL FORM

DATE: Oct. 26, 1995 PAGE 1 of 5

TO: Marilyn Yaeger

MESSAGE:

We are all so glad to be able to support you in these efforts.

Patti

Patti C. Richards

4307 Dahill Place
Alexandria, VA 22312-1227

Telephone (703) 642-1296
Fax (703) 642-8940

October 26, 1995

Dear Marilyn,

California is delighted! Joan Esposito, California LDA president, will be introducing Mrs. Gore. California LDA has a mailing list of over 17,000 and is organized in 16 chapters spread throughout the state.

I suspect that one question from the group will involve the impact of the changes in Medicaid as it affects special education in the public schools particularly in the areas of early intervention and the delivery of related services (speech therapy, occupational therapy, counseling, etc.).

The link between juvenile justice and learning disabilities is of particular interest in California. Learning disabled students who do not receive appropriate educational services are much more inclined than their non-disabled peers to drop out of school. Unfortunately all too many of these youngsters eventually end up involved with the juvenile justice system. Many of the planned budget cuts will curtail services these 'at-risk' students so badly need.

I am enclosing some background information that I hope will be helpful to you. Please express to Mrs. Gore our appreciation for her interest and concern for America's children.

I look forward to continuing to work with you ...so many thanks...

THE LEARNING DISABILITIES ASSOCIATION OF AMERICA (LDA)

WHAT IS LDA?

LDA is the largest non-profit volunteer organization advocating for individuals with learning disabilities. LDA has over 80,000 members in 50 states, Washington, DC and Puerto Rico. The membership, composed of individuals with learning disabilities, family members and concerned professionals, advocates for the over two million students of school age with learning disabilities and for adults affected with learning disabilities. The over 800 state and local chapters, through their affiliation with the National LDA, work continuously for individuals with learning disabilities, their parents and the professionals who serve them.

WHAT ARE LDA'S GOALS?

- LDA seeks to educate individuals with learning disabilities and their parents about the nature of the disability and inform them of their rights.
- LDA encourages research in neuro-physiological and psychological aspects of learning disabilities.
- LDA strives to create a climate of public awareness and acceptance.
- LDA works to improve regular and special education, through advocacy with the U.S. Department of Education and the State Departments of Education in each state.
- LDA develops and promotes legislative assistance.
- LDA disseminates information widely.
- LDA provides advocacy information and training.
- LDA works to establish career opportunities.
- LDA promotes education and training on learning disabilities for special and regular education teachers.

LDA accomplishes its goals and objectives through its national committees on advocacy, adult issues, education, legislation, early childhood, mental health, membership, research, communication/outreach. The board and committees are composed primarily of volunteer parents and individuals with learning disabilities, but its strength also springs from its close affiliation with professionals in the field, including the Professional Advisory Board, which offers counsel on professional and technical areas.

WHAT SERVICES DOES LDA OFFER?

LDA AND LEGISLATION

LDA representatives testify at the request of Congress on matters relating to special education. LDA holds and participates in numerous forums on legal rights of individual students with learning disabilities. LDA provides information and recommends action on pending legislation which may affect individuals with learning disabilities and/or their families.

LDA INFORMATION AND REFERRAL NETWORK

LDA's unique information and referral system is the only one of its kind in the country serving individuals with learning disabilities. Other organizations and agencies such as the National Center for Learning Disabilities, the Orton Dyslexia Society, state parent training centers refer inquiries to the LDA nationwide network for indepth education and support.

Annually through the International Conference and the state chapter conferences and local chapter workshops LDA provides a forum for questions on learning disabilities and new technology and approaches for teaching individuals with learning disabilities. Attendance at the conferences, workshops, symposiums and support groups reaches 75,000 participants yearly. Parents, teachers and other professionals and individuals with learning disabilities are the participants that gather for education, networking and advocacy.

LDA AND SCHOOL PROGRAM DEVELOPMENT

LDA and its state chapter are available to work directly with school systems in planning and implementing programs for better services for students with learning disabilities. LDA offers scholarships annually to school principals for attendance to the International Conference. This service has provided some 300 principals with an ongoing network of information and support. In its national headquarters LDA maintains an extensive inventory of books and materials covering every aspect of learning disabilities. These materials are ordered by hundreds of schools, libraries, and thousands of individuals interested in learning disabilities. LDA publishes a journal, *LEARNING DISABILITIES: A MULTIDISCIPLINARY JOURNAL* twice a year.

MEMBERSHIP IN LDA

Members receive the national newsletter, *NEWSBRIEFS*, six times a year, along with state and local chapter newsletters. Parents learn how to advocate for their child and have access to support groups and educational meetings. Parents learn about federal and state laws that affect their child. They meet and share a common bond with other parents and professionals who have similar concerns. Professionals have access to the latest information relating to learning disabilities. Individuals with learning disabilities learn to understand the disability and advocate for themselves through support groups and conferences.

Annual membership in the Learning Disabilities Association of America is $25.00. Please contact:

LDA
4156 Library Rd.
Pittsburgh, PA 15234
(412)341-1515
(412)344-0224 - FAX

Learning Disabilities Association of America

FYI CONGRESSIONAL UPDATE 5 FYI

LDA: THE LEARNING DISABILITIES ASSOCIATION
of America
4156 Library Road, Pittsburgh, PA 15234 Ph 412/341-1515 FAX 412/344-0224

Oct. 16, 1995
TO: LDA BOARD, PAB, STATE & LOCAL PRESIDENTS, NETWORK
FROM: The Legislative Services Committee

ALL ABOUT MONEY Because Congress had not passed all of its appropriations bills before the start of the new fiscal year on Oct. 1, a CONTINUING RESOLUTION (CR) was passed which will continue funding for the federal government until Nov. 13. Under this CR, programs, funding for Parts B and H of the IDEA, and the State Grant Proposals of Vocational Rehabilitation will be at the FY 1995 rate minus 5%. Other programs, such as the discretionary programs under the IDEA will continue to be funded, at their FY 1995 levels minus 10%. Congress now has several options: 1) it could pass AND get the Presidents signature on all the appropriations bills, 2) it could pass another CR. (House Speaker Newt Gingrich has vowed to take deeper cuts if another CR is necessary) or 3) it could throw all of the appropriations bills into one big pot from which funds would be allocated according to negotiations between the Congress and the President. We'll keep you posted.

