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National Disability Policy Review: Work Group Materials: School-to-Work

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Date: April 4, 1995

TO: STW Transition Work Group Members

FROM: Hugh Berry

RE: Summary of OMB data

Please review the attached summary of the OMB survey for the Disability Policy Review. I attempted to encapsulate the OMB data by looking at agency responsibilities, activities, population(s) served, numbers served, budgets and programmatic issues. Limitations include varying definitions of disability and youth, absent data and lack of specificity regarding youth with disabilities. More data may be added as they become available and some will likely be removed, especially information with peripheral impact on transition. Such as it is, the summary may be helpful when considering alignment of existing federal programs and considering policy options.

Your feedback is welcome. I will try to piece together the information generated by the work group into a single document. Any feedback or suggestions are welcome.

OPTIONAL FORM 95 (7-90)

FAX TRANSMITTAL

of pages ►

To	<i>Liz Gheen</i>	From	<i>Hugh Berry</i>
Dept./Agency		Phone #	
Fax #	<i>456-7028</i>	Fax #	

NSN 7540-01-317-7368

5009-101

GENERAL SERVICES ADMINISTRATION

Federal Agencies Impacting the Transition of Youth with Disabilities

Department of Labor

- A. Office of the Assistant Secretary for Administration and Management (OSAM) - The Directorate of Civil Rights (DCR) is involved with enforcing section 504 of the Rehabilitation Act of 1973 for all recipients of DOL financial assistance. In addition, the agency shares partial responsibility for investigating complaints alleging violation of Title II of the Americans with Disabilities Act of 1990. There are no accurate numbers of individuals with disabilities served though DCR estimates this number to be 5,096,460. Enforcement of ADA and the Rehabilitation Act has no line item budget.
- B. Veteran's Employment and Training Service (VETS) - VETS programs provide services to all veterans and other eligible person some of which target individuals with disabilities. First, the Disabled Veterans' Outreach Program provides jobs and job training opportunities for disabled. Second, the Services to Veterans Outreach program provides assessment, training, career exploration, vocational guidance and support services. Third, The Local Employment Representative (LVER) Program provide jobs and job training for disabled and other veterans.
- C. Wage and Hour Division (WHD) - The Fair Labor Standards Act (FLSA) Section 14(c) provides for the employment of person with disabilities under certificates at wages below the statutory minimum wage to the extent appropriate to prevent curtailment of employment opportunities. WHD is responsible for issuing certificates and investigating possible regulatory violations. No money is given directly to individuals with disabilities; rather, the issued certificates allow employment that would otherwise not be available if employers needed pay minimum wages. In FY 1993, 8000 certificates were issued authorizing the employment of over 175,000 workers with disabilities. The number of youth with disabilities benefiting from this program is unknown.
- D. Employment and Training Administration (ETA)
 - 1. Job Training and Partnership Act (JTPA) Title II-A authorizes training and services for the economically disadvantaged and others who face barriers to employment. Services include assessment, classroom training, on-the-job training, job search assistance, work experience, counseling, basic skills training and support services. Title II-B offers summer training and employment for targeted populations, including basic and remedial instruction, work experience programs and support services. Title II-C provides year-round training and employment programs for youth, both in and out of school. Services include limited private sector internships, school-to-work transition services and alternative high school services. PY 1992 data show that 10% of individuals

- served adults with disabilities (24,855) and 15% were youth (36,934). Total FY 1995 funds are \$988,021,000 for Title II-A, \$876,664,336 for Title II-B and \$608,682,000 for Title II-C.
2. JTPA Title III authorizes block grants to states for the provision of services to dislocated workers. Re-training and re-employment services are to be given to eligible recipients. In PY 1992, 5,337 individuals with disabilities were served, 3% of all dislocated worker recipients. There were no specific projects for persons with disabilities. Total outlays for the Dislocated Worker Program for FY 1995 was \$1,296 billion.
 3. The purpose of JTPA Title IV is to increase the number and quality of job opportunities for persons with disabilities. Presently, 6,800 individuals with disabilities are being served, including persons with sight, hearing, epilepsy, mental retardation and other physical and emotional impairments. Youth are not specifically identified but are included among the program recipients. Special outreach, training, job development and job placement services are provided through nine grant awards with a total FY 1995 budget of \$4,172,815.
 4. Authorized by the Wagner-Peyser Act of 1933, as amended by the JTPA of 1982 and the amended Rehabilitation Act of 1972, the Employment Service (ES) Program for People with Disabilities provides employment assistance including counseling, testing, job development, employability appraisal and placement services to qualified recipients. ES is funded as part of a block grant, 10% of which is set aside for the provision of services for persons with special needs. The amount of funding for ES, therefore, cannot be determined exactly though 468,136 persons were reportedly served in PY 1993.
- E. Office of Federal Contract Compliance Programs (OFCCP) OFCCP enforces Section 503 of the amended Rehabilitation Act which requires government contractors and subcontractors to take affirmative action to employ and advance in employment qualified individuals with disabilities. Also, as required by ADA, OFCCP is responsible for developing procedures to prevent any conflicting standards of ADA and the Rehabilitation Act. OFCCP's budget for FY 1995 was \$58,928,000 though there is no specific budget outlay for persons with disabilities. Of the 802 complaints investigated by OFCCP in FY 1994, the agency obtained \$598,967 in back pay benefits for individuals with disabilities and \$1,613,792 in financial awards.

Department of Justice

- A. The Civil Rights Division, Disability Rights Section is responsible for carrying out the Attorney General's enforcement, technical assistance and certification responsibilities under ADA. Under Title II of ADA, the section covers state and local government services. Under Title III, alleged violations pertaining to public accommodations and commercial facilities are investigated; if a violation is discovered, ADA compliance is obtained via litigation and settlement agreements. Securing sufficient staffing and financial resources for the section's range of activities is a major programmatic issue. Currently, the agency's activities cover 49

million people with disabilities with an FY 1995 budget of \$9,871,000.

- B. The Civil Rights Division, Special Litigation Section enforces the federal constitutional and statutory rights of persons with mental disabilities pursuant to the Civil Rights of Institutionalized Persons Act. Activities focus on protecting the 14th Amendment due process rights of person with mental disabilities and to vindicate the rights of those who are institutionalized. Investigations examine the access and adequacy of treatment and training programs promoting mental health, independence and integrated programs within the community. The program's annual budget is 3,367,000, approximately 60% of which targets activities for individuals with mental disabilities.

Equal Employment Opportunity Commission (EEOC)

In addition to enforcing Section 501 of the Rehabilitation Act and ADA, EEOC enforces Title IV of the 1964 Civil Rights Act, the Age Discrimination in Employment Act of 1967 and the Equal Pay Act of 1963. A major issue confronting EEOC is the increasing number of filed charges without commensurate resources and funding. About 20% of all charges are related to ADA. Of the 17,966 ADA charges resolved as of October, 1994, EEOC found cause in 488 cases, 3% of the total charges filed. In FY 1995, the EEOC's total budget was \$233 million.

Department of Housing and Urban Development (HUD)

HUD leads a number of programs serving persons with disabilities, including those for individuals who are 18 years of age or older. The Supportive Housing for Persons with Disabilities (Section 811) Program was authorized by the National Affordable Housing Act of 1990. The Office of Housing is responsible for expanding the supply of specially designed housing with supportive services for persons with disabilities. Though FY 1995 budget data are unavailable, FY 1994 funding totalled \$157,869,000 for 2,663 housing units. Shelter Plus Care, operated by the Office of Community Planning and Development, provides rental assistance for hard-to-serve homeless persons with disabilities in connection with supportive services funded by other sources. Specifically, this program serves homeless persons who are severely mentally ill, have chronic problems with alcohol and/or drugs, or have AIDS or related diseases. Since 1992, an estimated 15,734 people have been served. FY 1994 funding for Shelter Plus Care was \$ 123,700,000. Additionally, HUD operates four other programs for homeless persons, including those who are disabled, with a total FY 1995 budget of \$1.12 billion.

Department of Transportation (DOT)

- A. Federal Transit Administration (FTA) handles three programs designed to complete ADA system accessibility requirements by 1997. The Urbanized Area Formula Program and the Non-urbanized Formula Program have budgeted \$2.2 billion and \$133 million respectively to buy new transit vehicles, build accessible rail systems, modernize existing railcars and systems, provide demand response van service and fund eligible operating costs. The Elderly and Persons with Disabilities Program has \$59 million for grants to certain private, non-profit

agencies, states and localities to buy vehicles requiring a 20% local match. One major issue for many cities involve the removal of non-disabled elderly from paratransit systems to allow access for ADA eligible persons with disabilities. Another programmatic issue is the shedding of IIIIS funded social service agencies onto public transit agencies' ADA paratransit service. As a result, many localities consider the paratransit requirements of ADA as an unfunded mandate costing about \$700 million annually.

- B. The Office of the Secretary administers two programs impacting persons with disabilities, the Air Carrier Access Act (ACAA) Final Rule: Nondiscrimination on the Basis of Handicap in Air Travel and Federally Assisted Programs, and the People with Disabilities Program. In 1990, ACAA prohibited U.S. carrier discrimination against travelers with disabilities. Carriers have met or are moving toward greater access and responsiveness though the number of persons benefiting cannot be estimated. There is no federal budget, however, the aviation industry has invested about \$20 million and this will increase with anticipated amendments for accessible boarding equipment. The People with Disabilities Program monitors compliance of the Rehabilitation Act and ADA, where applicable. Services include counseling, information, employee and managerial training assuring that all DOT employees with disabilities receive full consideration for vacancies, training opportunities and reasonable accommodations. The FY 1995 budget is \$328,500.
- C. The Federal Highway Administration (FHWA) handles several programs providing access to interstate motor carrier positions for persons with disabilities. In order to accommodate for the Federal Motor Carrier Safety Regulations, waivers may be issued to otherwise qualified drivers with specific physical disabilities, diabetes and visual impairments. Anticipated funding for FY 1995 is \$500,000 for research support.
- D. The National Highway Traffic Safety Administration (NHTSA) established three programs addressing the needs of commuters with disabilities. First, a work group on automotive safety for persons with disabilities assesses needed improvements for equipment safety and adaptive automotive equipment and is comprised of representatives from NHTSA, Society of Automotive Engineers, Adaptive Devices Standards Committee and other advocacy groups. A second program entitled Rulemakings Concerning Motor Vehicle Safety Standard Issues Impacting on Drivers and/or Passengers with Disabilities focuses on safety regulatory activities. Third, outreach, technical and funding assistance is provided to state and local personnel for traffic safety program activities. NHTSA has allocated a combined total of \$150,000 in FY 1994 funds for the latter two programs. No additional funding was provided for the work group.

