

FOIA MARKER

**This is not a textual record. This is used as an
administrative marker by the William J. Clinton
Presidential Library Staff.**

Collection/Record Group: Clinton Presidential Records

Subgroup/Office of Origin: Domestic Policy Council

Series/Staff Member: Bill Galston

Subseries:

OA/ID Number: 5738

FolderID:

Folder Title:

IDEA [Individuals with Disabilities Education Act]: IDEA 1/3 [1]

Stack:

S

Row:

95

Section:

6

Shelf:

6

Position:

3

Patnde -

Please set up
a file labelled

"IDEA" for

these materials

WAG

**MEMORANDUM
OF CALL**

Previous editions usable

TO:

☐ YOU WERE CALLED BY-- ☐ YOU WERE VISITED BY--

OF (Organization)

☐ PLEASE PHONE ☐ FTS ☐ AUTOVON

☐ WILL CALL AGAIN ☐ IS WAITING TO SEE YOU
☐ RETURNED YOUR CALL ☐ WISHES AN APPOINTMENT

MESSAGE

RECEIVED BY	DATE	TIME
63-110 NSN 7540-00-634-4018		
☆ U.S.G.P.O. 1992 312-070-40024	STANDARD FORM 63 (Rev. 8-81) Prescribed by GSA FPMR (41 CFR) 101-11.6	

**PHOTOCOPY
PRESERVATION**

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

Update

October 1994

Association for Supervision and Curriculum Development
1250 N. Pitt Street, Alexandria, VA 22314-1453
(703) 549-9110

Making Schools More Inclusive

Teaching Children with Disabilities in Regular Classrooms

By Scott Willis

When teacher Nancy Brant was a college student, she visited her 10-year-old brother at his school. Because her brother had Down's syndrome, he was taught in the basement of the elementary school, Brant recalls, in a room "so hot you could hardly breathe." His teacher was kind but kept him busy doing simple tasks to help other children. "I don't think he was ever challenged," Brant says sadly. In time he was allowed to graduate, but he never took part in regular classes.



Susie Fitzhugh

Years later, memories of her brother's experiences spurred Brant to find a better solution for another child. As a 6th grade teacher at Miller Middle School in Marshalltown, Iowa, Brant willingly accepted a girl with Down's syndrome into her classroom. To make the placement work, Brant found ways to modify both instruction and assessment for the girl. She gave her simpler spelling words, for example, and tested her orally to circumvent her poor handwriting. With the girl's permission, Brant held an open discussion with the class about ways to include her, emphasizing how brave she was to face the challenges of a regular classroom. The other children in the class "included her fine," Brant reports with satisfaction.

The difference between the way Brant's brother and her student with Down's syndrome were taught reflects a new philosophy in how public schools should serve children with disabilities. Today, many educators believe these children should be included in regular classrooms far more than in the past, and that special education must become more integrated with general education.

Who are the children in special education? According to government statistics cited in *Winners All: A Call for Inclusive Schools*, a report published by the National Association of State Boards of Education (NASBE) in 1992, nearly one-tenth of all U.S. students

White House Promises To Fight New Congress For School Funds

President Clinton will continue to fight a tight-fisted Congress to free more funding for education initiatives, a top White House advisor said Sunday.

Conference Report

Although Clinton has won fewer than half of the education funding increases he sought

during the past two budget cycles, "we don't intend to back off a bit," said William Galston, the president's deputy domestic policy director.

"It is very possible that we will send [Congress] a proposal for the president's 1996 budget that is even more ambitious and even more aggressive," Galston told members of the National School Boards Association (NSBA) meeting in Washington, D.C., this week for their federal policy coordinators conference.

In particular, a strong case exists for giving school safety and discipline "a very high priority in funding," he said.

Poor Record

"Frankly, the results in education have been worse than the results in virtually any other investment sector in the president's budget," Galston said.

Clinton sought \$32.4 billion for Education Department programs this year, but Congress provided only \$31.5 billion.

Galston's suggestion that Clinton will step up his efforts to increase education funding was welcomed by William Bruno, a legislative counsel for NSBA.

Bruno scoffed at deficit hawks who say education spending can't increase.

When the political will is there, Bruno said, money appears. "It happened with the savings and loan [crisis]. It happened with the crime bill," he said.

In the case of the crime package, Congress bypassed the normal appropriations process in favor of generating money for the law through a special trust fund.

Clinton is expected to propose a fiscal 1996 budget in late January or early February.

-Xavier Briand

OCTOBER 19, 1994 • EDUCATION WEEK

P-17

E.D. Report Documents 'Full Inclusion' Trend

By Lynn Schnaiberg

Washington

For the first time, students with disabilities are spending more of their time in regular classrooms than in any other school setting, according to the Education De-

More students with disabilities are spending time in regular classrooms.

partment's annual report on special-education programs.

During the 1991-92 school year, about 35.7 percent of the nation's more than five million students with disabilities were served in regular classes during at least 50 percent of their school day, the department reported.

The second most common placement was a resource room, with 34.4 percent of students, followed

by separate classes, at 23.9 percent. Those figures include students ages 3 through 21.

But among students 6 years old or older, the most common placement is still a resource room.

The landmark 1975 law since renamed the Individuals with Disabilities Education Act requires that students be educated in the "least-restrictive environment" possible.

The difference in placements among younger children may be explained by the fact that states have been under a federal mandate to serve disabled infants and toddlers only since 1986.

Those newer programs may have begun by integrating disabled children with their nondisabled peers, while "full inclusion" for older children requires dismantling an established system of separate facilities for disabled students, said Lou Danielson, who oversaw the report as the director of the division of innovation and development in the office of special-education programs.

In 1986-87, only 27.2 percent of disabled students ages 3 to 21 were in regular classes, with the biggest proportion—40.9 per-

cent—placed in resource rooms.

"This [trend] is generally a good thing if those kids and their teachers are getting the type of support that they need," said Thomas Hehir, the director of the office of special-education programs. "But we know that some kids are being integrated without the appropriate support."

According to data from a longi-

tudin study that was included in the department's report, many disabled high school students in regular-education settings are struggling.

More Supports Needed

Students in the study who spent most of their time in regular classrooms were more likely to fail courses than students taught in more specialized settings.

For example, a 9th grader who

Trend seen by some as 'a good thing' if students get support.

spent most of his time in regular academic classes was 10 percent more likely to fail one of his classes than a peer who spent just half his time in such classes.

The report says this difference is strongest early in high school, possibly because more students drop out or take more vocational courses after 9th grade.

The report cites a higher student-to-teacher ratio as another possible reason for failure. The average high school academic class with disabled students had one teacher for 23 students, while the average special-education class had one teacher and an aide for nine students.

More...

Riley Laments Politicization of Education in Campaigns

By Mark Pitsch

Washington

In the midst of a bitterly caustic campaign season, Secretary of Education Richard W. Riley last week called on candidates for public office to "reaffirm" their support for public education and to address education issues substantively rather than through "the slick commercial" or "30-second sound bites."

Moreover, the Secretary said that this election cycle has fostered a "cynical, negative" attitude that is sending a dangerous message to young people.

"What troubles me most about the current sour mood of American politics is that, in its essence, this dog-eat-dog attitude tells us that there are no rules of civic rightness, no rules of civic discourse," Mr. Riley said in an address to students and faculty members at George Washington University here.