IDEA MOVING SLOWLY Congress has been busy with so many other issues - appropriations, welfare and Medicare/Medicaid reform - that the IDEA has been moved to the back burner. To date, the Department of Education's bill for the reauthorization of IDEA (H.R. 1986; S. 1075) is the only one on record. The House Subcommittee on Children, Youth, and Families plans to issue a second draft of its proposals for the IDEA by Oct. 18. The Senate Subcommittee on Disability Policy has not issued any language officially, although staff is meeting with representatives of the disability and regular education communities to try to develop language on discipline which is acceptable to both sides. The current Senate draft (like the first draft proposals from the House) would allow certain students, i.e. those who bring a weapon to school or who engage in drug activity and whose behavior is not a manifestation of their disability, to be treated as students without a disability. In some cases that may mean the cessation of educational services. However, no bills with these proposals have been introduced yet. It is unlikely that any action of the reauthorization of the IDEA will occur before Congress takes its end of the year break.

Although no bills to reauthorize the discretionary programs (Parts C-I) were passed by the Oct. 1 deadline, the authorizing Subcommittees had indicated their desire to continue them in one form or another. The Senate Subcommittee had introduced S 916. The House Subcommittee issued a draft, called Part D, which would consolidate the current 14 discretionary programs into three subparts: 1) State Program Improvement Grants (75% of which is to go to professional development); 2) Parent Training, Innovation, and Research, Evaluations and Professional Development; and 3) General Provisions. Because of this interest, the House Appropriations Committees appropriated funds for some of these programs; the Senate Appropriations Committee funded all of the discretionary programs.

WELFARE REFORM

The Workforce Development Act was removed from the Senate Welfare Reform bill. Although Senate cuts to the SSI Program for children are not as drastic as in the House bill, over 50,000 children with disabilities are expected to lose their eligibility.

JOB TRAINING CONSOLIDATION

A floor amendment removed vocational rehabilitation from the House CAREERS (Consolidated and Reformed Education, Employment, and Rehabilitation Systems) Act, H.R. 1617), which consolidates over 100 federal programs into youth-workforce preparation, training for adult workers, and adult literacy and education block grants to states. The Senate Bill, the. Workforce Development Act of 1995, also consolidates a number of federal employment, training, vocational, and adult education programs into block grants to states. However, it would also retain the state vocational rehabilitation system as part of the workforce development programs. Differences between the two bills will be settled by a conference committee.

MEDICAID FOR PERSONS WITH DISABILITIES

The Washington Post of Oct 14 reported that the Senate leadership announced that despite the approval of the Finance Committee for a provision that guarantees medical coverage to Americans with disabilities the provision would be dropped from their Medicaid reform plan.

THE ISHTOOK(OK)/MCINTOSH (IN)/EHRLICH (MD) AMENDMENT

The Ishtook/McIntosh/Ehrlich amendment, which was attached to the House Labor/HHS/Education Appropriations bill, would impose penalties on any organization which spent more than 5% of its budget, excluding federal grants, on "political activity" "Political activity" is defined as attempts (both direct and grassroots) to influence legislation, agency actions (including comments on regulations), litigation (including amicus curiae) or political campaigns at the local, state, or federal level. 504(c)3 organizations are already prohibited from engaging in partisan politics and from using more than 5% of their funds for federal lobbying. Under this amendment, getting the local newspaper to do a story about the IDEA would be a restricted activity. Although LDA receives no federal funds at the national level, it is not clear whether or not it could be a recipient of federal funds if state and local affiliates get federal money, either through direct federal grants or through the use of federal IDEA flow-through funds for projects such as conferences or workshops. A number of major organizations, such as the AARP, the American Red Cross, the YMCA, and the National Council of Catholic Bishops, which get federal grants to run programs, would be affected and are opposed to the Amendment. A number of freshmen Representatives have vowed to vote against any legislation which does not include the Amendment.

LD IS STILL UNDER ATTACK

In response to a letter from a constituent, on August 15,1995, Rep. David McIntosh (IN) wrote " **Lastly, the majority of money spent on special education today is no longer targeted on the truly disabled, but on those with learning disabilities or emotional disturbance.** ...IDEA must be reformed if we are truly interested in improving student achievement and schools must be given the flexibility to pursue its mission without excessive government restrictions. IDEA in its current form does not allow that flexibility."

October 23, 1995

CHILDREN WITH DISABILITIES CONFERENCE CALL

DATE:	**October 24, 1995**
TIME:	**1:15PM**
LOCATION:	**The Radio Room**
	Room 414, OEOB
FROM:	Debbie Fine, Domestic Policy Council
	Diana Fortuna, Domestic Policy Council

I. PURPOSE

To highlight the impact of the Republican Medicaid cuts on children with disabilities, through a discussion with five children with disabilities on Medicaid and their parents or mentors. The discussion will focus especially on how Medicaid allows these children to get services at home.

II. BACKGROUND

Both the House and Senate Reconciliation bills cut at least $182 billion from Medicaid.

In addition to the services that Medicaid provides children with disabilities in hospitals and doctors' offices, Medicaid also pays for many services for these children at home. In-home Medicaid assistance pays for equipment like wheelchairs and communication devices; therapy, including teaching parents to perform needed therapies at home; respite care for parents who need an occasional break in caring for a disabled child; and home modifications needed to allow a child to live at home. These services are known as "model waivers," "home and community-based waivers," or "Katie Beckett waivers" for which states can apply.

Faced with the Republican budget cuts, these home and community-based programs will find it especially hard to compete with hospitals and nursing homes for scarce Medicaid dollars at the state level. **Without these services, some parents may have to give up their jobs or seek institutional placements for their children.**

Another program cut passed by the Republicans that these families may raise during the conference call is the Supplemental Security Income (SSI) program for children with disabilities. Last year, media reports charged that some parents encouraged their children to "act crazy" in order to qualify for these monthly cash benefits. Audits have not identified any widespread fraud, but Congress -- especially the House -- would cut the program significantly. Families with children with disabilities rely on SSI to meet a wide variety of needs, including replacing lost income for a parent who can't work full-time or at all because of his or her child's disability.

If you are asked about the SSI issue, you can state that the Administration strongly opposes the House plan to eliminate cash benefits for most of the children entering the program, and that we would like to see the Senate's cut in eligibility applied only prospectively, to new children joining the program, rather than retrospectively.