Department of Commerce

Commerce's efforts on behalf of persons with disabilities includes programs

highlights internal improvements as well as outreach. The Disabled Employee Fund, administered by the International Trade Administration, provides a funding structure allowing each unit to request for personal accommodations as needed. Equipment, service and physical accommodations have also been employed in all Commerce departments. Research and development programs with businesses and other federal agencies support ADA and develop innovative technologies for person with disabilities. Outreach efforts include hosting an annual Accessible Computer Technology Exhibit Student Volunteer Service Program, providing department-wide work experiences for Galluadett university students, and supported employment training opportunities for students from Montgomery County Public School's School-To-Work Transition Program.

Health and Human Services Administration

- A. Administration for Children and Families Administration on Developmental Disabilities (ADD) The major program functions of ADD include advocacy, planning, promotion and demonstration of state-of-the-art approaches to services and interagency coordination of efforts. Four grant programs funded by the Developmental Disabilities Act include (1) State Developmental Disabilities Council, (2) Protection and Advocacy Program, (3) University Affiliated Programs and Projects of National Significance.
1. Formula grants are awarded for State Developmental Disabilities Councils to support planning, advocacy and service activities through the development and implementation of a comprehensive plan for meeting the needs of individuals with developmental disabilities. Emphasis is placed on employment, system coordination, community education, community living, advocacy and other priority areas. Fifty five states receive \$70.4 million for FY 1995.
 2. The Protection and Advocacy Program (P&A) provides for the protection and advocacy of individual rights through state formula grants. Examples of advocacy activities include abuse and neglect education, habilitation services for an estimated 37,000 clients, class action suits impacting approximately 1.3 million consumers, and employment of individuals with disabilities. The FY 1995 allocation is \$26.7 million.
 3. University Affiliated Programs (UAP) UAPs are a discretionary grant program for non-profit agencies affiliated with a university. Programs provide technical assistance and services to community services personnel; in FY 1993, over 50,000 individuals received direct services by UAPs. In FY 1995, \$19 million is budgeted and UAPs will match 25%.
 4. Projects of National Significance (PNS) are funded via discretionary grants to enhance independence, productivity and community integration. PNS focus on the most pressing national issues facing individuals with developmental disabilities and their families, resulting in solutions for local implementation. In FY 1995, \$5.8 million is available, \$1.5 million of which is earmarked for the continuation of employment projects.

- B. Health Care Financing Administration (HCFA) is responsible for administering

the Medicare and Medicaid Programs. Medicare serves and collects enrollment, person and claims data which is then utilized by the research community, Congress, and the general public. Funds also support counseling and assistance activities relevant to Medicare, Medicaid, long-term care insurance and other health insurance benefit information. In FY 1995, an estimated \$21.4 billion Medicare funds were outlayed for 4.4 million persons with disabilities. Medicaid, a joint Federal/State health care financing program for specific categories of low income individuals, including persons with disabilities. A range of medical services are provided such as diagnosis and treatment, family planning, dental, occupational and physical therapy, prescription drugs, medical equipment, transportation services and intermediate care for persons with mental retardation. The Federal share of Medicaid in FY 1995 is estimated to be \$28.1 billion while \$49 billion will be budgeted as the State share. The estimated number of persons with disabilities served in FY 1995 will be 6 million. Major programmatic issues include the amount of flexibility for States and cost containment in the context of the Federal budget. Moving toward reform, some states are employing alternative delivery systems with HCFA approved waivers.

C. Substance Abuse and Mental Health Services Administration (SAMHSA) programs fund State, local, non-profit and private for-profit treatment prevention activities serving or benefiting individuals with mental illness and substance abuse disorders, as well as those individuals at risk of becoming disabled due to substance abuse. Services include comprehensive treatment and prevention of mental illness and substance abuse disorders. Excluding, funds for program management and facilities, the FY 1995 authorization was \$2.1 million. While individual projects have information regarding the number of persons served, SAMHSA's data systems could not capture the number of persons with disabilities given the short turn-around time requested by OMB.

D. Centers for Disease Control and Prevention, Disabilities Prevention Program (DPP)

provides a national focus for the prevention of disabilities and associated secondary conditions. Cooperative agreements and grants build local capacities to prevent disabilities, develop public health approaches, conduct epidemiological studies and develop a national database on disabilities. Major programmatic issues facing DPP are

categorical versus block grant funding of projects, and the development for a national science base on secondary conditions.

E. National Institute of Child Health and Human Development, National Center for Medical Rehabilitation Research (NCMRR) has a research and research training program on medical rehabilitation. The program's mission is to enhance the health, productivity, independence, and quality of life of persons with disabilities by supporting research on the restoration, replacement and enhancement of functioning.

The estimated FY 1995 appropriation for NCMRR extramural research and research training is \$15 million.

- F. The Health Resources and Services Administration, Maternal and Child Health Bureau (MCHB) administers Title IV of the Ryan White Act which supports demonstration projects that provide coordinated, comprehensive systems of care for children, youth and families with and at risk of HIV infection. Of a total of 15,176 clients served, 7% were youth between the ages of 13 and 21 years. The FY 1995 budget was \$26 million.

Social Security Administration

- A. Disability Insurance (DI) Program - DI serves persons who meet a medical definition of disability and who have made a requisite number of payments to the DI trust fund via FICA payroll tax. Cash benefits of \$34.6 billion were outlayed to 3.8 million recipients as of June, 1994. The number of beneficiaries under 30 years of age, 167,000 or 4% of the total number of beneficiaries, is the closest approximation for youth with disabilities. Rapidly growing cash benefits and insolvency of the DI Trust Fund are both major issues facing the program.

- B. Supplemental Security Income (SSI) - The SSI program serves persons who meet the same definition of disability as with the DI program but have not accumulated the needed DI earnings credits and who meet specific low income standards. SSI cash benefits for 4.7 million recipients totaled \$19.6 billion as of June, 1994. The total number of recipients under 30 years of age was 1,380,700 or 29% of the total number of beneficiaries. Like the DI program, increasing rolls are sharply increasing the amount of cash benefits provided under SSI, resulting in a backlog of cases for eligibility determination. Recent press alleging fraudulent SSI claims, congressional action regarding benefits paid to drug addicts and alcoholics and the perception of a 20 year trend to liberalize benefits criteria are also critical SSI program issues.

Department of Education

- A. Office of Educational Statistics and Improvement provides formula grants to extend and improve public library services and to make library services accessible to individuals who, because of distance, residence, handicap, age, literacy level, or other disadvantage, have reduced access to library services. In 1993, the program helped serve 804,707 individuals with disabilities. Budget outlays for FY 1995 were 88.3 million dollars.

- B. Office of Postsecondary Education (OPE)

1. OPE administers the following federal student aid programs: Pell Grants, Supplemental Education Opportunity Grants (SEOG), State Student Incentive Grants (SSIG), Work Study, Direct Student Loans, Federal Family Education Loans, and Perkins Loans. These programs provide financial assistance to students enrolled at eligible postsecondary institutions. The FY 1995 budget was

\$14 billion with a total of 13 million awards.

2. The Student Financial Aid Database and Information Line program provides a computerized database of all public and private financial assistance programs, accessible to schools and libraries through either modems or toll-free telephone lines; a toll-free information line, including access by telecommunications devices for the deaf (TDDs). The database is available for the general public, including persons with disabilities; however, the number of persons served is unknown. FY 1995 outlays are \$560,000
 3. Federal TRIO programs and Student Support Services programs are designed to increase the college retention and graduation rates of eligible students and to increase the transfer rates of eligible students from 2-year to 4-year institutions. The program awards discretionary grants to projects that provide remediation, academic counseling and guidance, tutorial services, and counseling among other activities. In 1992-1993, the program served 22,000 physically handicapped individuals out of a total of 169,000 participants - 13 percent of the total participants served. FY 1995 outlays were \$128.8 million.
- C. Office of Vocational and Adult Education
1. Adult Education Programs provide grants to the States supporting programs that assist educationally disadvantaged adults in developing basic skills, including literacy, achieving certification of high school equivalency, and learning English. States are required to provide two-year "Gateway Grants" to public housing authorities for literacy programs, and to develop a system of indicators to determine program quality and improve the accuracy of evaluations. In addition, a State must use at least 10 percent of its funds to educate the incarcerated and other institutionalized individuals and set aside at least 15 percent for experimental demonstrations and teacher training projects. Individuals eligible for services must be 16 years of age and older. According to 1993 State performance reports, 152,211 or 3.9 percent of the total number of persons served were individuals with disabilities. FY 1995 budget outlays were \$2.6 million.
 2. Basic State Grants and Territorial Set-Aside are authorized by the Carl D. Perkins Vocational and Applied Technology Education Act, Title I and II. Formula grants are designed to expand and improve their programs of vocational education and provide equal access in vocational education to special needs populations. There is not data on the number of persons with disabilities served due to varying definitions of vocational education. The FY 1995 budget was about \$1 billion.
- D. Office of Elementary and Secondary Education
1. Title I Grants to Local Educational Agencies supplements State and local funding to local educational agencies (LEAs) and schools, especially in high-poverty areas, to help low-achieving children in all school grades achieve educational excellence. Program funds are allocated by formula through State educational agencies (SEAs)

to about 93 percent of LEAs in the country. Annual reports indicate that about 5 percent of the total Title I 6.4 million participants served are children with disabilities. Budget outlays: for FY 1995 were \$6.4 billion.

2. Title I State Agency Migrant Education Program provides formula funds to State educational agencies (SEAs) for education services to children of migrant agricultural workers and fishermen. Like other Title I programs, this program focuses on helping migrant children meet the same challenging academic standards expected of all children. In the 1992-93 school year, the SEAs reported that 22,301 migrant children had disabilities, out of a total of 541,122 children served by the program. The FY 1995 budget was about \$3 million.
3. The Arts in Education Program support model education projects and programs in the arts for children, youth, and individuals with disabilities as well as support for federal activities to encourage the inclusion of the arts in the school curriculum. Currently, Very Special Arts, an organization whose programs encourage the involvement of disabled people in the arts, and the Kennedy Center Education program receive all funding under the program. In 1994, the Very Special Arts program served 1,409,480 individuals with disabilities with programs throughout the United States. FY 1995 budget outlays was \$10 million.
4. Title VIII Basic Support Payments are provided by formula to LEAs to help finance the education of federally connected children, including children with disabilities. Federally connected children may include those who either live on Federal property, have a parent on active duty in the uniformed services, children live on Indian lands, reside in low-rent housing or fall in other defined categories. In 1992, LEAs reported 54,850 children with disabilities were served though this figure does not reflect all categories of children. A total of 1.8 million federally connected children were counted for the purposes of payments in that year. Budget outlays for FY 1995 were \$5.2 million.
5. Payments for Children with Disabilities funds are provided by formula to LEAs to help finance the additional costs of educating certain federally connected children with disabilities. In 1992, LEAs reported 54,850 children with disabilities were served within some of the defined categories. FY 1995 budget outlays were \$33 million.