"The values that are increasingly defining the public estate are just about the direct opposite of the values we want our children to learn," he said. "We adults seem to have lowered our own standards."

With less than a month before voters go to the polls—to elect school board members, governors, members of Congress, and other

officeholders—Education Department officials say they are concerned that the Clinton Administration's education agenda, as well as public education in general, could become tainted in an increasingly vicious and vacuous political atmosphere.

Goals 2000 Opposition

Congress passed seven pieces of education-related legislation during its most recent session. As President Clinton's popularity erodes and the specter of numerous Republican gains in the House and Senate grows larger, Administration officials fear that the President's education record could provide fodder for vote-hungry candidates.

Americans, Secretary Riley said, should recognize that bipartisan majorities insured passage of those education measures.

"This Congress repeatedly dealt with some of the most important but contentious social issues when taking up these education matters—sex education, rights of privacy, student testing, and voluntary school prayer—and in each and every case a solid center of Republicans and Democrats" provided the margin of victory, Mr. Riley said.

While he did not single out any examples of campaign-season rhetoric or take to task any specific candidates or party, Mr. Riley noted that "conservative-minded Americans" have become more vocal against the Administration's standards-based school reform strategy, embodied in the Goals 2000: Educate America Act.

Mr. Riley said that such people "need to be at the table."

"I urge these skeptical parents, by the same token, to pull back from making public schools a political football and give the process a fair chance," he said.

Goals 2000 provides states and school districts with school-reform grants in exchange for their agreement to set high content and performance standards.

Schools to Get Wide License On Spending Federal Money Under New Education Law

By WILLIAM CELIS 3d

The nation's public schools have long grumbled about the rigid spending rules that accompany Federal aid. But under legislation to be signed tomorrow by President Clinton, they will receive broad freedom in how they spend such money.

Under the Elementary and Secondary Education Act, which Congress reauthorized earlier this month, \$60 billion will be spent on the nation's public schools over the next five years, and educators herald the measure as the most extensive revision of the legislation since 1965, when it was enacted as part of President Lyndon B. Johnson's Great Society program.

It gives schools more flexibility in spending Federal dollars and requires a much-needed overhaul of the Government's main program for helping poor children reach grade level in reading and mathematics.

***A revamped plan
that provides more
flexibility but fails to
send more money to
urban districts.***

The program, once called Chapter 1, used to require that students who needed academic assistance were to be pulled from their regular classes and tutored, often for only a few minutes a week.

The revamped program, now called Title I, strongly discourages the pullout program and requires that all students in schools that receive Title I money — not just those needing help in math and science — be required to perform at higher academic standards.

But some educators complain that for all its improvements, the legislation still fails to send enough money to school systems. The aid comes in the form of several programs: special education, bilingual education,

vocational education, aid for children of migrant workers and things like Christa McAuliffe fellowships and Eisenhower math and science grants.

School districts maintain that their allocations do not cover the growing number of students in special education or bilingual classes.

"We made some giant steps forward in this legislation," said Ramon C. Cortines, the Schools Chancellor in New York City, referring to flexibility in spending and the overhaul of Chapter 1. "But the downside is that we won't get enough money we need."

How the revamping of Chapter 1 will unfold in schools is still unclear, given that there are no deadlines. In New York, the nation's largest school district, each of the 1,095 schools will have the latitude to develop individual programs, Mr. Cortines said. The schools that do receive Title I money — a majority of those in school districts in the South Bronx, parts of Brooklyn and Queens and upper Manhattan — will have untold flexibility in spending the money as they see fit.

This will enable school administrators to be more creative in retooling academic programs, Mr. Cortines said. A school could design courses, for instance, to teach mathematics and science using art, an interdisciplinary approach gaining in popularity.

Such innovations were virtually impossible under the old program, which was criticized in two reports in the last two years as increasingly ineffective. The reports said the program was falling short of its goals because it pulled slower students out of their regular school day — allowing them to fall further behind — and because Chapter 1 students were not held to the same standards as other students.

The old program also penalized schools that brought students up to grade level. Once a student no longer needed the extra help, the school lost aid. Under the revisions to the legislation, schools with high concentrations of poverty will continue to receive Title I aid, but schools must excel or face takeovers by their school districts or states.

One potential flaw in the revision

is that schools with their new-found flexibility may shift money away from programs like bilingual education or special education.

All these revisions will be financed with less money in New York and other urban school systems. Mr. Cortines said such systems required more money to meet the burgeoning needs of students who are coming to school poorer and hungrier and, as a result, are more difficult to teach.

The New York City school system will receive \$376.5 million in the fis-

cal year 1995, which began on Oct. 1, under the reauthorized legislation, only slightly higher than the \$373.7 million it received in the previous year. Both amounts are eclipsed by the \$431.6 million that the city's schools received in fiscal 1993.

"This would be a better news scenario if there was more money," said Leonard Hellenbrand, the district's budget director. "We are being boxed in, even though services cost more and we have more kids in need."

THE WHITE HOUSE
OFFICE OF DOMESTIC POLICY

APR 11 REC'D

CAROL H. RASCO
Assistant to the President for Domestic Policy

To: Holston

Draft response for POTUS
and forward to CHR by: _____

Draft response for CHR by: _____

Please reply directly to the writer
(copy to CHR) by: [Signature]

Please advise by: _____

Let's discuss: _____

For your information: ✓

Reply using form code: _____

File: _____

Send copy to (original to CHR): _____

Schedule ? : ☐ Accept ☐ Pending ☐ Regret

Designee to attend: _____

Remarks: _____

File under 1DL27



LEARNING DISABILITIES ASSOCIATION OF MARYLAND, INC.
76 Cranbrook Road, Suite 299
Cockeysville, Maryland 21030-3479

Telephone: (410) 265-8188

FAX: (410) 265-8188 (*51)

April 7, 1994

Dr. Tom Hehir
U.S. Department of Education
Office of Special Education Programs
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Dr. Hehir:

The Learning Disabilities Association of Maryland strongly supports OSEP's action in withholding the Commonwealth of Virginia's Part B funds until their regulations make it clear that students with disabilities who are expelled are still entitled to a free appropriate education. We agree with your interpretation that all students with disabilities eligible for special education and related services under IDEA are entitled to FAPE, regardless of their age or type of disability. In my conversations with other LDA State Presidents, I have been told that most states around the country include in their regulations suspension/expulsion policies which are in accordance with your position.

In Maryland, we are particularly grateful that OSEP is sending a clear message to a state regarding their regulations. As you may know, the LDA of Maryland recently settled a lawsuit brought against Baltimore County Public Schools and the State of Maryland regarding illegal placement decisions and avoidance of the continuum of placement options requirement. Throughout the course of this litigation, we have been deeply concerned about the state's seeming unwillingness to exercise its oversight responsibility. They have allowed policy and practice to either continue or be initiated which circumvents legal requirements for LEAs. LDA of Maryland intends to pursue this attitude most vigorously, and it is reassuring to know that, if necessary, OSEP will take such a step to ensure a state's compliance with the mandate of IDEA.

Dr. Tom Hehir
April 7, 1994
Page 2

We hope that OSEP's resolution to uphold IDEA's mandate will result in improved implementation of that law at the local and state level. All states, not just Virginia, must be made to realize they cannot interpret the law as they choose with impunity. We urge you to stand firm in your decision.