NOTE ON LANGUAGE: The most accepted term to use is "children with disabilities" rather than "children with special needs" or "handicapped children." Whenever possible, "children with disabilities" is preferable to "disabled children," and "individuals/people with mental retardation" is preferable to "the mentally retarded."

NOTE ON ATTACHED DATA: Please note that except where noted, the state-specific data included in the attached descriptions of each family are based on cuts made in the House Commerce Committee. Also, the date is for all children, not just children with disabilities.

III. PARTICIPANTS

Parents/mentors and children with disabilities (listed in speaking order):

1. Elaine and Alexandra (Alex) Colbert; Philadelphia, Pennsylvania
2. Penny and Joe Ford; Denver, Colorado
3. Trish Thomas and Travis Solomon; Laguna, New Mexico
4. Tom Zimmerman and Jason Sloan; Chicago, Illinois
5. Dan and Ryan Louney; Bedford, New Hampshire

The participants will be at a community, health center, or hospital where the child has received services. Some of the centers are planning their own press conferences following the call.

Background information on each parent and child and the expected focus of their remarks is attached.

IV. SEQUENCE OF EVENTS

- Mrs. Gore will open the conference call with a brief statement about the purpose of the call.

- The Vice-President will speak briefly about the Republican budget.

- Mrs. Gore will call on each of the parents to make brief comments. After each parent speaks, either the Vice President or Mrs. Gore will ask the child a question(s). Each parent is prepared (in under 2 minutes) to highlight how Medicaid has helped the family.

- You will each have the opportunity to ask follow-up questions and make additional comments.

V. MEDIA

Open to regional press. (There will be regional press at each location with the children and their parents.)

VI. REMARKS

Talking points are attached.

Vice-President Gore/Mrs. Gore
TALKING POINTS FOR CONFERENCE CALL
WITH CHILDREN WITH DISABILITIES AND THEIR PARENTS

Room 414, Old Executive Office Building
October 24, 1995

Mrs. Gore:

- Thank you all for taking the time to join the Vice-President and me today to discuss how Medicaid helps you, and families like yours who have children with disabilities, get the services you need at home so that your family can stay together.

- As you all know, many families, both lower-income and middle class, receive support from Medicaid to help care for their children with disabilities. Such programs were developed as an alternative to placing children in institutions so that families have more options.

- Medicaid pays for wheelchairs and communication devices; therapy, including teaching parents to perform needed therapies at home; respite care for parents who need an occasional break in caring for a disabled child; and minor home modifications needed to allow a child to live at home.

- We have a number of families on the line from around the country who know very well how Medicaid can help a child who has a disability. And we are looking forward to hearing from each of you a little about what these services have meant in your lives.

- Introduce Vice-President Gore.

Vice-President Gore:

- As you know, we are involved in a serious national debate about how to balance the Federal budget.

- We must balance the Federal budget, but we must do so in a way that reflects the values that we have always held dear in this country. Values like giving every American the opportunity to be responsible to make the most of his or her own life, and strengthening our families. This budget debate is not just about programs and dollars.

- The President's plan for a balanced budget reflects America's values. It calls for reasonable, moderate reforms in Medicaid, while keeping our guarantee to children and older Americans, including Americans with disabilities.

- In my judgement, the budget that the Republicans in Congress have offered violates those values. It will decimate Medicare and Medicaid -- by taking twice the level of Medicare cuts we have proposed, and more than three times the level of Medicaid cuts.

- The Republican budget would also severely cut back the Supplemental Security Income (SSI) program for children with disabilities, particularly the House approach. It would eventually prevent nearly one million children eligible under current rules from receiving cash assistance. It would also terminate benefits altogether for 170,000 children with disabilities. The loss of cash assistance would be devastating to many low-income families struggling to care for a child at home.

[Note: Many of the children on the conference call probably receive SSI cash benefits. The House SSI cuts are unlikely to affect the children on the call, because cutbacks for severely disabled children, as these children are, would only be made prospectively.]

- Cuts in Medicaid would be particularly devastating to children with disabilities because their families cannot access the private insurance market for all their child's needs, or often even at all.

    - Programs such as the Medicaid home and community-based waivers provide needed support for families and children with disabilities at home in most/all states.

    - In the past, before these programs were developed, many of these families would have had to seek institutional care for their children.

    - At the state level, home and community-based programs will find it difficult to compete with hospitals and nursing homes for scarce Medicaid dollars.

    - Without these services, some families would not be able to stay together.

- And now, I'd like to hear from each of you about what Medicaid services do for you, and to learn more about your families.

CONCLUDING REMARKS

- Thank you so much for taking the time to talk with us and share with us a little about your families.

- I think we have all heard first-hand from you about how important these services are for your families. And although we know you all know how to fight, because you are already fighting so hard to live together as a family and to pay for the services you need, we all have to get ready for the battle ahead to preserve fundamental supports for children.

- We want you to know that we are fighting with you and for you.

October 23, 1995

Background on Children and Their Families
(Listed in Speaking Order, Along With Potential Issues to Highlight)

1. **Elaine and Alexandra (Alex) Colbert; Philadelphia, Pennsylvania**
Location of call: Children's Seashore House; Philadelphia, Pennsylvania

The Republican budget cuts federal Medicaid funding to Pennsylvania by $3.1 million over seven years and by 22% in 2002 alone. These cuts would eliminate coverage for as many as 114,892 children in Pennsylvania in 2002.

BACKGROUND: Elaine is the single parent of Alex, her 14-year-old daughter. She works at the Parents' Union for Public Schools in the Parent Training Information Center, where she trains parents in the area of special education. She is able to work there part-time because of the flexible hours, which allow her to work while meeting the medical and educational needs of her daughter. Her dream would be to be able to work full-time. She currently has health insurance through her job, but she cannot afford the additional cost of the option to cover her daughter under this plan -- which has much more limited coverage than would meet Alex's medical needs anyway.

Alex has cerebral palsy and a learning disability. She is in 9th grade, and currently participates in a high school program that is a mix of regular and special education classes. Going to school and being with her friends are very important to her. She also volunteers at the hospital where she receives services. While her mom leads support group meetings for the parents of medically fragile children, Alex cares for the children. She now wants to become a pediatrician and open her own child care center. She recently received a reward from United Way for her volunteer work, which she has been doing for two years.