E. Office of Special Education and Rehabilitative Services

1. Grants to States assists in meeting the costs of providing special education and related services to children with disabilities. Funds are allocated via formula. In 1994, 5,455,000 children between the ages of 3 and 21 were served. The status of exiting students: 100,742 graduated with a diploma; 30,839 graduated through certification; 4,337 reached maximum age; 51,489 dropped out of school; and for 41,961 were unknown. FY 1995 forward funded outlays were \$2 billion.
2. Research, demonstrations, professional development, technical assistance, dissemination, and other activities are primarily directed toward improving special education, related services, early intervention services. Secondary and transitional services projects are included. FY 1995 budget outlays were \$2.5 million.
3. State Vocational Rehabilitation Services Program provide funds for

vocational rehabilitation services, such as vocational evaluation; counseling and guidance; physical and mental restoration services; vocational and other training services; assistive technology; job placement services; post-employment services; personal assistance services; and interpreter, mobility, and reader services. There were an estimated 1,195,300 eligible individuals in the VR system in FY 1994; in the same year, of those individuals whose cases were closed after receiving VR services, approximately 61 percent (about 203,000 individuals) were successfully rehabilitated. Each year approximately 85 percent of the individuals rehabilitated enter the competitive labor market or become self-employed. Budget outlays were \$2.2 billion in FY 1995.

4. Vocational Rehabilitation Service Projects for American Indians with Disabilities provides VR services to American Indians with disabilities who reside on Federal or State reservations in order to prepare them for suitable employment. Priority is given to serving individuals with the most severe disabilities. Competitive funding for the program is provided through a set-aside of the VR State Grants program. An estimated 4,700 individuals were served in FY 1994. Budget outlays were \$9.9 million in FY 1995.
5. Client Assistance Program assists clients and client applicants of the Vocational Rehabilitation (VR) State Grant program and other programs, projects, and facilities funded under the Rehabilitation Act of 1973. Assistance may be provided to help clients in their relationships with those providing services, including those pursuing legal and administrative remedies to ensure the protection of their rights. In 1993, CAP handled 63,656 information requests, referrals, and cases. The number of information requests and referrals provided was 52,382 and the number of cases filed totaled 11,272. FY 1995 budget outlays were \$10.5 million.
6. Special Demonstration programs under the Rehabilitation Act develop innovative methods and comprehensive service programs to help individuals with disabilities achieve satisfactory vocational outcomes. Discretionary programs use a variety of approaches to improve vocational outcomes, including supported employment, transitional planning, and increased opportunities for consumer choice; and develop innovative methods of serving unserved and under served populations. FY 1995 supported employment budget was \$11.4 million and 25.7 million for special demonstrations.
7. Migratory Workers programs target the delivery of comprehensive vocational rehabilitation services to individuals with disabilities who are migratory agricultural workers or seasonal farm workers and to members of their families. Projects also develop innovative methods for reaching and serving this population. FY 1995 budget outlays were \$1.4 million.
8. Recreational Programs under the Rehabilitation Act provide individuals with disabilities with recreation and related activities to aid in their employment, mobility, independence, socialization, and community integration. Discretionary programs are designed to promote the development of social skills that are necessary in achieving integrated vocational and community placements. In FY 1995, budget outlays were \$2.8 million.

9. Protection and Advocacy of Individual Rights funds are used to establish a system to advocate for the rights of individuals with disabilities, and to pursue legal, administrative, and other appropriate remedies or approaches to protect their rights. FY 1995 budget was \$7.4 million.
10. Projects with Industry (PWI), authorized under Title VI of the Rehabilitation Act, focuses on creating and expanding job opportunities for persons with disabilities by involving private industry in the provision of rehabilitation services, job readiness training, and employment and advancement opportunities. PWI projects promote the involvement of private industry through Business Advisory Councils which participate in project policymaking and give advice on available jobs and training requirements. In 1993, the program served 18,267 individuals with disabilities. Seventy-seven percent of these individuals, or 14,153, were reported as having severe disabilities. Budget outlays for FY 1995 were \$23.7 million.
11. State Supported Employment Services Program for Individuals with the Most Severe Disabilities assists States to develop collaborative programs with appropriate public and private nonprofit organizations to provide supported employment services for individuals with the most severe disabilities who require supported employment services to enter or retain employment. Budget outlays for FY 1995 were \$38 million.
12. Independent Living (IL) Programs are intended to maximize the leadership, empowerment, independence, and productivity of individuals with disabilities, and to integrate these individuals into the mainstream of American society. Independent living programs provide financial assistance to States to provide, expand, and improve independent living services; develop and support statewide networks of centers for independent living; and improve working relationships among State independent living rehabilitation programs, centers for independent living, Statewide Independent Living Councils, Rehabilitation Act programs outside of Title VII, and other relevant programs. In FY 1995, \$22.3 million were outlayed for IL State Grants, 42.4 million for IL Centers and \$9.4 million for services for older individuals.
13. Helen Keller National Center provides services on a national basis to individuals who are deaf-blind, their families, and service providers through three program components: (1) a national headquarters center with a residential training and rehabilitation facility where deaf-blind individuals receive intensive specialized services; (2) a network of 10 regional field offices which provide referral and counseling assistance to deaf-blind individuals; and (3) an incentive grant program for public and private agencies that serve individuals with deaf-blindness. The purpose of this program is to enhance opportunities for persons with deaf-blindness to live as independently as possible in their home communities. The HKNC network reports to have served 82 clients at its rehabilitation training center and 1615 through the ten regional offices. In addition, agencies affiliated with HKNC served 3,513 individuals. Of the 797 clients served at the HKNC's rehabilitation training center from June 1969 to June 1994, approximately 43% were age 17-30. Budget outlays for FY 1995 were \$7.4 million.
14. Assistive Technology - States receiving funds The overall purpose of the

Act is to improve the access of individuals with disabilities to assistive technology services and devices--products and equipment and related services that are used by individuals with disabilities to increase, maintain, or improve their functional capabilities. Devices include such items as communication devices, adapted appliances for accessible living, environmental control devices, modified housing, adapted computers, and specialized software. Outlays: \$41,392

15. American Printing House for the Blind (APH) produces and distribute educational materials adapted for students who are legally blind in formal educational programs below the college level. The materials are distributed to programs serving individuals who are blind through allotments to the States. In 1994, APH provided materials to 52,791 students who are blind. Budget outlays for FY 1995 were \$7.4 million.
16. Gallaudet University is a federally chartered, private, nonprofit educational institution offering programs for persons who are deaf. The University offers a traditional liberal arts curriculum and graduate programs on its main campus and a preparatory program on its satellite campus in Northwest Washington. The University also conducts a wide variety of basic and applied deafness research, and provides public service programs for persons who are deaf and professionals who work with persons who are deaf. Gallaudet operates two federally funded elementary and secondary education programs on the main campus of the University. The Kendall Demonstration Elementary School (KDES) operates as a model elementary school for children who are deaf. The Model Secondary School for the Deaf (MSSD) provides secondary education programs for students who are deaf. The schools conduct education programs, projects, and activities for the primary purpose of developing, evaluating, and disseminating model curricula, instructional techniques and strategies, and materials that can be used in various educational environments serving individuals who are deaf and individuals who are hard of hearing throughout the Nation. Total program enrollment in the 1996 school year was 3,220. FY 1995 budget outlays were \$78.4 million.
17. National Technical Institute for the Deaf is a residential facility provides postsecondary training and education to persons who are deaf. The purpose of this program is to promote the employment of persons who are deaf by providing technical and professional education for the Nation's deaf young people. The Department maintains a contract with the Rochester Institute of Technology (RIT) in Rochester, NY to operate the National Technical Institute for the Deaf (NTID) and provide NTID with facilities and core services which would not otherwise be available to an institution of NTID's size. Total enrollment in the 81996 school year was 1,090. Budget outlays for FY 1995 were \$40.8 million.

***School to Work Transition Work Group
March 28, 1995 Meeting Minutes***

In Attendance

Judy Heumman, OSERS
Bob Williams, ADD
Melissa Benton, OSERS
Bill Halloran, OSEP
Lois Taylor, OSERS
Paul Hippolitus, PCEPD

Ilene Zeitzer, SSA
Michael Ward, OSEP
Hugh Berry, OSEP
Diane Fortuna, DPC
Kate Warren, ADD
Connie Garner, OSERS

Minutes

All members were introduced, then the minutes from the March, 14, 1995 work group meeting meeting were reviewed and approved.

Drafts of summary data for the environmental scan were shared. Information from the National Transition Longitudinal Study, the 16th Annual Report to Congress and other sources will be added to present a comprehensive view of the status of youth with disabilities.

Concerns regarding a "broad brush" approach for addressing the needs of transitioning youth were discussed. It was felt that the NTLS did not focus enough on youth with more severe disabilities and that policies based on this data would not address the needs of all student populations. The definition of transition was revisited because some thought it should include language emphasizing supported living and employment as well as cultural and socioeconomic factors.

Issues revolving around adjudicated youth, youth with later onset of disability, core competencies of youth with and without disabilities, SSI eligibility, and family centered systems were discussed.

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FEDERAL SERVICES ADMINISTRATION

The need for broad policy options which address the needs of all, specifying particular needs of different disability types should be the focus; however, funds set

aside in past larger programs demonstrated that "all" does not necessarily mean "all."

Two policy issues were raised: (1) How can we best target funds for generic systems which meet the needs of diverse populations, and (2) how can we dramatically improve dissemination efforts? It was felt that leaders in special education and transition spend much time communicating with each other but little time with direct service providers and consumers.

Concerns about protecting existing programs and services was also raised. Also, because integration of issues must be a part of global federal policy, key people may need to be invited to the table.

Next Step

Representatives are encouraged to bring policy options for discussion to the next meeting.

Next meeting

The next meeting will be in Room 3065 of the Mary E. Switzer Building, 330 C Street, SW, Washington, DC:

April 4, 1995, 1:30 p.m. - 3:00 p.m.

Please call Hugh Berry at 202-205-8121 if you are unable to attend.

DRAFT

«NAME»
«TITLE»
«ORGANIZATION»
«ADDRESS»
«STREET»
«CITY»

Dear «SALUTATION»:

I am writing to request your assistance in providing important information for the White House National Disability Policy Review Initiative. The School-To-Work Transition team is seeking data from federal agencies impacting on youth with disabilities expected to be entering adult and working life in their communities.

Transition is defined as the movement of youth with disabilities, age 14 to 25, into positive adult outcomes such as employment, independent living, community integration and economic independence. Activities promoting this movement must be based on the individual's preferences and interests, and should include but not be limited to instruction, community experiences, supports and the development of post-school adult living objectives.