Sincerely,



Irene Spencer, M.A.
President
State Presidents' Representative to
LDA of America Board

:is

cc: President Bill Clinton
Carol Rasco, Domestic Policy Council, The White House
Senator Barbara A. Mikulski, Labor and Human Resources Committee
Senator Tom Harkin, Subcommittee on Disability Policy
Representative William F. Goodling, Education and Labor Committee
Representative Major R. Owens, Subcommittee on Select Education
Senator Paul S. Sarbanes
Representative Helen Delich Bentley
Representative Benjamin L. Cardin
Representative Kweisi Mfume
Governor William Donald Schaefer
Dr. Nancy Grasmick, State Superintendent
LDAM Board
Ann Kornblet, LDAA President
Justine Maloney, LDAA Legislative Services

IDEA

E X E C U T I V E O F F I C E O F T H E P R E S I D E N T

01-Apr-1994 07:45pm

TO: William A. Galston
TO: Jennifer L. Klein

FROM: Carol H. Rasco
Economic and Domestic Policy

CC: Stanley S. Herr
CC: Rosalyn A. Miller

SUBJECT: Friday meeting at Dept. of Ed.

Attached is an excellent summary memo of the meeting today. I would like to set up a brief (even if we could convene for fifteen minutes) meeting on Monday or Tuesday with Stan, Bill and Jennifer to talk about follow up steps...then I will call Sheryl.

Roz: Please fax all this to Sheryl and tell her after I meet with the other three on staff I will give her a call.

Thanks.

N T
N T

E X E C U T I V E O F F I C E O F T H E P R E S I D E
E X E C U T I V E O F F I C E O F T H E P R E S I D E

01-Apr-1994 06:06pm

TO: Carol H. Rasco

FROM: Stanley S. Herr
Domestic Policy Council

SUBJECT: Reflections on OE meeting today -- hard copy to fo
SUBJECT: _____

llow

MINUTES OF AND REACTIONS TO THE MEETING ON REAUTHORIZATION OF
"IDEAS" April 1, 1994

in attendance: Carol Rasco, Bill Galston, Stan Herr, Jennifer Klein (DPC); Mike Smith, Judy Heumann, Judy Wurtz, Tom Hehir (OE); Sheryl Dicker (Judicial Comm'n of New York as guest); Barry White (OMB).

venue and time: OE conference room; circa 12:40-1:45.

summary of content. Judy Heumann initiated the meeting by expressing the Department's view that IDEA was basically a good law that would benefit from limited modifications to bring it in line with national education reform laws.

She noted a process of input from parent and disability groups (she read a summary of that input, but did not distribute that 2-page document) on such matters as under- and over-representation of certain groups, options for less adversarial processes for vindicating children's rights, under-representation of low-income parents, etc..

Timetable for legislation is now pushed back to Nov.-Dec. 1994. [CAROL: This point is ambiguous as to whether this is when an Administration bill would go over, or the timetable for its actual passage; see my briefing materials on earlier time for the Bill to go over].

OE has formed working groups on the reauthorization whose topics are reflected in the paper distributed to us, "BRIEFING PAPER REAUTHORIZATION OF THE IDEA."

OE anticipates an "open and collaborative approach" to reauthorization. CCD has its topic areas. Harkin's subcomm. willing to "carry the Administration's bill" and Bobbie Silverstein seeks a consensus proposal that can avoid going to the Floor (as has historically been the case with earlier IDEA

reauthorizations).

House activity and interest by Chair. Owens and his staff is not

clear, but OE wants to work with him on this.

Dicker queried whether OE could do more to achieve its aims under current legislative authority, and what difference the iteration of IDEAS would make.

Heier's reply: Part B is a permanent authorization and there is widespread support for the basic part of the Act. Discretionary programs more likely to be changed. Agreed that many of the current problems could be dealt with administratively, through monitoring, research, and enforcement. OSEP had not been a strong player for the past 12 years and outcomes were not so good. Procedural solutions were the usual tack. OSEP now has engaged with NJ, and soon NY, on funding formulae that produce incentives for the use of more segregated settings. CAROL: Later in conversation, they noted the withholding of Virginia's \$ re the

failure to provide some alternative education to children expelled from school because of conditions related to their disabilities. This is a significant, and in my view a positive, change in the administrative climate if OSEP can leverage compliance with the law and the US Sup. Ct case of Doe v. Honig that bars such exclusions. If they succeed, OE may have a deterrent effect in other areas of weak state compliance.

Herr asked whether the down-side risk of a major retooling of IDEA had been fully assessed, particularly in view of the "unfunded mandates" controversy. Hehir replied that they would only move a bill forward to benefit IDEA kids and not put such kids at risk. Smith added that there was no magic bullet to obtain the unanimous consent to avoid a floor flight. However Sec. Riley would carefully assess the political climate and intends to get "deeply involved" in this process. One goal is to strengthen the relationship between IDEAS and Goals 2000 and other education reform laws.

Hehir referred to the new Larry P. case (this longstanding federal class action initially involved a successful challenge to IQ tests as being racially and culturally biased in the placement of African American students in EMR classes, see Larry P. v. Riles, filed in N. Cal. in the mid 1970s). The new challenge looks at the quality of education offered in such classes, and according to Tom, reflects the "shallow education" in which the tests lead to a self-fulfilling prophecy of "programs for stupid kids" based on labelling them as being "dumb."

Heumann moved on to the inclusion debate and to countering the backfires created by Al Shanker. Contrary to his portrayal of this as a new and ideologically driven crusade, she noted the Least Restrictive Education (LRE) requirement in the law; the minority of such students in inclusive settings (34% in such settings 80% of a day; another 30% up to 40% of the day). In reference to current LRE and safeguards for IDEA students subject to disciplinary proceedings, she implied that with respect to new laws you "don't legislate where you don't have to". She noted Sec. Riley's inclusion of disabled kids when he says that "all means all" under G2000. She feels a need for greater visibility of the positive programs of mainstreaming. Hehir noted that her amicus brief in the 10th Circuit in support of the Holland inclusion claim sent a clear message that may have triggered the F.A.T. reaction. Heumann noted the need for a long-range strategy that would keep the consumer community together, better support special education directors in the states, publicize successes.

Galston observed that the debate could be characterized as tensions between worthy objectives: the needs of specific populations and the pedagogy for the class as a whole. Hehir responded that FAT was more confrontational than the other union, that there was some just criticism when inclusion is done inappropriately to lower costs or dump kids. But the studies show that inclusion when implemented effectively was financially

neutral. Galston also noted the Administration's "relentless approach for outcomes" and the IDEA focus on inputs. The partial response was that the requirement of FAPE (free appropriate public education) is an outcome, and that 50% of orthopedically disabled kids are in segregated classes which is far too high.

Herr inquired "why a backlash now" since LRE dates from 1975; and what quality or effectiveness measures could be adopted to blunt the critique of IDEA as overly procedural. H & H answered that IDEAS is "a civil rights issue"; that OSERS now takes the law seriously; that it is essentially and properly a legalized matter given the history of discrimination and exclusion; that quality concerns could be addressed primarily through administrative rather than legislative channels; that schools that handle disabled kids well handle diversity issues in general better; and that OSERS takes this civil rights law seriously for the purpose of ensuring "access to quality education."