Medicaid pays for the following in-home services for her: braces for her legs; bi-monthly occupational therapy evaluation for gait regression; occupational and physical therapy assessments; aquatics; medical, dental and eye care; and psycho-educational testing. It has also paid for several surgical procedures on her legs.

FOCUS OF COMMENTS: Elaine will likely focus on the following:

- The importance of Alex receiving a good education.

- Doctors originally said Alex would not walk or talk. Without the Medicaid-funded services that Alex has been receiving since she was 8 months old, her condition would have regressed significantly and she would not be prepared to participate in school or in her community the way she can now.

Suggested Follow-Up Questions for Alex: Alex, I hear that you volunteer in child-care. What do you like most about that? Why do you do it? What do you want to be when you grow up?

2. **Penny and Joe Ford; Denver, Colorado**
Location of Call: Denver Center for Independent Living; Denver, Colorado

The Republican budget cuts federal Medicaid funding to Colorado by $2 billion over seven years and by 33% in 2002 alone. These cuts would eliminate coverage for as many as 50,921 children in Colorado in 2002.

BACKGROUND: Penny is the divorced, 47-year old parent of Joe Ford, one of 8 children. She works full-time as a consultant providing technical assistance to communities for building supports for infants and toddlers with disabilities. She has private insurance, in addition to receiving Medicaid assistance for Joe. The only other assistance her family receives is financial aid for her two daughters for college.

Joe is a quadriplegic and has cerebral palsy. He is 12 years old and is currently enrolled in a middle school program for highly gifted children -- children in the 99th percentile who have IQ's higher than 130 -- in the Denver public school system. Joe uses a computer to write, and will soon have a communications system to help him speak. Last year, he was elected President of the Student Council. He wants to be an attorney when he grows up. Medicaid pays for the following in-home assistance for Joe: co-payments for his durable medical equipment; a communications system; a bath chair; and personal attendant services twice daily to help with physical therapy, dressing, toileting, meal preparation, bathing, and teeth-brushing.

FOCUS OF COMMENTS: Penny will likely focus on the following:

- Because of the in-home Medicaid services available to Joe, Penny was able first to go back to school for a bachelor's degree in education, and eventually to take the full-time job she now has. Her daughter Jane, who often used to take care of Joe, was able to pursue acting in high school and is now starring in the school play this week.

- Although Penny has private insurance, that does not cover the personal assistance services that are essential for Joe. And though it does cover some of the costs of the equipment he needs, she cannot afford to pay for the remaining costs; for example, the wheelchair Joe is getting to replace his old chair costs $10,000 -- Blue Cross will pay $8,000 and Medicaid will pay $2,000.

- The assistance Joe gets under Medicaid allow him -- a highly gifted child -- to go to school, to write, to play with friends, and to pursue his dream of being an attorney. And it gives Penny the hope that if something happens and she's not around later on, he'll have a chance to succeed.

Suggested Follow-up Question for Joe: Joe, I read something you wrote about how you were playing on the gravel with your friends at school when your wheelchair broke. I know you are supposed to get a new wheelchair -- have you gotten that yet? What do you think the best thing will be about the new chair?

3. **Trish Thomas and Travis Solomon; Laguna, New Mexico**
Location of the Call: University of New Mexico Health Services Center; Albuquerque, New Mexico

The Republican budget cuts federal Medicaid funding to New Mexico by $902 million over seven years and by 24% in 2002 alone. These cuts would eliminate Medicaid coverage for as many as 20,467 children in Mexico in 2002.

BACKGROUND: Trish Thomas is a divorced, single parent of Travis Solomon, age 16, and his sister Kori, age 18. They are members of the Laguna Pueblo tribe and live on the reservation, west of Albuquerque. Trish works part-time at Family Voices, an advocacy coalition for children with special health needs. She, like so many other parents, is forced to work part-time because she needs the flexible hours to take care of her children -- and as a result cannot afford private insurance. Her family receives assistance through Medicaid, SSI, and the Indian Health Service; Medicaid pays for the bulk of Travis' assistance.

Travis has a serious visual impairment and bi-lateral hearing loss. Because of his hearing aids and years of speech and language therapy, he is able to speak and be understood by most people (he speaks similarly to Miss America 1995) and he is able filter out background noise well enough to hear. Travis lip reads, and can use the phone with his hearing aid. He attends the local Laguna schools, where math and science are his favorite subjects, and he hopes to continue his education and to eventually work in the electronics field. He would like to work on developing hearing aids so that they can be "fitted like eye-glass prescriptions." For Travis, Medicaid pays for the following in-home assistance: batteries, repairs and other equipment for his hearing aids; physical therapy; occupational therapy; speech and language services; and several surgical procedures to treat his visual impairment.

FOCUS OF COMMENTS: Trish will likely focus on the following:

- Families like Trish's depend on Medicaid to pay for in-home care to make sure that their children have the same chance as other children, particularly when private insurance or even public programs through the Indian Health Service do not provide what the children need.

- If it were not for the diagnosis of Travis at two-and-a-half, he would not have received such early therapy and treatment, including specialty services not available on the reservation and not affordable for Trish Thomas. In-home Medicaid assistance made this therapy possible. Without that assistance over the years, he would not be living at home with his mom and sister, participating in school, and contributing to the community.

Suggested Follow-Up Question for Travis: Travis, I understand that you're very good at math and science. What do you think you want to do when you grow up?

4. **Tom Zimmerman and Jason Sloan; Chicago, Illinois**
Location of Call: Access Living of Metropolitan Chicago; Chicago, Illinois

The Republican budget cuts federal Medicaid funding to Illinois by $6.1 billion over seven years and by 29% in 2002 alone. These cuts would eliminate coverage for as many as 128,969 children in Illinois in 2002.

BACKGROUND: Tom Zimmerman is a very close friend of the Sloan family, and a disability advocate who has testified on the Sloans' behalf several times. He is with Jason today because Jason's mother, Debby Sloan, has a very busy work schedule -- working full-time as a legal secretary during the days and at nights at a bowling alley. She is a divorced, single mother.

Jason is 18 years old and lives at home with his mother. He has mild to moderate mental retardation and has been technology dependent since birth -- he requires a mechanical ventilator attached by a tube to his throat to breathe. He participates in a special education program of the Chicago school system and works part-time in a sheltered workshop through the school to prepare him for a supported employment situation after school. No private insurance company would agree to cover Jason because of pre-existing conditions. Under the "Model Waiver Program," Medicaid pays for his ventilator and its supplies, and his in-home nurse and "job-coach". He requires 24-hour supervision.