Given this definition, our team's questions are as follows:

1. Does your agency provide any programs targeting the youth and services described in this definition?
2. If so, how much funding is provided and how are these funds categorized?
3. Does your agency provide any programs for the general population that would fit the definition, and can you break out services and expenditures for youth with disabilities?
4. What policies or practices does your agency have toward including youth with disabilities and to what extent are they successful?

I hope you will take the time to answer these questions. Your thoughtful input is critical and necessary for the development of national disability policy. Please mail responses by **March 27, 1995** to Michael Ward of my staff at the Mary E. Switzer Building, Room 4624, 330 C Street, SW, Washington, DC 20202. Responses may also be faxed, (202) 205-8179. If you have questions or comments regarding this survey, please call Michael Ward at (202) 205-8163 or Hugh Berry at (202) 205-8121. Thank you for your assistance.

DRAFT

*employment
age range - 14-25*

«NAME»

«TITLE»

«ORGANIZATION»

«ADDRESS»

«STREET»

«CITY»

Dear «SALUTATION»:

National

I am writing to request your assistance in providing important information for the White House Initiative's Disability Policy Review. The School-To-Work Transition team is seeking data from federal agencies impacting on youth with disabilities expected to be entering adult and working life in their communities.

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School-to-Work • 3/14

please review document in
terms of process towards
policy options

critique individual components
in terms of policy details /
design

options - samples
~~two~~ 2 years - modest &
dynamic &

document's goal: to give group something
to rick

main viewing station
wks not months

Set a due date for policy
recommendations.

★ date for survey & conveners mtg.
age range? 14-25 (includes students
who have graduated)

- trial work
- cash benefit

Many agencies have a lot of
questions & to make ^{ward} understanding
that were proceeding by end of
month & completion of data collection

• nice to by end of month a submission
of options which will go on the
table for you or me

budget neutral: identification of
current funding → better
received → but not sure
we should limit ourselves

what framing recommends to achieve

- certain outcomes - $\text{B} \oplus \text{E}$
↓
improvement of outcomes is broadly
what were shooting for
→ program flexibility

Bob - concern & options should recognize
the fact that while many of
the desired outcomes are
similar for all young & disab
→ group is extremely diverse

issues to work at:

where does technology fall?

Disability Policy Review School-To-Work Transition Work Group March 14, 1995 Meeting

In Attendance

Mike Ward, OSERS
Amy Bennett, STW
Ilene Zeitzer, SSA
Bill Halloran, OSEP
Howard Moses, OSERS
Lou Danielson, OSEP
Carolyn Gunney, Commerce
Bob Williams, ADD
Marsha Renwanz, DOJ/OJJDP

Howard Moses, OSERS
Melissa Benton, OUS/ED
Hugh Berry, OSEP
Paul Hippolitus, PCEPD
Beverlee Stafford, RSA
Elizabeth Cohen, DPC
Delores Watkins, OSERS/NIDRR
Kate Warren, ADD
Khristie Provost, HCFA

Convenor: Howard Moses, OSERS

Minutes

Members were introduced and the proposed agenda was reviewed. Howard Moses described the urgency of developing policy options in the near future. Given this urgency, Paul Hippolitus proposed an outline for defining transition, scanning current circumstances facing youth with disabilities, asserting the federal government's role in transition and presenting viable policy options.

After discussion in the subgroup and refinement during the meeting, the team's definition is, "the movement of youth with disabilities, ages 14 to 25 years, into positive adult outcomes such as employment, independent living, community integration and economic independence. Activities promoting this movement must be based on the individual's preferences and interests and include, but not be limited to, instruction, community experiences and the development of employment and other post-school adult living objectives."

An environmental scan showing the status quo of youth with disabilities will follow. This scan will feature progress in transition outcomes and the challenges faced by youth with disabilities today. Key data sources will be the National Longitudinal Transition Study and the Sixteenth Annual Report to Congress- 1994. Lou Danielson will seek other relevant data such as comparison figures showing improvements since the beginning of IDEA.

Next, programs and policies of major federal programs for youth with disabilities will be described. Featured agencies should include the Department of Education, the Department of Labor, the Department of Health and Human Services, the Social Security Administration, Americorps, the Department of Justice, the Department of Housing and Urban Development and the Department of Transportation. Several questions will be answered for each agency through OMB and informal survey data: (1) Does the agency provide any programs targeting the youth and services described in the definition of transition? (2) If so, how much funding is provided and how are these funds categorized? (3) Does the agency provide any programs for the general population that would fit the definition, and is it possible to break out services and expenditures for youth

OPTIONAL FORM 98 (7-90)

FAX TRANSMITTAL

In		To		Fax #	
Elizabeth Cohen		Hugh Berry		456-7028	
Dept. Agency		Phone #		Fax #	
DPC					
NSN 7540-01-017-7865 5099-101					

GENERAL SERVICES ADMINISTRATION

with disabilities? (4) What policies or practices does your agency have toward including youth with disabilities and to what extent are they successful?

Following federal program descriptions, a vision statement of the federal government's role in transition will be presented. By noting current program strengths and weaknesses, the statement will show how programs may effectively and efficiently work together to assist transitioning youth attain positive adult living outcomes. Components of successful transition programming such as individualized education/transition plans, skills training, work experience, ongoing follow-along and follow-up, personnel preparation, assistive technology, environmental controls and interagency agreements will be identified as the goals of federal leadership.

Finally, policy options created by the team will provide a plan for federal direction. Given the need to fulfill the mission of the DPR soon, potential policy options and agency data collection will be pursued concurrently. Team members are encouraged to be creative while constructing policy options. Suggested parameters to be considered include budget neutrality, program flexibility, consumer choice and interagency cooperation.

Next Steps

Before the next meeting, three things are needed: (1) statistics for the environmental scan showing salient progress and needs of transitioning youth with disabilities, (2) descriptions of major federal programs and (3) tentative policy options to be shared and discussed with the group. Agency representatives are asked to contact Michael Ward before the March 28 meeting, 202-205-8163 (Voice) or 202-205-8179 (Fax).

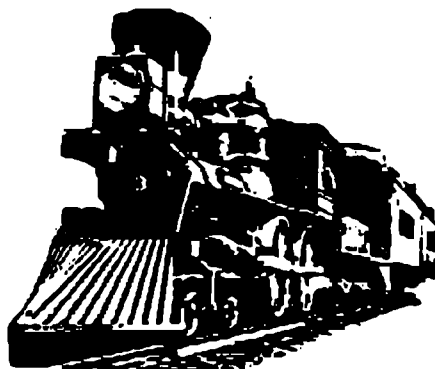
Upcoming Meetings

The following dates are scheduled for School-To-Work Team meetings:

- March 28, 1:30 p.m. - 3:00 p.m., Room 5094, Switzer Building
- April 4, 1:30 p.m. - 3:00 p.m., Room 3065, Switzer Building
- April 11, 1:30 p.m. - 3:00 p.m., Room 3065, Switzer Building

The Mary E. Switzer Building is located on 330 C Street, SW, Washington, DC. Agendas will be faxed prior to each meeting. Please call Hugh Berry at 202-205-8121 if you are unable to attend.

All Aboard!



PROPOSED OUTLINE

DEFINITION OF TRANSITION

What is it?

ENVIRONMENTAL SCAN

A description of the current circumstances facing youth with disabilities. The status quo.

A comparison to the transition outcomes of all other youth.

ROLE OF THE FEDERAL GOVERNMENT IN TRANSITION

Why the federal government should exercise a leadership role. What it can do.

POLICY OPTIONS

Our working group's proposed or recommended actions for improving the federal government's response to the transition of youth with disabilities.

DESCRIPTION OF TRANSITION

Transition is defined as the successful movement of youth with disabilities into positive adult outcomes such as employment, independent living, community integration and economic independence. Activities promoting this movement must be based on the individual's preferences and interests and include, but not be limited to, instruction, community experiences and the development of employment and other post-school adult living objectives.

ENVIRONMENTAL SCAN

I. OUTCOMES

Each year, approximately 400,000 young people with disabilities finish their formal school years.

Of that number:

- * 39% have dropped out of school before a successful conclusion
(compared to x % of all others)*
- * 21% go on to attend college (compared to 65.2% of all
others)*
- * 21% go on to attend post-secondary schools (compared to
22.7% of all others)*
- * 21% gain part-time competitive employment (compared to
x % of all others)*
- * 24.7% gain full-time competitive employment (compared to
x % of all others)*
- * 46% are not employed in competitive employment (compared*

to X % of all others)

** x % have been arrested at least once by five years out of school (compared to x % of all others)*

** Data on housing*

** Data on marital/parenting status*

** Other significant facts regarding transition outcomes*

II. MAJOR FEDERAL PROGRAM PARTICIPATION RATES

Listed below are the major federal programs that serve the transition needs of youth with disabilities.

I. Department of Education

a. Vocational Rehabilitation serve --

b. Independent Living Programs serve --

c. Special Education Programs serve --

d. Vocational Education serve --

e. Supported Employment Programs serve --

II. Department of Labor

a. JTPA serve --

b. The Job Corps serve --

c. U.S. Employment Service serve --

d. Bureau of Apprenticeship and Training serve --

III. Department of Health and Human Services

a. Administration on Developmental Disabilities serve --

b. Other ?

IV. Social Security

a. Work Incentive programs serve --

V. Americorps

VI. Department of Justice (adjudicated youth with disabilities)

VII. Department of Housing and Urban Development

VIII. Department of Transportation

<i>ROLE OF THE FEDERAL GOVERNMENT IN TRANSITION</i>

Successful transition of youth with disabilities into positive adult outcomes such as competitive employment, independent living, economic self-sufficiency and community integration mean greater economic and social strength to the nation as well as respect for the civil rights of our citizens with disabilities. The federal government can and must demonstrate a leadership role in advancing the positive transition outcomes for young people with disabilities by providing technical assistance and support to state and local entities. Failure to do so will result in the continuing upward spiral of dependency and welfare programs for young people with disabilities and in this nation's failure to live-up to the promise of the Americans with Disabilities Act.

Available data indicates that youth with disabilities are far behind their peers in successful transition outcomes (see "Environmental Scan", above). As a result of this lag, the federal government is currently expending x dollars annually to support negative transition outcomes

for young people with disabilities. The policy options listed in the last section of this report are designed to help improve this situation.

These policy options are based on several studies on successful transition programs. The first is a recently completed national longitudinal study of the transition outcomes of youth with disabilities. The over arching conclusion of this study was that a successful transition is predicated upon access to support or programs that respond to the following "domains of independence" or factors that make a difference. And, that for every "domain" that the youth is successful in or has a positive outcome, their successful transition is increasingly assured. These "Domains of Independence" give us a blueprint for a successful transition. They are:

Engagement

Employment -

Job Training -

Post secondary education -

Volunteer work -

Social

Marriage -

Sees friends at least weekly -

Belongs to a group -

Residential

Lives independently -

Lives in supported setting -

Lives in institutions -

Other models for successful transition programs exists. Most notable are the eight items listed below which are taken from the National Institute for Disability and Rehabilitation Research "School to Work Transition for Youth with Disabilities: Consensus Statement" issued in 1994.