Dicker observed that special education reformers needed better contacts with the "generic world of children's advocacy."

Carol Rasco raised a series of concerns, including:

- ? teacher training and higher education institutions role in pre-service and in-service preparation of teachers for work with students with disabilities;
- ? the startling proportion of children classified as learning disabled (49.9% of all special education pupils);
- ? the "transition issue" or whatever it's to be named as parents and their young adult children grapple with the poorly charted territory of post-IDEA coverage.

On the first issue, OSERS noted they have \$90,000,000 under Part D to leverage better teacher preparation, staff development, links between pre- and in-service; training of generalist teachers for work in inclusive education; training for teachers of deaf, blind, other low-incidence categories.

On the second, there was generalized agreement that this phenomenon was worthy of further probing. Are these kids really learning disabled or not quite as smart as others?

On the transition/support/bridges issue(s), Heumann agreed that senior staff at OSERS SHOULD GIVE THIS MORE FOCUS SINCE THERE IS NO SYSTEM ABOVE AGE 21. Dicker noted that even those in the 18 to 21 age group -- and hence within the ambit of IDEA -- were not well-served. Judy urged leadership at Carol's level so that funds could be pooled, intergovernmental efforts launched, regulations adopted, and other steps designed to address this increasingly vivid problem as more and more graduates of IDEA programs "age out of service eligibility." Hehir referred again to a longitudinal study of 8000 students that demonstrated that kids with access to vocational education fare better and stay in school longer than those who lack such education. Parents and kids now receive little support and counselling as they exit the

school system. Herr added that many of these students joined growing waiting lists for day and other disability services, and they needed practical supports, mentors and access to varied ongoing services. Hehir expressed frustration that disjointed efforts by other Federal agencies for this age group were not being pulled together. For example, he said there was a need to inventory all the separate activities (Justice on the prevention of violence; NIMH on access to mental health services; and on and on); steps to avoid waste of funds such as one family being interviewed by a dozen social workers, etc. .

Dicker noted that the world of special education had a lot to offer general education, having introduced concepts such as "respite care," "wraparound services", IEPs, and the like.

Carol Rasco concluded that we would be following up with OSERS without smothering or hovering over them. Heumann responded that they would be most interested in our feedback and, of course, being open to Carol and her staff. She then suggested pulling together a work group on transitions with us and representatives from DDA (Williams), PCMR (Blumenthal), NCD, NIDRR, SSA, OSEP, and other such bodies.

Reflections and Action Steps.

1. As previously discussed, such a group should probably have wider representation to foster integration and links with generic service providers.
2. The review of IDEA could focus more clearly on such topics as "School to Work" and Related Transitions/Support Services; quality of special education instruction and the outcomes its various forms produce; and the myriad problems of misclassification and pigeonholing that are endemic to the implementation.
3. In view of the current precipice after age 18 and the even steeper one after age 21, even higher-level initiatives may be needed to develop a blueprint for the service configuration needed for the Nation's young adults with disabilities.
4. The Administration needs better communication to distinguish between flaws in the implementation of the inclusion/LRE requirement and the soundness of the underlying concept and the principle of offering parents and their older students some choices in education offerings.
5. P.S. In lieu of calling it "Transitions" or "Bananas" or "Bananas and Transitions" (BAT), we can shoot for SAY (Success for Adults who are Young).[SAY what? It's been a long week, Carol].

Please let me know if you need any further help or refinement of any of these ideas. Although I tried to summarize, I hope this memorandum captures the rich discussion and gets closer to some really important goals for the disability community. If you like, I will copy Bill and send you a hard-copy as well.

Stan Herr

April 1, 1994

FILE IN
Education
"IDEA"

—

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

Early Childhood REPORT

Children With Special Needs & Their Families

VOLUME 5, ISSUE 2

FEBRUARY 1994

News From HHS

Head Start Quality, Expansion Guidelines Released

In accepting the recommendations for improving and expanding the Head Start program from the Advisory Committee on Head Start Quality and Expansion, Secretary of Health and Human Services **Donna E. Shalala** said she will use the report to steer program and funding decisions as Head Start expands.

She also congratulated committee members for constructing "a blueprint that builds on the best of Head Start's past and responds to dramatic changes in the lives of today's children and families."

See Head Start on page 2

Inclusion And the AFT

In December, the **American Federation of Teachers** called for a moratorium on inclusion and urged school districts to stop the "tumultuous" charge into the practice. In January, AFT President **Albert Shanker** addressed about 350 teachers and professionals in Washington, D.C. to discuss the union's views. See Page 3 for coverage.

FICC Meets to Discuss Health Care Reform and IDEA Reauthorization

The winter storm that hit Washington D.C. in mid-January may have shut the city down for a day, but it didn't dampen the enthusiasm and dedication of the Federal Interagency Coordinating Council (FICC) members that met for almost two days of deliberation and team building.

Facilitated by **Judy Heumann**, Assistant Secretary for the Office of Special Education and Rehabilitative Services (OSERS), this was the second of the statutorily mandated quarterly FICC meetings to be held this year. [Editor's Note: The membership of the council was not confirmed until 1993 and the council's first meeting was not held until the fall.] The agenda included the reauthorization of the Individuals with Disabilities Education Act (IDEA) programs and future FICC activities. Since attendance was down due to the weather, the group held a series of discussions, but did not officially convene.

See FICC on page 5

In This Issue...

Opportunities Abound For Head Start Grantees, Says ACYF Chief	3
AFT President Calls Inclusion "Fad"	3
Parent/Professional Partnerships Succeed In East L.A.	8
Upstate New York Daycare Uses Inclusive Model	9
EPSDT Class Action Suit Filed Against California	11
Educating Nondisabled Children About Disabilities	12
Blind Infant Entitled to Special Education Services	14
Separate Transportation Justified for Preschoolers	15



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

File under
"IDEA"

Dr. William Galston
Domestic Policy Council
Executive Office of the President
The White House, 1600 Penn. Ave.
Washington, DC 20500

Dear Dr. Galston:

Thank you for your commitment and participation as a member of the Federal Interagency Coordinating Council (FICC). Since we last met, the Executive Committee has convened on two occasions in addition to the FICC sponsored reauthorization hearing on IDEA to discuss reauthorization issues.

As a reminder, our next meeting activities are scheduled for **Thursday, July 28, from 9:00 A.M. - 4:30 P.M., and Friday, July 29, from 9 A.M. - 12 P.M. at the Hubert H. Humphrey Building, Room 703A/727A, 200 Independence Ave., S.W., Washington, DC 20202.**

In keeping with the Council's decision regarding subcommittee activities, the meeting format will provide for: (1) the Executive Committee to meet from 9 A.M. - 10 A.M. on Thursday; (2) **the full membership of the Council to meet from 1:00 P.M.- 4:30 P.M. on Thursday**; and, (3) the subcommittee's to meet from 10 A.M. - 12 P.M. on both Thursday and Friday morning.

Within this mailing please find: (1) the agenda for the meeting; (2) the copy of the April and June proceedings; (3) an updated membership list; and, (4) a copy of reauthorization questions that were distributed to the Executive Committee for discussion. Committee reports will be discussed and distributed at the FICC meeting.

As you will note on the agenda, a portion of time will be spent discussing IDEA reauthorization issues. In preparation for this discussion it might be helpful to review the enclosed questions and come prepared to offer your comments.