FOCUS OF COMMENTS: Tom Zimmerman will likely make the following points:

- Jason's mom works full-time, days and nights, so that her son can live with her at home, so that they can play in the park, go to the zoo, and see each other on a regular basis as opposed to during visiting hours only in an institution.

- She could not get private insurance because of pre-existing condition clauses.

- Because of in-home Medicaid dollars, not only can Jason remain part of the community, where he makes an important contribution and brings a lot of joy to the people he comes into contact with, but he will be able to work. Working is very important to him.

- Without Federal guidelines or standards for these programs, parents like Debby Sloan may be forced to relocate to another state in search of adequate coverage.

Suggested Follow-Up Questions for Jason: Jason, do you like living at home with your mom? I hear you are in charge of the recycling program at your school? When you graduate from high school, do you want to work help your community recycle?

5. **Dan, Margaret (Margie), and Ryan Louney; Bedford, New Hampshire**
Location of the Call: The Moore Center; Manchester, New Hampshire

Please note that the current House bill does not cut New Hampshire Medicaid funding -- it actually increases the funding. The Senate Finance Committee bill, however, makes very serious cuts. Based on the Senate Finance Committee bill, New Hampshire will lose $1.2 billion in Medicaid funding over seven years and $249 million in 2002 alone.

BACKGROUND: Dan and Margie Louney are the parents of Ryan, who is one of five children (4 adopted). Dan, aged 62, lost his job a couple of years ago after working for General Electric for 22 years and for Balzers for 14 years. Margaret works part time as a teacher and special needs coordinator at the Moore Center, working with families who have children with disabilities. They now have private insurance that they purchase through Mutual of Omaha; however, their deductible is $7,000 and therefore the services that Ryan needs are either not covered or too expensive.

Ryan is 12 years old and is in the 6th grade. Although he was born with mild to moderate Down Syndrome, this is not why he is covered under the Medicaid model waiver. In March of 1994, Ryan had a serious skiing accident from which he broke an arm, a leg, and sustained multiple serious head injuries that put him in a coma for 5 and 1/2 weeks. Since then he has almost totally recovered, with the help of ongoing occupational and physical therapy. Now Medicaid pays for his ongoing therapy and for his regular medical services (annual check-ups, etc.). Ryan likes to read in school, go bowling, play on his basketball team, and recently he built and launched a model rocket ship with his friends at school.

FOCUS OF COMMENTS: Dan Louney will likely focus on the following:

- Without Medicaid funding, the Louney family would not have been able to afford the treatments that Ryan requires.

- This can happen to any family. The experience was frightening enough without the additional stress and anxiety about the possibility of losing everything they had worked for in order to pay for the treatment Ryan needed.

Suggested Follow-Up Questions for Ryan: It sounds like you've made a great recovery after your skiing accident. What do you enjoy most about being back at school and back with your friends?

MEDICAID AND CHILDREN WITH DISABILITIES
FACT SHEET

Medicaid allows many children with disabilities to get services at home or in the community. These services have grown rapidly over the past 15 years. Prior to that time, an institution was too often the only option for a middle-class family with a child with a disability.

- In 1982, the case of Katie Beckett, a child with a disability, focused attention on this issue. Katie's middle-class parents learned that Katie would be eligible for Medicaid if she lived in an institution, but not if she got less expensive care at home.

- To remedy this situation, the Federal government authorized waivers for states to use to serve children (and adults) at home instead of in an institution. These waivers are commonly known as "model waivers" or "home and community-based waivers."

- Under these waivers, income standards for Medicaid eligibility are relaxed, and states can pay for services not normally covered by Medicaid -- assistive devices, respite care for parents, minor home modifications, supported employment services, transportation, and personal care. Such services often allow a parent to hold a job.

- All 50 states provide home and community-based services to children in some form, although the waivers may not serve all the families who want these services.

- There are probably over one million children with disabilities on Medicaid, although most of them do not require intensive services at home. There is no exact estimate because there is no single definition of disability, and because children with disabilities can qualify for Medicaid in a number of ways:

    - Their family's income may be low enough to meet a state's general eligibility guidelines.

    - They may be eligible for SSI benefits, which is automatically linked to Medicaid in most states. Children qualify for SSI if their families are low-income and they have a disability defined by the Social Security Administration.

    - They may qualify for a state waiver program, whether through the nature of the disability, family income, or their need for certain services. For example, a state may design a waiver program for up to 200 children who need respirators.

    - Many states run "medically needy" programs for families with large medical expenditures but incomes that are too high to qualify for Medicaid under normal circumstances. Medical costs for a child with a severe disability can easily impoverish a middle-class family.

Under the Republican budget, home and community-based services for children with disabilities will be especially vulnerable to state budget pressures. These optional programs do not have the lobbying power of nursing home, hospital, or physician groups.

IMPACT OF MEDICAID CUTS ON EDUCATION PROGRAMS FOR CHILDREN WITH DISABILITIES

Medicaid has important links to education programs for children with disabilities, both at home and in schools. These programs would come under particular pressure in states attempting to cope with a Medicaid block grant.

- **Infants and Toddlers with Disabilities:** The Department of Education provides funding to assist states in identifying infants and toddlers with disabilities and providing them early intervention and therapy services. Early intervention and therapies for these very young children is critical to maximize what they can later accomplish in school. This program (known as "Part H") also educates families about their infant's or toddler's disability and how best to support and care for their child. A total of 165,000 infants and toddlers now get help through the Part H program, and many of these children's services are paid for by Medicaid. For example, Medicaid funds 62% of the Part H program in Arkansas, 32% in South Carolina, 25% in Massachusetts, and 41% in New York State.

  Under a block grant, states would be under severe pressure to discontinue such services.

- **Special Education and Related Services:** In order to learn and benefit from school, children with disabilities sometimes need medically-related services in school. Services such as speech therapy and physical therapy, to which children are entitled as part of the special education program, are often paid for by Medicaid.

  If states elected to discontinue Medicaid for these services, these costs would be borne by local school districts.

SSI FOR CHILDREN WITH DISABILITIES
FACT SHEET

Families on the conference call may raise the fact that Congress is planning significant cuts in the Supplemental Security Income (SSI) program for low-income children with disabilities.

- Last year media reports charged that families abused this program by having their children fake mental disabilities in order to qualify for up to $450 a month in cash benefits.