These include:

1. Individualized Education Plans (IEPs) identifying transition services based on student and family decisions. The IEP should provide:
 - a statement of needed transition services including instruction, community experiences, the development of employment and other post-school adult living objectives.
 - assessment of individual student abilities, goals, and needs, focused on information relating to outcomes of working and living in the community;
 - strategies for accessing independent living and employment services;
 - cooperative agreements among providers for offering services to youth.
 - active student and family involvement for setting goals and desired outcomes.
2. Skills training for youth which may include:
 - motivation, self-determination and decision making;
 - nontraditional jobs that are non stereotypical as to disability or gender;
 - specific salable vocational skills;
 - job seeking skills;
 - job-related work habits and social skills.
 - laws and regulations related to transition (e.g., Americans with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA), Rehabilitation Act).
3. Career exploration and work experience, such as:
 - paid, supervised summer employment and work experiences during the school year (including part-time jobs outside of high school);
 - job shadowing and other career development opportunities;
 - direct contacts with post secondary education institutions;
 - interactions with adult role models who have similar disabilities.
4. Ongoing follow-along and follow-up of youth to insure that:
 - transition services are conducted effectively;
 - services evolve to meet changing needs in the community;
 - students who require additional assistance after exiting the schools are re-linked to appropriate agencies/services.
5. Personnel preparation programs which will provide:
 - assurance of a base level of competence on transition relative to each profession's standards;
 - opportunities to develop additional skills and knowledge;
 - utilization of national databases of research findings and best practices.

6. Availability of specialized expertise related to transition including:
 - consultation from practitioners and professionals with specialized expertise;
 - assurance of mentoring and availability of role models.
7. Processes and procedures that assure the provision of assistive technology, learning aides, environmental controls and modifications across settings as needed, based on the following:
 - assessments from recent experiences and activities;
 - strategy of transfer from school to the post-secondary environment;
 - zero delay between leaving school and moving into work or post secondary activities; and
 - memoranda regarding ownership and transfer of devices.
8. Interagency agreements focusing on cooperation, funding streams and collaboration efforts to achieve the following:
 - single point of entry into adult services;
 - coordination of information used by agencies for required individualized plans, thus avoiding duplication of services and efforts;
 - determination of which agencies fund which services for which students;
 - seamless funding for ongoing services for all youth regardless of nature of disability.
 - linkage of young adults and families with required services, including post secondary education options;
 - evaluation to assure that services are accessed and used;
 - provision of advocacy as required;
 - maintenance of databases of current information detailing the nature, needs, interests, and preferences of students; and services and employment opportunities available in the community.

Adapted from: National Institute on Disability and Rehabilitation Research (1994). School to Work Transition for Youths with Disabilities: Consensus Statement, 1, 6, pp. 7-11.

POLICY OPTIONS

Modest Policy Options

- 1. Develop the "transition" blueprint outlines above and disseminate it to all quarters where support and contact with youth with disabilities exists as technical assistant to all potential entities which can influence positive transition outcomes. These include schools, parents, students with disabilities, disability related organizations, post secondary schools, other public employment and training programs (e.g. JTPA. Job Corps, vocational rehabilitation, etc.)*
- 2. Re-engineer current federal programs to deal with the totality of interrelated transition issues, as defined above. Categorical programs that address single issues (e.g. job training), as far less likely to achieve positive transition outcomes.*
- 3. Develop a case-management approach in both special education and vocational rehabilitation programs, to deal with the broader transitional issues, as described above.*
- 4. Create policy offices or officials in all related federal agencies whose purpose it is to advise their Department or agency on its response to the transition issues facing youth with disabilities. These offices would also provide much needed technical assistance on "how to" integrate youth with disabilities into the agency's mainstream programs, as well as track the agency's progress in this regard. These policy offices or officials would be coordinated by an interagency council or group whose responsibility it would be to coordinate various agencies' responses to the transition of young people with disabilities.*

Dramatic Policy Options:

- 1. After twenty years of experience with P.L. 91-142, it's time to shift its focus to the next frontier. This law was designed to advance the state of the art; and, it has. Now, it's time for the federal role to evolve into the next level of achievement. And, that's in the area of*

transition. Redefine IEDA's purpose and the federal role in special education, to be focused singularly on promoting and supporting successful transitions of students with disabilities from school to work and the community. Re-define the IEP process to now become the ITP, or individualize transition plan. The attendant federal support for IDEA would then be used to support a system and "case-managers" dedicated to successful transition outcomes.

2. Re-define Social Security Administration programs for youth with disabilities from maintenance or support programs to transition programs, whose main objective is to assist clients accomplish a successful transition to employment, independent living, economic self-sufficiency and community integration. Support payments would be adjusted to provide money for needed transition services from any manner of approve vendor.

Proposed Agenda March 14, 1995 School-To-Work Transition Team Meeting
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I. Introductions

II. Proposed DPR Format

A. Definition

B. Environmental Scan

1. Outcomes

2. Major Federal Programs

C. Vision Statement

D. Policy Options

III. Informal Survey

IV. Next Steps

Registered Teachers

Friday
March 10, 1995

Part III

Department of Labor
Employment and Training Administration
Department of Education
Office of Vocational and Adult Education

**School-to-Work Opportunities Act, State
Implementation Grants; Notice**

DEPARTMENT OF LABOR

Employment and Training
Administration

DEPARTMENT OF EDUCATION

Office of Vocational and Adult
Education

**School-to-Work Opportunities Act;
State Implementation Grants**

AGENCIES: Department of Labor and
Department of Education.

ACTION: Notice of proposed selection
criteria and a proposed definition of
administrative costs for School-to-Work
Opportunities State Implementation
Grants to be made in fiscal year 1995
and succeeding years.

SUMMARY: The Departments of Labor and
Education jointly propose selection
criteria to be used in evaluating
applications submitted under the
School-to-Work Opportunities State
Implementation Grant (State
Implementation Grants) competition in
fiscal year (FY) 1995 and succeeding
years, authorized under section 212 of
the School-to-Work Opportunities Act
of 1994 (the Act). State Implementation
Grants will enable States to implement
their plans for offering young Americans
access to programs designed to prepare
them for a first job in high-skill, high-
wage careers and for further education
and training. The Departments also
propose a definition for administrative
costs that would apply to State
Implementation Grants funded under
the Act.

DATES: Comments must be received on
or before April 10, 1995.

ADDRESSES: Comments should be
addressed to Janet Moore, National
School-to-Work Office, 400 Virginia
Avenue, S.W., Suite 210, Washington,
D.C. 20024.

FOR FURTHER INFORMATION CONTACT:
Janet Moore, National School-to-Work
Office (202) 401-3822 (this is not a toll-
free number). Individuals who use a
telecommunications device for the deaf
(TDD) may call the Federal Information
Relay Service (FIRS) at 1-800-877-8339
between 8 a.m. and 8 p.m., Eastern time,
Monday through Friday.

SUPPLEMENTARY INFORMATION:**Background**

The Departments of Labor and
Education intend to reserve funds
appropriated for FY 1995 under the
School-to-Work Opportunities Act of
1994 (the Act) (Pub. L. 103-239) for a
competition for State Implementation
Grants authorized under section 212 of

the Act. The Departments propose a
definition of administrative costs and
selection criteria that will be used in
evaluating applications submitted in
response to the FY 1995 State
Implementation Grant competition.
States are advised that applications for
State Implementation Grants must meet
all of the requirements in the Act. In
addition to applying the proposed
selection criteria during the review of
applications, the Departments will
evaluate applications utilizing the
considerations and approval criteria in
section 214 of the Act. The Departments
intend to apply the Department of Labor
regulations pertaining to enforcement
and administrative requirements for
grants in 29 CFR parts 33, 93, 95, 96, 97,
98 to this State Implementation Grant
competition.

**Proposed Definition and Selection
Criteria**

The Departments propose to apply the
definition of administrative costs and
the selection criteria in this notice to the
FY 1995 competition for State
Implementation Grants. Unless
modified, the definition and selection
criteria will be used for future State
Implementation Grants in succeeding
fiscal years. The Departments solicit
comments on the proposed definition
and selection criteria, and will
announce the final definition and
selection criteria in a notice in the
Federal Register after taking into
account the responses to this notice and
other considerations of the Departments.

Note: This notice of proposed selection
criteria does not solicit applications. A notice
inviting applications for School-to-Work
Opportunities State Implementation Grants
will be published in the **Federal Register**
concurrent with or immediately following
publication of the notice of final selection
criteria.

Definition

All definitions in the Act apply to
School-to-Work Opportunities systems
funded under this and future State
Implementation Grant competitions.
The Act does not contain a definition of
"administrative costs" as used in
section 217 of the Act. The Departments
propose that the following definition be
applied to this and future competitions
for State Implementation Grants:

The term "administrative costs"
means the activities of a State or local
partnership that are necessary for the
proper and efficient performance of its
duties under the School-to-Work
Opportunities Act and that are not
directly related to the provision of
services to participants or otherwise
allocable to the program's allowable

activities listed in section 214(b) (4) and
(5) and section 215(c) of the Act.
Administrative costs may be both
personnel and non-personnel, and
direct and indirect. Costs of
administration shall include, but not be
limited, to:

A. Costs of salaries, wages, and
related costs of the grantee's staff
engaged in:

- Overall system management, system
coordination, and general
administrative functions;

- Preparing program plans, budgets,
and schedules, as well as applicable
amendments to them;

- Monitoring of local initiatives, pilot
projects, subrecipients, and related
systems and processes;

- Procurement activities, including
the award of specific subgrants,
contracts, and purchase orders;

- Providing State or local officials
and the general public with information
about the initiative (public relations);

- Developing systems and
procedures, including management
information systems, for assuring
compliance with the requirements
under the Act;

- Preparing reports and other
documents related to the Act;

- Coordinating the resolution of audit
findings;

- Evaluating system results against
stated objectives;

- Performing administrative services;

B. Costs for goods and services
required for administration of the
system;

C. Costs of system-wide management
functions; and

D. Travel costs incurred for official
business in carrying out grant
management or administrative
activities.

Selection Criteria**Selection Criterion 1: Comprehensive
Statewide System**

Points: 35.

Considerations: In applying this
criterion, reviewers will consider:

A. **20 points.** The extent to which the
State has designed a comprehensive
statewide School-to-Work Opportunities
plan that—

- Includes effective strategies for
integrating school-based and work-
based learning, integrating academic
and vocational education, and
establishing linkages between secondary
and postsecondary education;

- Is likely to produce systemic change
in the way youth are educated and
prepared for work and for further
education, across all geographic areas of
the State, including urban and rural

areas, within a reasonable period of time.