We hope that you will continue to be challenged by the scope of the Council's responsibility, and we look forward to your continued contribution to the Council's efforts. If I can be of any further assistance, please feel free to call my office at (202) 205-8124.

Sincerely,

Connie Garner, M.S.N., Ed.S
Executive Director, FICC

FICC AGENDA
JULY 28, 1994
HUBERT H. HUMPHREY BLDG.
ROOM 703A/727A
1:00 P.M. - 4:30 P.M.

1:00 - 1:10 P.M.		
WELCOME AND INTRODUCTIONS		JUDY HEUMANN, CHAIRPERSON
1:10 - 1:20 P.M.		
CHAIRPERSON'S REPORT		JUDY HEUMANN, CHAIRPERSON
1:20 - 1:30 P.M.		
EXECUTIVE DIRECTOR REPORT		CONNIE GARNER, OSERS/FICC STAFF
1:30 - 1:35 P.M.		
DISCUSSION/ADOPTION OF THE APRIL MINUTES		JUDY HEUMANN, CHAIRPERSON
1:35 - 2:00 P.M.		
REVIEW/DISCUSSION OF THE IDEA REAUTHORIZATION PROCEEDINGS/INPUT		CONNIE GARNER OSERS/FICC STAFF

NEW BUSINESS:

2:00 - 2:45 P.M.

SUBCOMMITTEE REPORTS:

FINANCE COMMITTEE	FRANK ZOLLO
COMMUNICATION/DISSEMINATION	BOB WILLIAMS
INTEGRATED SERVICES	MERLE MCPHERSON
LEGISLATIVE COMMITTEE	DWAYNE FRENCH
NOMINATIONS COMMITTEE	TAMMY TINER
TRAINING/TECHNICAL ASSISTANCE	AUDREY WHITZMAN

2:45 - 3:00 P.M. BREAK

PAGE 2 - FICC AGENDA

3:00 - 4:15 P.M.

"USING THE INFORMATION SUPER-HIGHWAY: BANDING TOGETHER
FOR CHILDREN WITH DISABILITIES AND THEIR FAMILIES
GUEST SPEAKER: LOU MCINTOSH
PARENT TELECOMMUNICATIONS PROJECT
YORK PARENT AWARENESS CENTER, MAINE

4:15 - 4:30 P.M.

STRATEGIC THINKING CONTINUED: PLANNING FOR FY 1995-96

4:30 P.M.

ADJOURNMENT

FICC Membership List (July, 1994)

Judith E. Heumann, Chairperson
Assistant Secretary
Office of Special Education and Rehabilitative Services
400 Maryland Ave., S.W.
Switzer Building Rm. 3006
Washington D.C. 20202
PHONE: (202) 205-5465
FAX: (202) 205-9252

Judith Heumann has been appointed by Secretary Riley to serve as Chairperson of the FICC. She is currently the Assistant Secretary for the Office of Special Education and Rehabilitative Services within the U.S. Department of Education. For the past ten years, Judy Heumann has been working with the World Institute on Disability (WID), an organization which she co-founded in 1983. As Vice President of WID, she served as a spokesperson, advocate, and leader for individuals with disabilities.

Alternate: Howard Moses
Deputy Assistant Secretary, OSERS
Subcommittee: Finance
Executive Committee

Representatives from the Office of Special Education Programs

Tom Hehir
Director
Office of Special Education Programs
400 Maryland Ave., S.W.
Switzer Building Rm. 3086
Washington D.C. 20202
PHONE (202) 205-5507
FAX (202) 205-9070

Tom Hehir is the Director of the Office of Special Education Programs within the Office of Special Education and Rehabilitative Services. Prior to his appointment, Tom worked as a senior researcher for the Education Development Center in Newton, Mass. He also served as associate superintendent for the Chicago Public Schools.

Alternate: Patty Guard
Subcommittee: Integrated Services
Executive Committee

Bobbi Stettner-Eaton
Early Childhood Branch - OSEP
Federal Part H Representative
400 Maryland Ave., S.W.
Switzer Building Rm. 4618
Washington D.C. 20202
(202) 205-8828
FAX (202) 205-8971

Bobbi Stettner-Eaton is serving on the FICC as the Federal

Page 2 - FICC Membership List

Part H representative. She is a Project Officer for the Part H program in the Office of Special Education Programs. She was OSEP representative on the collaborative work group that developed the 9-agency Federal Interagency Agreement.

Alternate: Jim Hamilton

Subcommittee: Integrated Services

Nancy Treusch
Early Childhood Branch - OSEP
Federal Preschool Grants Representative
400 Maryland Ave., S.W.
Switzer Building Rm. 4615
Washington D.C. 20202
(202) 205-9097
FAX (202) 205-8971

Nancy Treusch is serving on the FICC as the section 619 representative. She is the Preschool Grants Coordinator in the Early Childhood Branch in the Office of Special Education Programs of the U.S. Department of Education. She has played a major role in guiding the Preschool Grants Program under section 619 from its conception through its growth across the country.

Alternate: Jim Hamilton

Subcommittee: Finance

**Representative from the National Institute on Disability and
Rehabilitative Research**

Katherine D. Seelman Ph.D.
Director
400 Maryland Ave., S.W.
Switzer Building Rm. 3058
Washington D.C. 20202
(202) 205-8134
FAX (202) 205-8997
Alternate: William McLaughlin
Subcommittee: Integrated Services

**Representative from the Maternal and Child Health Services
Block Grant**

Merle McPherson, M.D.
Maternal and Child Health Bureau
Director, Division of Services for Children with Special Needs
5600 Fishers Lane
Parklawn Building Rm. 18A-27
Rockville MD 20857
(301) 443-2350
FAX (301) 443-1728

Merle McPherson is currently the Director of the Division of

Page 3 - FICC Membership List

Services for Children with Special Health Needs, of the Bureau of Maternal and Child Health and Resource Development.

She is certified by the American Board of Preventive Medicine and has worked in clinical pediatrics at the local, state, and international levels. She has had administrative responsibilities for the Title V Crippled Children's Program; primary pediatric care in the District of Columbia; the Title V Maternal and Child Health Program; and Family Health Services in the State of Hawaii.

Alternate: Bonnie Strickland

Subcommittee: Integrated Services
Executive Committee

Representative from Programs Assisted under the Developmental Disabilities Assistance and Bill of Rights Act:

Bob Williams
Commissioner
Administration on Developmental Disabilities
200 Independence Avenue, S.W.
Hubert Humphrey Building Rm. 329-D
Washington D.C. 20201
(202) 690-7693
FAX (202) 690-6904

Bob Williams is currently the Commissioner for the Administration on Developmental Disabilities within HHS. Prior to his appointment to ADD, Bob worked as a policy associate with United Cerebral Palsy, Inc., spearheading the group's advocacy efforts in connection with the American with Disabilities Act and personal assistance issues.

Alternate: Sherri Ash

Subcommittee: Communication and Dissemination
Executive Committee

Representative from the Health Care Financing Administration:

Elmer Smith
Director
Medicaid Special Program Initiatives Staff
6325 Security Boulevard
Baltimore MD 21207
(410) 966-5648
FAX (410) 966-3252

Elmer Smith is currently the Director of the Medicaid Special Program Initiatives Staff. He has been working for the Federal Government in various capacities for forty years. He has been involved with programs relating to vocational rehabilitation, aging, social services for families and child welfare services, maternal and child health services, the Aid to Families With Dependent Children program, the Supplemental Security Income

Page 4 - FICC Membership List

Program and the Social Insurance Programs administered by the Social Security Administration. He has been associated with the Federal administration of the Medicaid and Medicare programs since their establishment in 1965.