- Audits have not identified widespread fraud, but Congress plans to cut the program significantly as part of welfare reform. The House cuts are particularly severe. Disability advocates know that eligibility will be sharply restricted, but hope to preserve cash benefits. The Administration reluctantly favors the Senate approach but believes that eligibility changes should be applied prospectively rather than penalizing children already on the rolls.

- Although fraud does not appear to be a problem, the children's SSI program has grown rapidly in the past decade. Much of the growth is due to a liberalized eligibility standard for mental disabilities, driven partly by a Supreme Court decision.

- Defining childhood disability is an inexact science. Professionals are not always in agreement about the distinctions that the Social Security Administration must make to determine whether a given disability is, for example, mild, moderate, or severe.

- There are now almost one million children with disabilities on SSI. Families receive up to $450 a month in cash benefits, along with automatic eligibility for Medicaid in most states. SSI eligibility begins at about 150% of the poverty level.

- SSI pays for a variety of costs for families with disabled children -- including lost income, diapers, home modification, respite care, equipment, special dietary items, etc.

- The House would cut 170,000 moderately disabled children from the program almost immediately. More worrisome, only children coming on the rolls who are at risk of institutionalization could get cash benefits. Other eligible children could apply for services from a new state block grant funded at only 75% of current spending.

- The Senate would eliminate 170,000 children from the rolls over the next 18 months, but keep cash benefits for all eligible children.

- The Administration favors the Senate plan because it retains cash benefits, but believes even the Senate bill is too harsh because it applies the new eligibility rules retrospectively. The Administration believes the change should be prospective, except for children eligible as a result of "maladaptive behavior." We have just learned that some mental health advocates are upset about this last part of our position (even though overall our plan would cover more children than theirs) because they believe singling out children who exhibit maladaptive behavior is unfair.

Administration Talking Point on Children's SSI:

The Administration strongly opposes the House plan to eliminate cash benefits for most of the children entering the program. The loss of cash assistance would be devastating to low-income families struggling to care for a disabled child at home. Further, we would like to see the Senate's cut in eligibility applied only to new children joining the program, rather than retrospectively.

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Diana Fortuna
Here are the
2 questions.
Marilyn

Date: October 26, 1995

To: The White House

Attn: Marilyn Yager

FAX: 202-456-6218

From: Joan Esposito
President, LDA-CA

FAX: 818-563-9640

Burbank Airport Hilton contact: Gayel Miller
Convention Services Manager
818-848-6672

Following are the questions to be asked at the LDA-CA Conference Call:

1. *How will the proposed budget cuts impact the diagnostic, treatment, and ancillary services (e.g., legal aid, vocational assistance, etc.) for the learning disabled population? We are especially concerned with the delinquent population wherein 50+% have a severe learning disability or an attention deficit disorder.*

Asked by: Marc Lewkowicz, Ph.D., Psychologist
Member of Special Education Advisory Committee, California Youth Authority
Past Chairperson, I.E.P. Taskforce of the San Diego Children's Commission
Certified Trainer, California Correction Department
Court qualified expert in neuropsychology - Juvenile Court, Family Court, Civil Court
Coordinator parent support group network

2. *What will be the impact of budget cuts and loss of entitlements on early intervention programs for infants and toddlers with disabilities and related services for school-aged children with disabilities?*

Asked by: Mary Ann Golembesky, Parent and Past President of LDA-CA

- phone line in academy
- taping speakers system

VPOTUS/MRS. GORE CONFERENCE CALL WITH CHILDREN WITH DISABILITIES:

Joe Ford (12 years old) and Penny (mother) Ford
Denver Center for Independent Living
Contact: Dan Lopp, 303/837-1020
777 Grant St.. Suite 100
Denver, CO

Jason Sloan (18 years old) and Tom Zimmerman (family friend)
Access Living of Metropolitan Chicago
Contact: Rene David Luna, 312/226-5900
310 S. Peoria St.
Suite 201 (2nd floor conference room)
Chicago, Ill.

Ryan Louney (12 years old) and Margaret Louney (mother)
Moore Center Services
132 Titus Avenue
Manchester, NH 03103
Contact: jan Larsen 603/6666501

Travis Solomon (16 years old) and Trish Thomas (mother)
University of New Mexico Health Sciences Center
2211 Lomas Blvd., NE
Albuquerque, ND
Contact: Gail Sutton 505/277-3679 or 3322

Alexandra Colbert (14 years old) and Elain Colbert (mother)
Children's Seashore House
Philadelphia, PA
Contact; Terry Burns 215/895-3613

Patti C. Richards

4307 Dahill Place
Alexandria, VA 22312-1227

Telephone (703) 642-1296
Fax (703) 642-8940

Special Ed
Medicaid

October 22, 1995

Dear Marilyn,

Last Friday's briefing was so helpful and the handout was great...we'll be using it!

Learning Disabilities Association of America has two events this week that I think fit nicely with your activities. We are a national organization devoted to increasing the awareness of learning disabilities and monitoring developments in education, research, legislation, and advocacy on behalf of learning disabled individuals. We have 60,000 members organized at state and local chapters in all fifty states.

This week state-wide conferences are being held in Arizona and California.

The Arizona conference is currently in session with several hundred attendees. Tuesday morning (8:15-9:45 Arizona time) the conference begins with a general session focusing on the impact of impending federal legislation on disabled persons. The speaker will be Justine Maloney, LDA Legislative Services chairperson. Justine brings many years of experience with LDA and legislative affairs to her position. She lives in the Washington area and represents the interests of LDA on the national scene. (I should point out that LDA is a volunteer organization and Justine is one of our premier volunteers.) At any rate Justine will be speaking on the multiple challenges we are currently facing and would be a splendid tie-in for a call because of her intimate knowledge of the issues...as well as being able to 'continue the discussion' after the call was completed.

The Arizona Conference Program Chairman is Dorothy Crawford, a former national president of LDA, and currently director of the Life Development Institute, a program devoted to developing vocational and life skills of severely learning disabled individuals. Dorothy serves about 100 clients in a residential program. (In total her program has aided over 2000 disabled persons to become independent.) Many of Dorothy's clients access the very programs targeted for the most severe cuts.