- Includes strategic plans for effectively aligning other statewide priorities, such as education reform, economic development, and workforce development into a comprehensive system that includes the School-to-Work Opportunities system and supports its implementation at all levels—State, regional and local;

- Ensures all students will have a range of options, including options for higher education, additional training and employment in high-skill, high-wage jobs; and

- Ensures coordination and integration with existing local education and training programs and resources, including those School-to-Work Opportunities systems established through local partnership grants and Urban/Rural Opportunities grants funded under Title III of the School-to-Work Opportunities Act, and related Federal, State, and local programs.

B. 15 points. The extent to which the State plan demonstrates the State's capability to achieve the statutory requirements and to effectively put in place the system components in Title I of the School-to-Work Opportunities Act, including—

- The work-based learning component that includes the statutory mandatory activities and that contributes to the transformation of workplaces into active learning components of the education system through an array of learning experiences, such as mentoring, job-shadowing, unpaid work experiences, school-based enterprises, and paid work experiences;

- The school-based learning component that will provide students with high level academic skills consistent with academic standards that the State establishes for all students, including, where applicable, standards established under the Goals 2000: Educate America Act;

- A connecting activities component to provide a functional link between students' school and work activities and employers and educators; and

- A plan for an effective process for assessing students' skills and issuing portable skill certificates that are benchmarked to high quality standards such as those the State establishes under the Goals 2000: Educate America Act, and for periodically assessing and collecting information on student outcomes, as well as a realistic strategy and timetable for implementing the process.

Selection Criterion 2: Commitment of Employers and Other Interested Parties

Points: 15.

Considerations: In applying this criterion, reviewers will consider:

- The extent to which the State has obtained the active involvement of employers and other interested parties critical to the success of the School-to-Work Opportunities system, such as the parties listed in section 213(d)(5) of the Act, as well as State legislators.

- Whether the State plan demonstrates an effective and convincing strategy for continuing the commitment of employers and other interested parties in the statewide system, such as the parties listed in section 213(d)(5) of the Act, as well as State legislators.

- The extent to which the State plan proposes to include private sector representatives as joint partners with educators in the oversight and governance of the overall School-to-Work Opportunities system.

- The extent to which the State has developed strategies to provide a range of opportunities for employers to participate in the design and implementation of the School-to-Work Opportunities system, including membership on councils and partnerships; assistance in setting standards, designing curricula and determining outcomes; providing worksite experience for teachers; helping to recruit other employers; and providing worksite learning activities for students, such as mentoring, job shadowing, unpaid work experiences, and paid work experiences.

Criterion 3: Participation of All Students

Points: 15.

Considerations: In applying this criterion, reviewers will consider:

- The extent to which the State will implement effective strategies and systems to ensure that all students have meaningful opportunities to participate in School-to-Work Opportunities programs.

- Whether the plan identifies potential barriers to the participation of any students, and the degree to which the plan proposes effective ways of overcoming these barriers.

- The degree to which the State has developed realistic goals and methods for assisting young women to participate in School-to-Work Opportunities programs leading to employment in high-performance, high-paying jobs, including nontraditional jobs.

- The feasibility and effectiveness of the State's strategy for serving students from rural communities with low population densities.

- The State's methods for ensuring safe and healthy work environments for students.

Note: Experience with the FY 1994 School-to-Work Opportunities State Implementation grant applications has shown that many applicants do not give adequate attention to designing programs that will serve school dropouts and programs that will serve students with disabilities. Therefore, the Departments would like to remind applicants that reviewers will consider whether an application includes strategies to specifically identify the barriers to participation of dropouts and students with disabilities and proposes specific methods for effectively overcoming such barriers and for integrating academic and vocational learning, integrating work-based learning and school-based learning, and linking secondary and postsecondary education for dropouts and students with disabilities. Applicants are reminded that JTPA Title II funds may be used to design and provide services to students who meet the appropriate JTPA eligibility criteria.

Selection Criteria 4: Stimulating and Supporting Local School-to-Work Opportunities Systems

Points: 15.

Considerations: In applying this criterion, reviewers will consider:

- The extent to which the State assists local entities to form and sustain effective local partnerships serving communities in all parts of the State.

- Whether the plan includes an effective strategy for addressing the specific labor market needs of localities that will be implementing School-to-Work systems.

- The effectiveness of the State's strategy for building the capacity of local partnerships to design and implement local School-to-Work Opportunities systems that meet the requirements of the School-to-Work Opportunities Act.

- The extent to which the State will provide a variety of assistance to local partnerships, as well as the effectiveness of the strategies proposed for providing this assistance, including such services as: developing model curricula and innovative instructional methodologies, expanding and improving career and academic counseling services, and assistance in the use of technology-based instructional techniques.

- The ability of the State to provide constructive assistance to local partnerships in identifying critical and emerging industries and occupational clusters.

Selection Criterion 5: Resources

Points: 10.

Considerations: In applying this criterion, reviewers will consider:

- The amount and variety of other Federal, State, and local resources the State will commit to implementing its School-to-Work Opportunities plan, as well as the specific use of these funds, including funds for JTPA Summer and Year-Round Youth programs and Perkins Act programs.
- The feasibility and effectiveness of the State's long-term strategy for using other resources, including private sector resources, to maintain the statewide system when Federal resources under the School-to-Work Opportunities Act are no longer available.
- The extent to which the State is able to limit administrative costs in order to maximize the funds spent on the delivery of services to students, as required in section 214(b)(3) of the Act, while ensuring the efficient administration of the School-to-Work Opportunities system.

Criterion 6: Management Plan

Points: 10.

Considerations: In applying this criterion, reviewers will consider:

- The adequacy of the management structure that the State purposes for the School-to-Work Opportunities system.
- The extent to which the State's management plan anticipates barriers to implementation and proposes effective methods for addressing barriers as they arise.
- Whether the plan includes feasible measurable goals for the School-to-Work Opportunities system, based on performance outcomes established under section 402 of the Act, and an effective method for collecting information relevant to the State's progress in meeting its goals.
- Whether the plan includes a regulatory scheduled process for improving or redesigning the School-to-Work Opportunities implementation system based on performance outcomes as established under section 402 of the Act.
- Whether the plan includes a feasible workplan for the School-to-Work Opportunities system that includes major planned objectives over a five-year period.

Additional Priority Points

As required by section 214 of the Act, the Departments will give priority to applications that show the highest level of concurrence among State partners with the State plan, and to applications that require paid, high quality work-based learning experiences as an integral part of the School-to-Work Opportunities system by assigning additional points—above the 100 points described in the criteria—as follows:

1. Highest Levels of Concurrence—5 Points

Up to 5 points will be awarded to applications that can—

- Fully demonstrate that each of the State partners listed in section 213(b)(4) concurs with the State School-to-work Opportunities plan, and that the State partners' concurrence is backed by a commitment of time and resources to implement the plan.

2. Paid, High-Quality Work-Based Learning—10 Points

Up to 10 points will be awarded to applications that demonstrate that the State—

- Has developed effective plans for requiring, to the maximum extent feasible, paid, high-quality work experience as an integral part of the State's School-to-Work Opportunities system, and for offering the paid, high-quality work experiences to the largest number of participating students as is feasible; and
- Has established methods for ensuring consistently high quality work-based learning experiences across the State.

Invitation to Comment: Interested persons are invited to submit comments on the proposed selection criteria and the proposed definition of administrative costs contained in this notice. Interested persons are also invited to comment on the Departments' proposal that States be required to submit their applications for new State Implementation Grant awards within 30 days of the publication of a notice of final selection criteria. The Departments recognize that for the FY 1994 State Implementation Grant competition they provided applicants with 60 days in which to submit their applications following the publication of the notice of final selection criteria and priorities.

However, the selection criteria proposed for the FY 1995 State Implementation Grant competition are very similar to those that applied to the FY 1994 competition and the States have been actively engaged in the planning of their School-to-work Opportunities systems with State Development Grant funds since initial development grants were awarded in early 1994. Accordingly, and in the interest of designing an application submission and review process that enables the Departments to make FY 1995 awards in as timely a fashion as possible, the Departments propose to provide States with 30 days in which to submit their applications for new FY 1995 State Implementation Grants.

Finally, under section 213(n)(2) of the Act, where a Governor has been unable,

in accordance with section 213(d)(4) of the Act, to obtain support for the State plan from all of the individuals and entities listed in 213(b)(4) (A) through (I), the Governor must provide those non-concurring individuals and entities with a copy of the State's final application and provide those individuals and entities with 30 days in which to submit their comments on that application. Under section 213(a)(2)(C) of the Act, the governor must include any such comments in the State's application. In order to adhere to those statutory requirements while providing the same application submission deadlines and ensuring timely application reviews for all States, the Departments propose that a State submit its final application simultaneously to the Departments and to any of the individuals and entities listed in section 213(b)(4) (A) through (I) who must be given an opportunity to comment under section 213(a)(2). Any comments received as a result of this opportunity will be provided to the Departments immediately upon receipt of those comments by the State, but no later than 30 days after the request for comments is made by the Governor under section 213(a)(2)(B). Once all such comments have been received, applications will be considered to be complete.

All comments submitted in response to this notice will be available for public inspection, during and after the comment period, in the National School-to-Work Office, 400 Virginia Avenue SW., Suit 210, Washington, DC, between the hours of 8:30 a.m. and 4 p.m., Monday through Friday of each week, except Federal holidays.

Intergovernmental Review

This program is subject to the requirements of Executive Order 12372 and the regulations in 29 CFR Part 17. The objective of the Executive Order is to foster an intergovernmental partnership and a strengthened federalism by relying on processes developed by State and local governments for coordination and review of proposed Federal financial assistance.

In accordance with the order, this document is intended to provide early notification of the Departments' specific plans and actions for this program.

Applicable Regulations: 29 CFR parts 11, 91, 95, 96, 97, 98

Dated: March 7, 1995

Doug Ross,

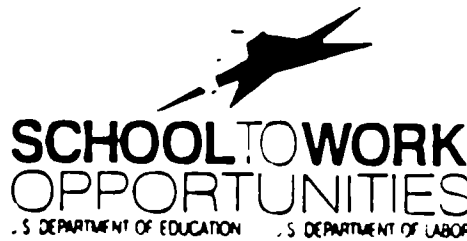
*Assistant Secretary for Employment and
Training, Department of Labor*

Augusta Kappner,

*Assistant Secretary for Vocational and Adult
Education, Department of Education*

(FR Doc. 95-3922 Filed 3-9-95; 8:45 am)

BILLING CODE 4510-30-M



FYL

March 10, 1995

MEMORANDUM FOR: State Development Grantees

FROM: School-to-Work Grants and Policy Team

SUBJECT: State Implementation Grants - Notice of Proposed Selection Criteria

Enclosed is a copy of the March 10, 1995 Federal Register notice containing the proposed selection criteria for the second round of the State Implementation Grant competition. As this notice has relevance for all Development Grant States and since the comment period is 30 days, we wanted to make sure that you had a copy of this notice as soon as possible.