Alternate: Lu Zawistowich

Subcommittee: Executive Committee
Finance

Representative from the Division of Birth Defects and Developmental Disabilities of the Centers of Disease Control:

Godfrey P. Oakley, Jr., M.D.

Director

Division of Birth Defects and Developmental Disabilities

4770 Bufford Hwy. N.E. F-34

Chamblee, Ga. 30341-3724

(404) 488-7150

FAX (404) 488-7361

Godfrey Oakley is a native of North Carolina and attended medical school at Duke University. His post graduate training included work in pediatrics, teratology, and preventive medicine. He is board certified in Pediatrics, Preventive Medicine and Genetics. He has worked for CDC since 1968 with special interests in environmental health, and prevention of birth defects and developmental disabilities through surveillance and epidemiologic studies.

Alternate: Joseph Hollowell, M.D.

Subcommittee: Communication and Dissemination

Joseph G. Hollowell, M.D., M.P.H.

Branch Chief

Division of Birth Defects and Developmental Disabilities

4770 Bufford Hwy. N.E. F-34

Chamblee, Ga. 30341-3724

(404) 488-7360

FAX (404) 488-7361

Joseph Hollowell is the Branch Chief of the Developmental Disabilities Division of Birth Defects and Developmental Disabilities. He has been on the pediatric faculty of the Medical College of Georgia and the University of Kansas Medical Center. He also has served as the Director of the Kansas Crippled Children's Program; the Director of Health for the State of Kansas; and, the Director of the Children's Rehabilitation Unit at the University of Kansas Medical Center.

Page 5 - FICC Membership List

Representative from the Social Security Administration:

Howard Foard
Assistant Deputy Commissioner
Policy and External Affairs
6401 Security Blvd.
Altmayer Building Rm. 500
Baltimore MD 21235
(410) 965-2440
FAX (410) 965-9063

Howard Foard is the Assistant Deputy Commissioner for Policy and External Affairs, SSA. Prior to this appointment, he served as the Administrative Officer for SSA and Special Assistant to the Commissioner for the Social Security Administration. His past experiences included working for the Department of Energy and the Community Services Administration.

Alternate: Ken McGill

Subcommittee: Communication and Dissemination
Executive Committee

Representative from the Special Supplemental Food Program for Women, Infants, and Children of the Department of Agriculture:

Patricia Daniels
Chief, Nutrition Services
Food and Nutrition Services
3101 Park Center Drive, Room 609
Alexandria Va. 22302
(703) 305-2730
FAX (703) 305-2549

Partricia Daniels manages the nutrition services staff which supports the Special Supplemental Food Program for Women, Infants, and Children (WIC) and 13 other domestic food assistance programs, administered by the Food and Nutrition Services. Prior to joining the USDA, she worked as a clinical nutritionist, researcher, teacher and food service manager.

Alternate: Helen Lilly

Subcommittee: Training and Technical Assistance

Representative from the National Institute of Mental Health:

Darrel A. Regier, M.D., M.P.H.
Director
Division of Epidemiological and Services Research
5600 Fishers Lane Rm. 10-105
Rockville MD 20857
(301) 443-3648
FAX (301) 443-4045

Page 6 - FICC Membership List

Darrel Regier is the Director of the Division of Epidemiology and Services Research. He has served as a research psychiatrist, Chief of Primary Care Research, Director of the Division of Biometry and Epidemiology, and Director of the Division of Clinical Research responsible for national and international clinical research programs.

Alternate: Kimberly Hoagwood

Subcommittee: Communications and Dissemination

Representative of the National Institute of Child Health and Human Development:

Sumner J. Yaffe, M.D.

Director

Center for Research for Mothers and Children

Building 6100 Rm. 4B05K

Bethesda MD 20892

(301) 496-5097

FAX (301) 402-2085

Sumner Yaffe is the Director of the Center for Research for Mothers and Children at the National Institute of Child Health and Human Development. His affiliations include: The Children's Hospital, Boston; St. Mary's Hospital, London; Harvard Medical School; Massachusetts Heart Association; American Heart Association, and the National Institute of Health. He has served as a member or chairperson of more than 40 committees and advisory boards of organizations dealing with child health and clinical pharmacology. He also has published more than 200 articles in his field.

Alternate: Kim Boller, M.D.

Subcommittee: Training and Technical Assistance

Representative from the Office of the Surgeon General:

Ms. Carol Roddy

Senior Advisor to the Surgeon General

Hubert H. Humphrey Bldg. Room 710G

Washington, D.C. 20201

(202) 690-6467

FAX (202) 690-6498

Alternate: Dr. Mariana Kastrinakis

Subcommittee: Legislation

Page 7 - FICC Membership List

Representative from the Bureau of Indian Affairs of the Department of the Interior:

Ada Deer

Assistant Secretary of the Interior for Indian Affairs

1849 C Street NW

MS: 4140

Main Interior Building

Washington D.C. 20245

(202) 208-7163

FAX (202) 208-5320

Ada Deer is the Assistant Secretary of the Interior for Indian Affairs. Previously, she was a senior lecturer at the School of Social Work and American Indian Studies Program at the University of Wisconsin in Madison and was a candidate for the U.S. House of Representatives in 1992. She was born on the Menominee reservation, led the struggle to restore federal recognition for the tribe, and was a tribe leader from 1974 to 1976. For more than 25 years, she has worked with such national organizations as the Native American Rights Fund, Americans for Indian Opportunity, and the American Indian Graduate Program.

Alternate: Joann Sabastian-Morris

Subcommittee:

Representative from the Indian Health Service:

Richard Kotomori, M.D.

Chief Maternal and Child Health Staff

Parklawn Building Rm 6A54

5600 Fishers Lane

Rockville MD 20857

(301) 443-4646

FAX (301) 227-6213

Dr. Richard Kotomori is Chief of the Special Initiatives Branch Division of Clinical and Preventative Services Office of Health Programs of the Indian Health Service. In this role, he is involved with the following programs: Central Diabetes, Community Health Representatives, Emergency Medical Services, Urban Health, and Sensory Disabilities Programs. He also has serves as Chief Medical Officer and Chief of the Preventive Health Programs Branch of the Albuquerque Area Office.

Alternate: Curtis Farrar

Representative from the the Department of Defense:

Gail McGinn

Principal Director

Personnel Support, Families and Education

Pentagon Rm. 3E784

4000 Defense Pentagon

Washington, D.C. 20301-4000

Page 8 - FICC Membership List

(703) 697-7191

FAX (703) 695-1977

Gail McGinn is the Acting Deputy Assistant Secretary for Personnel Support, Families, and Education for the U.S. Department of Defense. She administers the Education and Family Program for the Department of Defense which includes morale, welfare and recreation programs, child care centers, child and spouse abuse programs, and family center operations. She has served as the Director of Program Analysis and Evaluation at the U.S. Army Community and Family Support Center. She also served on a special task force which created the philosophical basis for providing family support and helped create a range of needed programs and policies.