Dorothy has a long history of involvement in mental health issues and is in fact responsible for LDA establishing a permanent Mental Health Committee. Dorothy also directed a large national study through the Justice Department to investigate the link between learning disabilities, school failure and juvenile delinquency. As you can imagine

Dorothy is particularly and directly aware of how devastating the threatened cutbacks will be.

I spoke with Dorothy about the possibility of a call into the conference by the Vice-President and/or Mrs. Gore and she was absolutely thrilled. She immediately linked it to tomorrow's general session because of Justine's planned legislative affairs presentation offering as it did a real synergy. However, she also mentioned that the conference will be gathering for lunch between 11:30-1:00 which would offer another opportunity for a large group to sort of 'town hall' in on the conversation. She also offered that if neither of these times were appropriate, that she could bring the conference together in an 'emergency break' mode for the call. Dorothy could also arrange to have one of her clients (who have included Native Americans) available to talk with the Gores.

Dorothy can be reached at the Sheraton Mesa (602-898-8800). Ask the hotel to contact either Dorothy or Janet Hands at the LDA Conference Registration Desk . Dorothy assured me that she would be able to return a call within 15-30 minutes.

The second opportunity is the California state conference being held at the Burbank Hilton Thursday, Friday and Saturday. This conference will have approximately 1000 attendees. Justine will also be holding a session on the impending federal legislation issues at that conference. Contact for the California conference would be Joan Esposito, the California LDA president (805-684-2447 (h) or 805-963-7339 (w)). Joan is herself an adult with learning disabilities who did not learn to read until she was in her thirties. She now devotes all her energies to assisting individuals with learning disabilities and dyslexia surmount the disability. Joan is particularly bright and articulate and has an excellent sense of public relations. She would be an extremely effective 'voice' at the other end of a call and could, I am sure, bring in a California family. Again the opportunity exists to coordinate with a presentation by Justine and input from a very capable, knowledgeable and active state resident.

I hope that these opportunities will be helpful in this week's activities. Please let me know how I can assist in facilitating either or both. I look forward to continuing to work with your office and support your efforts to preserve the services so many of our citizens truly need

We appreciate you!

Sincerely,

Patti

Patti C Richards

Marilyn -

This is draft copy - Joan will be sending you a final for your use in the next day or so.

However - information is very useful.

Page 2 - picture v story on Joan

3 - excellent statistics on connection between LD + juvenile justice issues.

7 - Letter says it all and breaks your heart!

Patti

Joan is working on press coverage.

Spe Ed.

continued 95 funding

Senate -

House - Zero funding

160 Billion

- some specific grants

- research, personal training, demonstration -

- formula grants OK -

October 26, 1995

BRIEF REMARKS BY TELEPHONE TO
LEARNING DISABILITIES ASSN OF CALIFORNIA

DATE: October 27, 1995
TIME: 2:00pm EST (11:00am Pacific)
LOCATION: Your Home
(LDA is meeting at the Burbank Airport Hotel)
FROM: Diana Fortuna, DPC
Marilyn Yager, OPL

I. PURPOSE

To highlight the impact of the Republican Medicaid cuts and special education program cuts on children with disabilities.

II. BACKGROUND

The Learning Disabilities Association (LDA) of America is an organization devoted to increasing the awareness of learning disabilities and monitoring developments in education, research, legislation, and advocacy on behalf of learning disabled individuals (adults and children).

The California Chapter of LDA is holding their state-wide meeting tomorrow and expecting around 1000 people, although during the time you are speaking there will be approximately 600 people in the audience. They are taping your comments and replaying them for the rest of the membership later in the day.

This organization very much opposes the cuts to Medicaid and special education, which they believe are critical to individuals with learning disabilities. Your comments will help to reassure this group about the Administration's commitment to protecting these programs, and help bolster their morale by encouraging them to continue to speakout about the effectiveness of these programs.

Joan Esposito, the California LDA President, will introduce you. Ms. Esposito is herself an adult with learning disabilities who did not learn to read until she was in her thirties. She now devotes all her energies to assisting individuals with learning disabilities and dyslexia surmount the disability.

MEDICAID: Both the House and Senate Reconciliation bills cut at least $182 billion from Medicaid, and by the time you

receive this both bodies will have likely passed their versions of the Reconciliation bill.

In addition to the services Medicaid provides individuals with disabilities in hospitals and doctor's offices, Medicaid also pays for in-home equipment like communication devices.

Faced with the Republican budget cuts, these home and community-based programs will find it especially hard to compete with hospitals and nursing homes for scarce Medicaid dollars at the state level. **Without these services, adults with disabilities may have to give up jobs they have been able to keep with this type of help.** We oppose the block-granting of Medicaid, as well as the level of cuts proposed, and most groups appreciate hearing us restate those positions.

SSI: Another program cut included in the House and Senate Reconciliation bills is the Supplemental Security Income (SSI) program for children with disabilities. Families with children with disabilities rely on SSI to meet a wide variety of needs, including replacing lost income for a parent who can't work full-time or at all because of his or her child's disability. We strongly oppose the House plan to eliminate cash benefits for most of the children entering the program.

SPECIAL EDUCATION: The Senate bill continues current funding for the special education programs, however, the House bill zero funds several specific grant programs that are directed towards research, personnel training, and state demonstrations. LDA believes that stronger special education programs could have a direct link to reducing crime among juvenile delinquents, many of whom are learning disabled, and we obviously share this view.

III. PARTICIPANTS

Joan Esposito, President, Learning Disabilities Assn. of California (will introduce you).
Marc Lewkowicz, Ph.D., Psychologist and active with the California Youth Authority (He will ask you the first question).
Mary Ann Golembesky, Parent and Past President of California LDA (she will ask you the second question).

IV. SEQUENCE OF EVENTS

- You will call (number to be provided) a phone set up in the Conference Room and should ask for Joan Esposito. (a special phone has been hooked into their speaker system in the room)

- o Joan Esposito, President, LDA of California, will introduce you.

- o You will make brief remarks.

- o Take two questions from the audience (these questions have been provided to us in advance and are included in your talking points).

V. MEDIA

Open to local California Press.

VI. REMARKS

Talking points are attached.

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V. MEDIA

Open to local California Press.

VI. REMARKS

Talking points are attached.

SCHEDULE PROPOSAL

____ACCEPT ____REGRET ____PENDING

TO: Patty Solis
Special Assistant to the President
and Director of Scheduling for the First Lady

FROM: Marilyn Yager
Deputy Assistant to the President and Deputy Director of Public Liaison

REQUEST: The First Lady to make remarks at a health care rally called "Keep Patients First -- Save Our Health Coalition" in New York City.