Within approximately two weeks, we expect to send you Readiness Criteria and other information that will be useful for State teams as they assess progress in designing a comprehensive School-to-Work Opportunities system. For those States that decide to apply this year, the information will be relevant as grant applications are developed; for those that do not apply, this information will nonetheless be beneficial as they continue to develop State plans for implementation.

As stated in the notice, comments are due on April 10, 1995.

Enclosure



FYI

March 10, 1995

Memorandum To: State Implementation Grantees

From: School-to-Work Grants and Policy Team

Subject: 1995 Proposed Selection Criteria for State
Implementation Grants

Enclosed is the Federal Register notice announcing the proposed selection criteria for this year's competition for State Implementation Grants. The notice also proposes a definition of administrative costs for grants under the School-to-Work Opportunities Act. Bill Braly will be calling you to suggest that the eight State Implementation Grantees work together to prepare comments in response to the notice.

Also enclosed, FYI, is a copy of Dr. Kappner's testimony before the House Subcommittee on Postsecondary Education, Training and Life Long Learning.

Enclosures

Ms. Liz Cohen
c/o Jeremy Ben-Ami
DPC
Executive Office Building, Room 213
Washington, D.C. 20500

Dear Ms. Cohen:

The purpose of this letter is to inform you of the next meeting of the Disability Policy Review's School-To-Work Transition team. The meeting will be held on February 7 from 1:30 p.m. to 2:45 p.m. in Room 3006 of the Mary E. Switzer Building. This building is located on 300 C Street, Washington, D.C. If you have any questions about the meeting or are unable to attend, please contact Michael Ward of my staff at 205-8163.

Enclosed for your information and review is an agenda and questions for consideration. We will discuss a broad range of issues pertaining to the transition of youth with disabilities from school to employment and community living. Please bring any pertinent data to share and discuss with the team.

Sincerely,

Judith E. Heumann

Enclosure

OPTIONAL FORM 99 (7-90)

FAX TRANSMITTAL

of pages **2**

To	From Mike Ward
Dept./Agency	Phone # 205-8163
Fax # 202-456-7028	Fax # 205-8971
NSN 7640 01-317-7360	5099-101 GENERAL SERVICES ADMINISTRATION

NATIONAL DISABILITY POLICY REVIEW
Work Group on School-To-Work Transition

February 7, 1995
Mary E. Switzer Building, Room 3006
300 C Street, S.W.
Washington, D.C.

AGENDA

Welcome and introductions (5 minutes)

Purpose of review (5 minutes)

What is transition? What do we know about outcomes for young adults with disabilities? What data are available and what do they show? (15 minutes)

What federal programs affect outcomes for young adults with disabilities? What do we know about the successes and weaknesses of these programs in achieving good outcomes? (40 minutes)

Next Steps (10 minutes)

Adjourn

Questions for Consideration:

- What are the essential components of a successful program?
- What policies facilitate successful transition?
- Which populations are most difficult to serve?
- Which programs have potential for interagency collaboration?
- What do we know about the participation of individuals with disabilities in programs serving a broader population?
- What facilitates or impedes access to services?

UPDATE ON SCHOOL TO WORK TRANSITION GROUP

To date, the School To Work Transition Group has met twice. At the last meeting on February 7, many more agency representatives were in attendance. Additional agency representatives are still being recruited address comprehensive issues relating to successful transition outcomes.

The group discussed components of successful transition for individuals with disabilities. Also, a working definition of transition was explored which will be refined at the next meeting. This definition will be employed to drive the group's focus. Available data on outcomes for youth with disabilities was presented. The best available data source is the National Longitudinal Transition Study which survey 8000 students with disabilities over a five year period. The Social Security Administration also has comprehensive data on youths who are receiving disability benefits. These and other data sources will be considered at the next meeting.

A matrix was proposed to depict the funding of specific transition services across federal agencies. Program funds, number of projects and FTE will be reflected by the matrix. This would enable the group to examine areas of concentration and gaps as well as possible service components where future coordinated efforts would be appropriate. The matrix will be used as a basis for the group work plan in that recommendations will be made to address identified areas of need.

ACF ADD Americorp DOC DOJ DOL NIDRR OSEP PCEPD RSA SSA STW

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FEDERAL PROGRAMS PROVIDING TRANSITION SERVICES FOR YOUTH WITH DISABILITIES

Types of Services and Financial Investments

[illegible]

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ACF ADD Americorp DOC DOJ DOL NIDRR OSEP PCEPD RSA SSA STW

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

THE ASSISTANT SECRETARY

JAN 9 1995

Ms. Liz Cohen
DPC
Co Jeremy Ben-Ami
Executive Office Bldg Room 213
Washington, DC 20500

Dear Ms. Cohen: 13

The purpose of this letter is to inform you of the next meeting of the Disability Policy Review's School-to-Work Transition team. The meeting will be held on January 19 from 9:30 - 11:00 in Room 3006 of the Mary E. Switzer building. This building is located at 330 C Street, S.W., Washington, DC. If you have any questions about the meeting, or are unable to attend, please contact Amy Bennett of my staff at 205-8555.

Enclosed for your information and review are the following materials:

- 1) Summary of the December 13, 1994 meeting;
- 2) Draft STW Transition Team Charter; and
- 3) Draft Agenda for the January 19 meeting.

I would like to discuss the Draft Charter as well as the guiding principles referred to in the Summary document at our meeting on the 19th. In addition, it would be helpful if you could bring with you to the meeting a short summary of the programs in your agency that impact on the transition of youth with disabilities from school to employment and community living.

If you have any material, try to get them in early.

Sincerely,

Judith E. Heumann

Enclosures

**STW TRANSITION TEAM
DRAFT AGNDA
JANUARY 19, 1995**

1. Welcome and introduction of new members
2. Review and ammend charter
3. Discuss guiding principles
4. Share 1-2 page program summaries
5. Next steps

SCHOOL-TO-WORK TRANSITION TEAM CHARTER

- 1) Develop guiding principles that will provide the framework under which the school to work transition review will operate
- 2) Review and analyze current data on the status of youth with disabilities transitioning from school to work and community living
- 3) Review and analyze current legislative authorities and programs that impact on youth with disabilities transitioning from school to work and community living
- 4) Identify and use as models innovative practices whose effectiveness has been verified that assist youth with disabilities to successfully transition from school to work and community living
- 5) Make recommendations for the alignment of Federal programs that impact on successful school to work and community living outcomes



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

DEC 21 1994

THE ASSISTANT SECRETARY

TO: Carol Rasco
Assistant to the President
for Domestic Policy

FROM: Judith E. Heumann *[Signature]*

SUBJECT: Summary of the 12/13/94 meeting of the School-to-Work
Transition Team

The first meeting of the Domestic Policy Reviews School-to-Work Transition Team took place on Tuesday, December 13th. Representatives from the Departments of Education, Health and Human Services (including the Social Security Administration and the Administration on Developmental Disabilities), Labor, Commerce, and the Domestic Policy Council were invited to participate. Present at the meeting were staff from Education and Health and Human Services. Every effort will be made, prior to the next meeting, to ensure participation from the Departments of Labor and Commerce. In addition, J.D. Hoyer, the newly appointed Director of the School-to-Work office has been invited to participate. As you know, the School-to-Work initiative is jointly operated by the Departments of Education and Labor, and we are anxious to have Ms. Hoyer join this team. We will continue to identify those partners that are critical to the success of this policy review for inclusion on this transition team.

The group's first meeting focused on how to create an agenda for the team that will enable us to review policies and practices across Federal agencies that will result in a successful and coordinated effort to transition disabled youth from school to work and community living. We believe that the team's first task must be to develop a set of guiding principles, compatible with those developed for the overall Disability Policy Review, that will help to frame the transition review. I hope to be able to share those principles with you in the very near future. In addition, we are beginning work on a Team charter (see attachment A) that will also solidify the framework by which the team will operate. We have also attached for your convenience, another copy of the memo developed following our initial transition meeting (see attachment B).

DRAFT

SCHOOL-TO-WORK TRANSITION TEAM CHARTER

- 1) Review and analyze current data on the status of youth with disabilities transitioning from school to work and community living
- 2) Review and analyze current legislative authorities and programs that impact on youth with disabilities transitioning from school to work and community living
- 3) Identify and use as models innovative practices that assist youth with disabilities to successfully transition from school to work and community living
- 4) Make recommendations for the alignment of Federal programs that impact on successful school to work and community living outcomes



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

MEMORANDUM

TO : Carol Rasco
Assistant to the President
for Domestic Policy

CONTRIBUTORS : Susan Daniels (SSA)
Trish McNeil (OVAE)
Howard Moses (OSERS)
Jack Rapport (DOL)

SUBJECT : Follow-up on Transition Meeting

This memo is intended as a follow-up to our recent discussion on the transition of youth with disabilities from school to work and represents input from the Office of Special Education and Rehabilitative Services (OSERS), the Office of Vocational and Adult Education (OVAE), the Social Security Administration (SSA) and the Department of Labor (DOL). We are extremely excited about your interest in this area, and while this memo barely scratches the surface regarding issues of employment for individuals with disabilities, we have focused initially on issues of transitioning youth. It is important to recognize that these issues must be looked at in terms of the broader issues of inclusion of people with disabilities in all aspects of society that will be addressed by the Disability Policy Group. This memo will: 1) briefly highlight some of the current authorities within OSERS, SSA, OVAE, relevant to transitioning youth and 2) recommend options across agencies to improve employment opportunities for youth with disabilities.

Current Authority:

The Social Security Administration has current authority to provide vocational rehabilitation (including vocational training, skills training, job placement etc.) to SSI and SSDI beneficiaries to assist them in obtaining and maintaining employment. Employment must be at a level of "substantial gainful activity" which would eventually cause termination of the beneficiary's cash benefit and result in a savings to the social security fund. SSA may purchase rehabilitation and employment services from state Vocational Rehabilitation Agencies or private rehabilitation providers. Payments to VRAs or private providers may be made in advance or by way of reimbursement.

The Office of Special Education and Rehabilitative Services has current authority to impact on the transition of individuals with disabilities from school-to-work through the Individuals with

Page 2 - Memorandum to Carol Rasco

Disabilities Education Act (IDEA) and the Rehabilitation Act of 1973. Under the IDEA, the following activities are authorized: research and demonstration, outreach, personnel, parent and professional development, technical assistance and other activities that support students in transition from school to employment. These activities are designed to ensure the successful transition of youth with disabilities from school to adult life, including employment.