Alternate: Dr. John Stremple

Subcommittee: Communication and Dissemination
Executive Committee

Representative from the Administration for Children and Families:

Joseph Mottola
Deputy Commissioner
Administration for Children and Families
330 C. Street, S.W.
Switzer Building Rm. 2026
Washington D.C. 20201
(202) 205-8347
FAX (202) 205-9721

Joseph Mottola is currently the Deputy Commissioner of the Administration for Children, Youth and Families. He shares program management responsibility for Head Start, Child Care, Child Welfare Services, Child Abuse and Neglect, and Runaway and Homeless Youth Programs. He also has served as the Director of the Manpower and Organization Division of the Social and Rehabilitation Service, Director of the Office of Management in Human Development Services, and was Acting Commissioner of the Rehabilitation Services Administration.

Alternate: Jim O'Brian

Subcommittee: Communication and Dissemination

Representative from the Substance Abuse and Mental Health Services Administration (formerly known as the Alcohol, Drug Abuse, and Mental Health Administration):

Mary A. Jansen, Ph.D.
Acting Deputy Associate Administrator
Policy and Program Coordination
5600 Fishers Lane Rm 12C06
Rockville MD 20857
(301) 443-4111
FAX (301) 443-0496

Page 9 - FICC Membership List

Mary Jansen currently serves as the Acting Deputy Associate Administrator for Policy and Program Coordination for the Substance Abuse and Mental Health Services Administrator. Before assuming her current position, she served as the Deputy Associate Administrator for Prevention, Alcohol, Drug Abuse, and Mental Health Administration. Dr. Jansen is the author of numerous publications including journal articles, books, and book chapters.

Alternate: Barbara Wagoner

Subcommittee: Integrated Services

Representative from the Pediatric Aids Health Care Demonstration Program in the Public Health Service:

Beth D. Roy

Chief

Hemophilia and AIDS Program

Maternal and Child Health

Parklawn Building Rm 18A-17

5600 Fishers Lane

Rockville MD 20857

(301) 443-9051

FAX (301) 443-1728

Beth Roy is the Branch Chief of the Hemophilia and AIDS Branch, Maternal and Child Health Bureau of the U.S. Department of Health and Human Services. In this role, she is director of the Pediatric/Family AIDS Demonstration Program and the National Hemophilia Program. Prior to this position, she directed the HMO Development and Qualification Divisions at the Office of Health Maintenance Organization within the Public Health Service. She also served in the private sector as Vice President of Alternative Care Strategies, a division of Lincoln National, where she developed HMO and other managed care plans.

Alternate:

Subcommittee: Nominating Committee

Parents of children with disabilities age 12 or under:

Mark Hull

100 Berkshire Circle, East

Longwood, Florida 32779

(407) 788-6474 or 699-5062

Mark Hull is a parent of a child with special needs. He is an accomplished free-lance artist who sings in choirs, operas, and oratorios. He has directed community theaters, high school drama productions, and operas. Presently he is the Afternoon Program Producer, Traffic Manager, and Morning Board Operator and Program Producer for Vermont Public Radio.

Subcommittee: Nominating Committee

Page 10 - FICC Membership List

Shirley Kramer
13512 Parkwood Lane
Burnsville MN 55337
(612) 892-5548
FAX: (612)496-7055

Shirley Kramer is the mother of twins with special needs. She is active at the local and state levels of programs aiding infants, toddlers, and preschoolers with special needs. She has served as an Advisory Task Force member to develop guidelines of care for children with special health care needs. She was the chair of the Parent/Patient Advisory Committee at the Minneapolis Children's Medical Center. She also is a member of the Dakota County Interagency Early Intervention Committee and an appointed member of the Governor's Interagency Coordinating Council.

Subcommittee: Nominating Committee, Co-Chairperson
Executive Committee

Emory Morsberger
1485 Chinook Ct.
Lilburn GA 30247
(404) 921-4028
FAX: (404) 921- 0549

Emory Morsberger is a parent of a child with special needs. He is founder and President of Fort Knox Secured Data. He also is a state representative for the state of Georgia. He was appointed to chair Georgia's first Interagency Coordinating Council for Georgia's children. Emory has also served on the Governor's Council on Mental Health, Mental Retardation, and Substance Abuse and the Governor's Commission on Children and Youth.

Subcommittee: Nominating Committee

Tammy Tiner
200 Pershing
College Station TX 77840
(409) 696-3707 or (409) 845-4719

Tammy Tiner is a mother of a child with special needs. Aside from her expertise in Chemistry, Tammy is very involved with various national, state, and community activities. She serves on the Head Start Policy Council of College Station Independent School District, is a board member of Bryan College Station Association of Retarded Citizens, and a member of Developmental Disabilities Protection and Advocacy Advisory Council for Advocacy, Inc. She also was the public member of the Texas Interagency Council for Early Childhood Intervention appointed by Governor Ann Richards.

Subcommittee: Nominating Committee, Co-Chairperson
Legislation

Page 11 - FICC Membership List

Deborah Sosa
8710 116th St.
Tacoma WA 98498
(206) 584-4825

Deborah Sosa is a parent of a child with special needs. She is currently a Health Care Resource Specialist; collaborating among parents and health professionals. Prior to her present position, she served as the Parent Coordinator for the Parent Involvement in Planning Project, the Family Resource Coordinator, and Cultural Consultant for Washington State's PAVE program. She conducts a number of presentations and workshops on Medicaid, respecting diversity, parent rights, and interagency collaboration. She also is a member of the National Early Childhood Technical Assistance System Advisory Board, Mental Health Law Project Family Empowerment Task Force for the traditionally underserved, a parent participant of Project 0-3, and a member of Washington State Interagency Coordinating Council.

Subcommittee: Communication/Dissemination

Representative from the CICC Chairs:

Wesley Brown, Ph.D.
Center for Early Childhood
East Tennessee State University
Box 70434
Johnson City TN 37614-0434
(615) 929-4192

Wesley Brown is the parent of a child with special needs. He is a professor of Human Development and Learning and the Director of the Center for Early Childhood Learning at East Tennessee State University. He is currently the Chair of the Council of Chairs of the Interagency Coordinating Councils.

He also is the Vice Chair of the Tennessee Advisory Council for the Handicapped and has been a special education mediator and due process hearing officer. .

Alternate:

Subcommittee: Legislation
Finance

Representatives from State Part H Lead Agencies:

Audrey Witzman, Ph.D.
Illinois State Board of Education
James R. Thompson Center
100 West Randolph
SIBE 14th Floor
Chicago, IL 60601
(312) 814-5560
FAX (217) 782-0372

Page 12 - FICC Membership List

Audrey Witzman is the Part H Coordinator/Supervisor for the Early Intervention Unit of the Illinois State Board of Education. She was a kindergarten, primary, and special education teacher for ten years. She has developed, directed, and taught her own nursery school and served as a University Professor of Early Childhood Education at Governor's State University.

Alternate:

Subcommittee: Training and Technical Assistance, Chairperson

Frank Zollo
Early Intervention Program
State Department of Health
Corning Tower, Room 208
Empire State Plaza
Albany NY 12237-0618
(518) 473-7016
FAX (518) 473-8673

Frank Zollo is the Director of the Early Intervention Program of the New York State Department of Health. He has held a variety of positions as a child care worker, a house parent for group homes, has helped plan and implement a foster family care program for Indochinese refugee children, and has been a caseworker for the Catholic Family Center. He also was a research associate for the New York State Council on Children and Families collecting data in order to evaluate respite care demonstration projects serving families of children with disabilities.