PURPOSE: To highlight the impact of GOP budget cuts on Medicare and Medicaid.

BACKGROUND: The key leaders sponsoring this rally are the Greater New York Hospital Assn (Ken Raske), the Health and Human Service Employee Union (Dennis Rivera), United Jewish Appeal of New York, and AFSCME of New York. The rally includes the religious, childrens, nursing homes, seniors, and other key groups in New York.

These folks have been strong allies on healthcare issues in general, and specifically on opposing the GOP budget cuts.

They have been running ads in the New York Times for over a week (ad attached) generating public interest in this rally and they believe it will be the largest health care rally to have ever taken place in New York City.

PREVIOUS PARTICIPATION: None.

DATE AND TIME: Thursday, November 2
Rally begins at 4:00pm, First Lady could speak anytime between 4:00 pm and 5:30pm.

LOCATION: Bryant Park, Manhattan

BRIEFING TIME: 5 minutes

DURATION: 30 minutes.

PARTICIPANTS:	Several thousand health care workers, seniors, childrens and group representatives.
OUTLINE OF EVENTS:	TBD
REMARKS:	To be prepared by Jennifer Klein and the Budget Team.
RECOMMENDED BY:	Marilyn Yager
CONTACT:	Marilyn Yager 456-6683
ORIGIN OF PROPOSAL:	Marilyn Yager 456-6683

COVER PAGE

FROM THE DESK OF
JOAN T. ESPOSITO
PRESIDENT LDA-CA

FAX

TO: MARILYN YAGER

FAX: 202-456-6218
ATTN: KEVIN

FROM: JOAN T. ESPOSITO

FAX: 805-684-2447

TEL: 805-684-2447
HOME

TEL: 805-963-7339
DARC

3

PAGES TO FOLLOW INCLUDING COVER PAGE

COMMENT:

LDA-CA

Learning Disabilities Association of California

655 Lewelling Blvd, Suite 355 • San Leandro, CA 94579

Phone 415-343-1411 • FAX 415-343-1854

Dear Marilyn: Options for a conference call:

Friday 27th:

9:15 AM - 12:45 PM - 6 PM - 7 PM - 8 PM

Saturday 28th:

9:15 AM

Joan T. Esposito

- Gail - Hotel -

COVER PAGE

FROM THE DESK OF
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PRESIDENT LDA-CA

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DARC

3

PAGES TO FOLLOW INCLUDING COVER PAGE

COMMENT:

Patti C. Richards

Telephone (703) 642-1296
Fax (703) 642-8940

4307 Dahill Place
Alexandria, VA 22312-1227

October 22, 1995

Dear Marilyn,

Last Friday's briefing was so helpful and the handout was great...we'll be using it!

Learning Disabilities Association of America has two events this week that I think fit nicely with your activities. We are a national organization devoted to increasing the awareness of learning disabilities and monitoring developments in education, research, legislation, and advocacy on behalf of learning disabled individuals. We have 60,000 members organized at state and local chapters in all fifty states.

This week state-wide conferences are being held in Arizona and California.

The Arizona conference is currently in session with several hundred attendees. Tuesday morning (8:15-9:45 Arizona time) the conference begins with a general session focusing on the impact of impending federal legislation on disabled persons. The speaker will be Justine Maloney, LDA Legislative Services chairperson. Justine brings many years of experience with LDA and legislative affairs to her position. She lives in the Washington area and represents the interests of LDA on the national scene. (I should point out that LDA is a volunteer organization and Justine is one of our premier volunteers.) At any rate Justine will be speaking on the multiple challenges we are currently facing and would be a splendid tie-in for a call because of her intimate knowledge of the issues...as well as being able to 'continue the discussion' after the call was completed.

The Arizona Conference Program Chairman is Dorothy Crawford, a former national president of LDA, and currently director of the Life Development Institute, a program devoted to developing vocational and life skills of severely learning disabled individuals. Dorothy serves about 100 clients in a residential program. (In total her program has aided over 2000 disabled persons to become independent.) Many of Dorothy's clients access the very programs targeted for the most severe cuts.

Dorothy has a long history of involvement in mental health issues and is in fact responsible for LDA establishing a permanent Mental Health Committee. Dorothy also directed a large national study through the Justice Department to investigate the link between learning disabilities, school failure and juvenile delinquency. As you can imagine

Dorothy is particularly and directly aware of how devastating the threatened cutbacks will be

I spoke with Dorothy about the possibility of a call into the conference by the Vice-President and/or Mrs. Gore and she was absolutely thrilled. She immediately linked it to tomorrow's general session because of Justine's planned legislative affairs presentation offering as it did a real synergy. However, she also mentioned that the conference will be gathering for lunch between 11:30-1:00 which would offer another opportunity for a large group to sort of 'town hall' in on the conversation. She also offered that if neither of these times were appropriate, that she could bring the conference together in an 'emergency break' mode for the call. Dorothy could also arrange to have one of her clients (who have included Native Americans) available to talk with the Gores.

Dorothy can be reached at the Sheraton Mesa (602-898-8800). Ask the hotel to contact either Dorothy or Janet Hands at the LDA Conference Registration Desk . Dorothy assured me that she would be able to return a call within 15-30 minutes.

Burbank Hilton Airport 818-843-6000

The second opportunity is the California state conference being held at the Burbank Hilton Thursday, Friday and Saturday. This conference will have approximately 1000 attendees. Justine will also be holding a session on the impending federal legislation issues at that conference. Contact for the California conference would be Joan Esposito, the California LDA president (805-684-2447 (h) or 805-963-7339 (w)). Joan is herself an adult with learning disabilities who did not learn to read until she was in her thirties. She now devotes all her energies to assisting individuals with learning disabilities and dyslexia surmount the disability. Joan is particularly bright and articulate and has an excellent sense of public relations. She would be an extremely effective 'voice' at the other end of a call and could, I am sure, bring in a California family. Again the opportunity exists to coordinate with a presentation by Justine and input from a very capable, knowledgeable and active state resident.

I hope that these opportunities will be helpful in this week's activities. Please let me know how I can assist in facilitating either or both. I look forward to continuing to work with your office and support your efforts to preserve the services so many of our citizens truly need

We appreciate you!

Sincerely,

Patti C. Richards