Under the Rehabilitation Act, State vocational rehabilitation agencies provide direct and purchased services to youth transition from special and regular education who meet eligibility criteria. In States where all eligible individuals cannot be served, persons with the most severe disabilities are to be served first. A wide range of vocational, assessment, training, educational and medical services may be provided to assist each person served to achieve an individualized employment goal. Competitive employment in integrated settings are emphasized, including supported employment with extended services being provided by others.

The National Institute on Disability and Rehabilitation Research (NIDRR) supports a wide range of disability research, rehabilitation engineering and technology-related activities. Much of this research is conducted by large, university-based centers, and is on topic areas either directly or indirectly supporting increased employment and independent living opportunities for persons with disabilities, including youth with disabilities.

In addition to the authorities described above, the Departments of Education and Labor are jointly administering the School-to-Work Opportunities Act of 1994. The Act is designed to establish a national framework for the development of School-to-Work Opportunities systems in all States. Students with disabilities must be included in the State systems that are developed. These systems will focus on the connections between education and employment and are designed to prepare students for high-skill, high wage jobs or further education and training.

WHAT ELSE COULD BE DONE?

General Considerations:

- * Carol Rasco and DPC should act as a focal point to lead the government-wide effort on transition issues.
- * The administration could direct the Bureau of Labor statistics to report the numbers of persons with disabilities that are unemployed in their regular monthly report. This would raise consciousness and bring general

visibility to employment issues for people with disabilities

- * Promote the Federal Government as a primary employer of people with disabilities and target transition age group for employment.
- * Increasing the abilities of existing job development, job training, and job placement programs etc., to meet their obligations to serve individuals with disabilities under Section 504 of the Rehabilitation Act.
- * Establish a task force on Transition to Employment to address immediate issues which may include:
 - Report on current status of transition age youth (BLS, dropout rates, income levels, under-employment, other teen/youth statistics)
 - Coordinate interagency initiatives for youth in transition age group
 - Develop a strategic plan for improvement of transition to employment outcomes with recommended actions, target dates, and outcomes
 - Oversee joint initiatives across agencies
- * Develop a large Federal project funded in a number of different States with a 5 year demonstration/discretionary period and joint funding (OSEP, RSA, Labor, Vocational Education, SSA). The project would provide direct employer connections through job placement professionals and real employment outcomes for young people who are not college bound and are transition age. (similar to projects with industry model with employer advisory committees, individualized job development and job placement strategies, trial work periods, employer subsidies, etc.) After 5 years and evidence of success the project becomes a permanent program and funded through current funding authorities. This effort would support the systems created under STW.
- * OSERS is completing work on a joint technical assistance initiative between OSERS three program components and the OVAE that is designed to support the School-to-Work initiative (see Attached). In addition to assisting grantees supported under the STW Act to include individuals with disabilities, this proposed project will assist transition grantees funded by OSERS to link with the systems created under the Act. This type of activity helps ensure

that generic programs serve all students and reduces the likelihood of parallel systems of services.

- * The Departments of Education and Labor, under the STW initiative, are considering running additional competitions in response to needs encountered by grantee in operating school-to-work systems. Supporting students with disabilities is one area under consideration.
- * Reauthorization issues - The IDEA, the Adult Education Act and the Carl Perkins Vocational Technical Education Act are up for reauthorization shortly. These reauthorizations will be developed within the context of the Departments efforts related to Goals 2000: Educate America Act and the School-to-Work Opportunities Act of 1994. Reauthorization of these programs may require corresponding amendments to the Rehabilitation Act of 1973 -- which itself is slated for reauthorization in 1997. These reauthorizations, like Goals 2000 and STW, should focus not just on the delivery of services, but on the outcomes they lead to for those that are served. These reauthorizations will also focus on the critical shortages of trained personnel necessary to accomplish substantial improvements in employment opportunities for individuals with disabilities.
- * Highlighting successful school-to-work practices - It is extremely important to rapidly disseminate information on model programs that have been successful in assisting students with disabilities to obtain job experiences while in school and employment as they transition from high school and other postsecondary settings. There are a number of conferences that currently focus on this area, including the OSERS Transition Project Directors meeting.

This week long meeting is held in the spring and includes individuals involved in model development and systems change activities. There are number of conferences held each year that focus on employment issues, school restructuring etc. It is extremely important that these conferences include information on employment of individuals with disabilities. Far too often, little information is provided on how to accommodate individuals with disabilities in employment setting although there are successful efforts across the country. In addition, we may want to consider a National Meeting that focuses on the STW initiative as well as OSERS activities that demonstrate the Administrations commitment to provide leadership and resources in this area.

Federal Register

**Friday
December 2, 1994**

Part VIII

Department of Education

**Secondary Education and Transitional
Services for Youth With Disabilities
Program; Notice**

change in future years and will notify the grantees. If other sources of funding are added that would result in additional requirements in a future year, the Secretary will notify the grantee concerning those requirements.

Proposed Priority: Accessing School-to-Work and Postsecondary Environments—A Technical Assistance Effort

Purpose

The purpose of this technical assistance project is to improve the skills and knowledge-base of (1) staff delivering transitional services and (2) School-to-Work Opportunities grantees to assist individuals with disabilities, including those with severe disabilities, to become integrated into appropriate transition programs and School-to-Work Opportunities systems established at State and local levels. The proposed project must provide technical assistance to all Office of Special Education and Rehabilitative Services (OSERS) transition and postsecondary education projects as well as to States funded under the School-to-Work Opportunities Act to ensure that they provide personnel with the necessary training to accommodate and support students with disabilities, including those with severe disabilities, in the transition to a variety of postsecondary settings. The project must also disseminate information to other interested parties.

Project activities *must* include the development of effective practice information on:

(1) Promoting compliance with transition requirements mandated by Part B of the Individuals with Disabilities Education Act, the Rehabilitation Act, and the School-to-Work Opportunities Act;

(2) Helping students with disabilities, including those with severe disabilities, access transition programs including those supported by developing School-to-Work Opportunities systems;

(3) Overcoming administrative, attitudinal, and programmatic barriers that limit the planning and implementation of effective practices for students with disabilities in transitional programs, such as those that school personnel can use to encourage and facilitate extensive student/parent involvement;

(4) Working with statewide School-to-Work Opportunities systems, in collaboration with activities initiated by the State Systems for Transition Services projects, to help students with disabilities, including those with severe disabilities, acquire the academic and

occupational skills, abilities, and labor market information they need to make a smooth and effective transition from school to career-oriented work or to further education or training;

(5) Building on and enriching current promising programs such as tech-prep education, career academies, school-to-apprenticeship, youth apprenticeship, cooperative education, adult education, adult services, and business-education compacts;

(6) Facilitating the representation of disability interests in the formation of partnerships among secondary and postsecondary educational institutions, private and public employers, labor organizations, government, community groups, parents, and other key groups; and

(7) Ensuring that students with disabilities, including those with severe disabilities, are provided an integrated array of learning experiences in the classroom and at the worksite, including appropriate modification of curriculum, instructional techniques, equipment, and the work environment.

The Secretary anticipates funding one cooperative agreement with a project period of up to 60 months subject to the requirements of 34 CFR 75.253(a) for continuation awards. In making the initial award, the Secretary will consider the extent to which applicants provide evidence that States receiving School-to-Work Opportunities grants are likely to participate in the training and other technical assistance activities provided by the Technical Assistance Project.

The Technical Assistance Project *must* demonstrate collaborative relationships among other established and relevant school-to-work and transitional efforts, including entities that will be involved with the broader technical assistance efforts of the school-to-work opportunities initiative and entities which have assisted in the development of statewide School-to-Work Opportunities systems. Procedures to promote the involvement of students, parents, relevant employment training agencies and other providers of adult services, and members of underrepresented populations, such as minorities, women, and disadvantaged persons, in the proposed project must be clearly delineated.

In determining whether to continue this technical assistance project for the third, fourth, and fifth years, the Secretary, in addition to applying the requirements of 34 CFR 75.253(a), will consider the recommendation of a review team consisting of three experts selected by the Secretary. The review,

including a two-day visit to the project, is to be performed during the third quarter of the second year and must be included in the year's evaluation required under 34 CFR 75.590. Funds to cover costs associated with the services to be performed by the review team are estimated to be approximately \$4,000.

Priority

The Technical Assistance Project considered for funding under this priority must—

(1) Identify proven models, components of models, or exemplary practices and approaches that can successfully support and accommodate students with disabilities, including those with severe disabilities, in transition from school to employment and other postsecondary environments, including information from model demonstration transition projects supported by all programs in OSERS and those projects supported with funds received under the School-to-Work Opportunities grants;

(2) Document proven and exemplary transition practices and approaches for students with disabilities by collecting, analyzing, and reporting a variety of descriptive and outcome data, including (a) specific information on the educational settings, the students targeted by the practices and approaches (e.g., age, disability, level of functioning, and membership in a special population, if appropriate), (b) outcome data for the students who are the focus of these practices and approaches; and (c) outcome data for the teachers, administrators, and other service providers involved in the effort;

(3) Prepare, field-test, revise, and publicize user-friendly documentation of model practices;

(4) Disseminate information on effective practices to all relevant audiences, including project directors, policy makers, administrators, personnel from educational agencies, community leaders, parents, service providers, grantees under the School-to-Work Opportunities Act, and other interested parties;

(5) Coordinate a network among relevant OSERS transitional efforts, specifically research and model demonstration projects, technical assistance entities, and clearinghouses. Coordination activities must include (a) the analysis of research and model demonstration project designs through progress and final reports describing the interventions and the synthesis of findings across competitions to identify effective practices, (b) the provision of logistical support for an annual project directors' meeting for all OSERS-

(iii) Use of current research finding and information on model practices in providing the technical assistance.

Eligible Applicants

Institutions of Higher Education (IHEs), State educational agencies (SEAs), Local educational agencies (LEAs), and other public or private non-profit institutions or agencies.

Invitation To Comment

Interested persons are invited to submit comments and recommendations regarding this proposed priority. All

comments submitted in response to this notice will be available for public inspection, during and after the comment period, 330 C Street S.W., Mary Switzer Building, Room 4622, Washington, D.C., between the hours of 8:00 a.m. and 3:30 p.m., Monday through Friday of each week except Federal holidays.

Applicable Program Regulations

34 CFR Part 326 and 34 CFR Part 426.

Program Authority: 20 U.S.C. 1425, 20 U.S.C. 2420a, 29 U.S.C. 761a(b) (4) and (6).

29 U.S.C. 777a(d), and section 430(b) of the General Education Provisions Act (GEPA) as amended by sections 212(b)(1) and 241 of the Improving America's Schools Act of 1994, Pub. L. 103-382, October 20, 1994.

(Catalog of Federal Domestic Assistance Number 84.158, Secondary Education and Transitional Services for Youth with Disabilities Program)

Dated: November 28, 1994.

Judith E. Heumann,

Assistant Secretary for Special Education and Rehabilitative Services.

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