Alternate: Jackie Barentine

Subcommittee: Finance, Chairperson

Representative from the State Preschool(Section 619) Programs

Deborah Ziegler, Ph.D.
Delaware Early Childhood Center
West and Mispillion Streets
Harrinton DE 19952
(302) 398-8945
FAX (302) 398-8983

Deborah Ziegler is currently the Family and Personnel Training Consultant for the United States Air Force, an adjunct Assistant Professor at the College of Human Resources at the University of Delaware, and the Director and 619 State Coordinator of the Delaware Early Childhood Center. She also is the Chair of the Early Childhood Committee and member of the Executive Board of Directors of the Governor's Advisory Council for Exceptional Citizens. She also is certified to teach children with various developmental disabilities.

Alternate:

Subcommittee: Executive Committee

Page 13 - FICC Membership List

Other members representing appropriate agencies involved in payment or provision of services to infants, toddlers, and preschoolers:

Mary Harahan
Division Director
Department of Health and Human Services
Office of the Assistant Secretary for Planning and Evaluation
200 Independence Ave. S.W.
Hubert Humphrey Building Rm. 424E
Washington DC 20201
(202) 690-6443
FAX (202) 690-6518

Mary Harahan is presently the Director of the Division of Long-Term Care and Aging Policy, Office of Family, Community, and Long-Term Care Policy, Office of the Assistant Secretary for Planning and Evaluation, Department of Health and Human Services. She also is presently the Acting Deputy Assistant Secretary of Family, Community, and Long-Term Care Policy. Mary has considerable experience in managing long-term care research and policy analysis activities. She directed the National Channeling Demonstration for five years, chaired the Department's Task Force to examine reforms of the ICF/MR program to expand community-based services. She also directed an intradepartmental Long-Term Care Task Force chaired by the Secretary to review Federal, state, and private long-term care policies to recommend needed financing reforms. In addition, Mary worked on the Long-Term Care Work Group within the President's Health Care Reform Task Force.

Alternate:
Subcommittee:

Thomas W. Payzant,
Assistant Secretary
U.S. Department of Education
Office of Elementary and Secondary Education
Room 2189, FOB-6
400 Maryland Avenue, S.W.
Washington D.C. 20202
(202) 401-6142
FAX (202) 401-0596

Thomas Payzant is currently the Assistant Secretary of Elementary and Secondary Education at the U.S. Department of Education. Prior to joining the Department, he taught both primary and secondary education and spent the last twenty years as superintendent of four different school districts, the last of which was the San Diego Unified School District. He recently published an article called "Partnerships through Inter-Agency Collaboration" for Teaching and Learning in Cities.

Alternate: Elaine Holland
Subcommittee: Legislation

Page 14 - FICC Membership List

Duane Martin French, Executive Director
Access Alaska, Inc.
3710 Woodland Drive, Suite 900
Anchorage AK 99517
(907) 248-4777
FAX (907) 2480639

Duane French is currently the Executive Director of Access Alaska, Inc., a private non-profit organization providing independent living services. He also has served as a marketing representative for Vocational Rehabilitation Specialists (VRS), Inc., Independent Living Advisor for the League of Human Dignity, and Disabilities Determination Examiner for the Nebraska Department of Education. Duane French is also the Commissioner of the Anchorage Equal Rights Commission and a member of the Governor's Council on the Handicapped and the Gifted.

Subcommittee: Legislation, Chairperson

Gary DeCarolus, MED
Chief, Child, Adolescent Family Branch
Center for Mental Health Services
5600 Fishers Lane, Rm. 11-C-09
Rockville, MD 20857
(301) 443-1333
FAX (301) 443-0541

Alternate:

Subcommittee: Intergrated Services

Sharon Robinson
Assistant Secretary
Office of Educational Research and Improvement
Capital Place, Room 600
Washington, D.C. 20202
(202) 219-2050

Alternate: Naomi Karp

Subcommittee:

William Galston, PhD
Domestic Policy Council
Executive Office of the President
The White House
1600 Pennsylvania Ave.
Washington, D.C. 20500
Ph. #202-456-5390
FAX: 202-456-2878

Alternate: Stan Herr

Subcommittee: Finance
Integrated Services

Page 15 - FICC Membership List

FICC Staff Contact:

Connie Garner
Executive Director
Federal Interagency Coordinating Council
U.S. Department of Education. OSERS
330 C. Street, S.W. Room 4613
Washington, D.C. 20202
(202) 205-8124
FAX: (202) 205-8971

Connie Garner assumed the position of Executive Director for the Federal Interagency Coordinating Council in February of 1993. In addition to her Council responsibilities, she acts as the OSERS liaison to interagency initiatives related to health, including health care reform, and continues to offer Part H Project Officer support. She is the parent of a child with special needs and continues to practice as a pediatric/neonatal nurse practitioner at Georgetown University Hospital.

Carol Berman
Technical Advisor, NEC-TAS
National Center for Clinical Infant Programs, Zero to Three
2000 14th Street North, Suite 380
Arlington, Virginia 22201-2500
(703) 528-4300
FAX: (703) 528-6848

Carol Berman is the Associate Director of Zero to Three/National Center for Clinical Infant Programs, an organization she has been associated with since 1983. A major part of her work has related to the development of state and community systems of services for infants and toddlers with, or at risk for developmental disabilities, and their families. She currently manages a subcontract to provide technical assistance for the National Early Childhood Technical Assistance System (NEC*TAS).

Beatriz Mitchell
Special Assistant, OSERS
U.S. Department of Education
330 C. St., SW
Room 3122
Washington, D.C. 20202
202-205-9293
FAX: 202-205-9252

Beatriz is a family member of an individual with a disability. Prior to her coming to the government she directed programs for people with disabilities at a legal rights center in Albuquerque, New Mexico. Her area of expertise is in parent training and advocacy.

May 20, 1994

To: FICC Executive Committee Members

From: Connie Garner 
Executive Director

Subject: IDEA Reauthorization

IDEA REAUTHORIZATION QUESTIONS FOR THE
FICC EXECUTIVE COMMITTEE

1. How could Part H data collection requirements be enhanced to provide State and Federal governments with a unified data base on the target population, permitting earlier cross-agency identification and outreach of infants at the earliest possible time ?
2. Should the federal government establish the minimum developmental delay level a child must have in order to be eligible to receive early intervention services ? Currently, eligibility criteria differs across states, with some states serving only infants and toddlers with significant disabilities.
3. What changes are needed to encourage states to better identify and serve the at-risk children ? Should states be permitted to serve those children with a more flexible array of services ?
4. Should some form of means-testing be required where no child would be denied services due to an inability to pay, but some level of payment would be required of those who could afford to pay ?
5. Are there statutory or regulatory changes that need to be made within Part H that will reduce barriers that impede successful program implementation around: (1) program eligibility; (2) providing services; and/or, (3) obtaining financing for services.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

ORIGINAL

Before the

In the Matter of: :
FEDERAL INTERAGENCY COORDINATING :
COUNCIL MEETING :

PAGES: 1 - 131

Official Reporters

1825 K Street, N. W.

Washington, D.C. 20006

(202) 466-9500