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OA/ID Number: 5738

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Folder Title:

IDEA [Individuals with Disabilities Education Act]: IDEA 2/3

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National Early Childhood Technical Assistance System (NEC-TAS)

Frank Porter Graham Child Development Center, University of North Carolina-Chapel Hill, Coordinating Office
 Child Development Center, Georgetown University • National Center for Clinical Infant Programs
 National Parent Network on Disabilities • National Association of State Directors of Special Education
 Department of Special Education, University of Hawaii at Manoa

July 21, 1993

FAX TO:
202/
456-2878

William Galston, Ph.D.
 Domestic Policy Council
 The White House
 West Wing - Second Floor
 Washington, DC 10500

Dear Bill:

I have attached a letter from Connie Garner inviting you to participate in the opening plenary session of the sixth Partnerships for Progress Conference.

As I mentioned on the telephone, Senator Tom Harkin (Senate Subcommittee on Disability Policy, Committee on Labor and Human Resources) and Congressman Major Owens (House Select Education Subcommittee, Education and Labor) also have been asked to speak at this session, but we do not yet have confirmation from them. Senator Harkin's participation depends on the status of the emergency in Iowa. Representative Owens and Senator Harkin would talk about the pending reauthorization of the IDEA.

As Connie suggests, people are interested in implications of current reform efforts relating to young children and families. You could tailor your remarks as you see fit. Information about actions that are now in progress would be especially interesting. You need not consider "disability issues"—just children and families in general. We would not expect you to answer questions and will see that you are not put on the spot.

My suggestions would be to talk about:

- . the Clinton Administration's philosophy of including families in planning services for young children, the need to begin early to prevent later harm, service integration approaches
- . anything you are comfortable saying about education and health reform
- . the Head Start task force that has been constituted and plans for moving forward toward improvement of services

At a minimum you could speak for 20 minutes. You would speak first, and the session is scheduled to end at 10:00. If either or both of the other speakers is unable to come, we would be pleased if you wanted to extend your remarks. If not, we would adjust the conference agenda and reduce the length of the session.

Connie mentioned her phone number in her letter to you. (202) 205-8124. If you talk with her directly, she would be able to give you any other details and assurances you would like to hear. She will know the status of other speakers' confirmation.

want to see about the program, she could send them to you.

Bill, I appreciate your considering this. It's also my hope that your participation in this meeting will give you additional insight into issues affecting very young children with disabilities and their families. I would be in the front row smiling, and would be willing to drive you to the meeting if that would be helpful.

All the best,

Sincerely,



Carol Berman, Ph.D.
Subcontract Manager
NEC-TAS at ZERO TO THREE

cc: Connie Garner

FAX

205-8971



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

William Galston, Ph.D.
Domestic Policy Council
The White House
Washington, D.C. 10500

Dear Dr. Galston:

On behalf of the Federal Interagency Coordinating Council (FICC), I am pleased to invite you to join Senator Tom Harkin and Congressman Major Owens in delivering the opening session on Tuesday, August 3, 1993, at 9 A.M. for the Sixth National "Partnerships for Progress Conference." The conference is being held at the Hyatt Regency Crystal City, Arlington, Virginia.

The "Partnerships for Progress" conference brings together over 600 parents and professionals who are responsible for implementing cross-agency programs serving children with special needs, birth to 6 years, representing each State and territory. The conference will focus on the local community, and the collaboration among agencies necessary to bring about quality, responsive health, education, and social services to children with disabilities and their families.

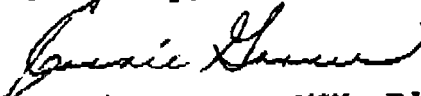
The theme of this year's conference is "Reform and Improvement of Services to Young Children with Special Needs and Their Families: A Prelude to the Reauthorization of the Individuals with Disabilities Education Act (IDEA)." (which amended P.L. 94-142, The Education of the Handicapped Act). The Early Childhood constituency would appreciate hearing the Administration's thoughts on policy development for children, particularly as it relates to the anticipated national health and education reform efforts.

It is our hope that you will be able to join us for this FICC sponsored event which demonstrates the Council's united commitment to reinforcing access to coordinated, comprehensive services for children with disabilities and their families.

Page 2 - William Galston

I look forward to your response and if there are any questions regarding this invitation or the conference itself, please contact me at (202) 205-8124.

Sincerely,



Connie Garner, MSN, Ed.S
Executive Director,
Federal Interagency Coordinating Council
U.S. Department of Education
Office of Special Education and
Rehabilitative Services

Wayne Owens

- animates toward special education
- 4090 funding for special ed in current law
- ADA → IDEA
- Justice Dept: science + technology in the service of disabilities
- Priorities
 - ★ defense budget / SDI
 - ★ CIA budget
- Govt must work further / faster to dismantle duplicate programs
- SCSC
- Reauthorization of IDEA in the fall
 - ★ questionnaire
 - ★ group meeting
 - ★ inclusion / transition with special needs programs → options
 - ★ temporary rules next year

Remarks 8-3-93

o pleasure to be here with you at this sixth national partnerships for progress conference

o proud to be here representing an administration--starting with President Clinton and Hillary Rodham Clinton--with a deep commitment to the wellbeing of children and families - FMLA, budget

o also here representing the Asst to the Pres, Carol H. Rasco, whose knowledge of and commitment to issues involving children with disabilities and their families is unequalled.

* personal background

o my own background: before joining the administration, spent recent years speaking and writing on children and family issues. I intend to fight for a high profile and priority for these issues in the years to come.

o but before getting specific: we're all in this together, as citizens:

* budget: deficit reduction/key investments

* economic growth the key to everything else we want

o personal approach to children/family issues

* no adequate substitute for parents, so family preservation is fundamental

* public efforts that support, not replace parents

* parental involvement in planning, implementing supportive services: enlist parents as first teachers

* need to begin early: 4 is too late--nearly one-half of all development occurs by a child's fourth birthday

o Bill Clinton's budget the best one for children + families in three decades

* EITC

* immunization

* child nutrition

* family preservation

* Head Start

o education reform

* Goals 2000 - high standards for all

* ESEA - targeting

* safe schools, nutrition

o Head Start

* quality, not just expansion

* linkage to public schools

* extend down to younger children - Ziglar

o welfare reform

* empowerment, not abandonment

* parental responsibility

* dignity & work at family

o health care

* standard benefits

* universal coverage

* cost containment

o terrorism

to intent on enhanced and improved

o work with you on ~~authorization~~ intended with
Disabilities Education Act

o high level take force

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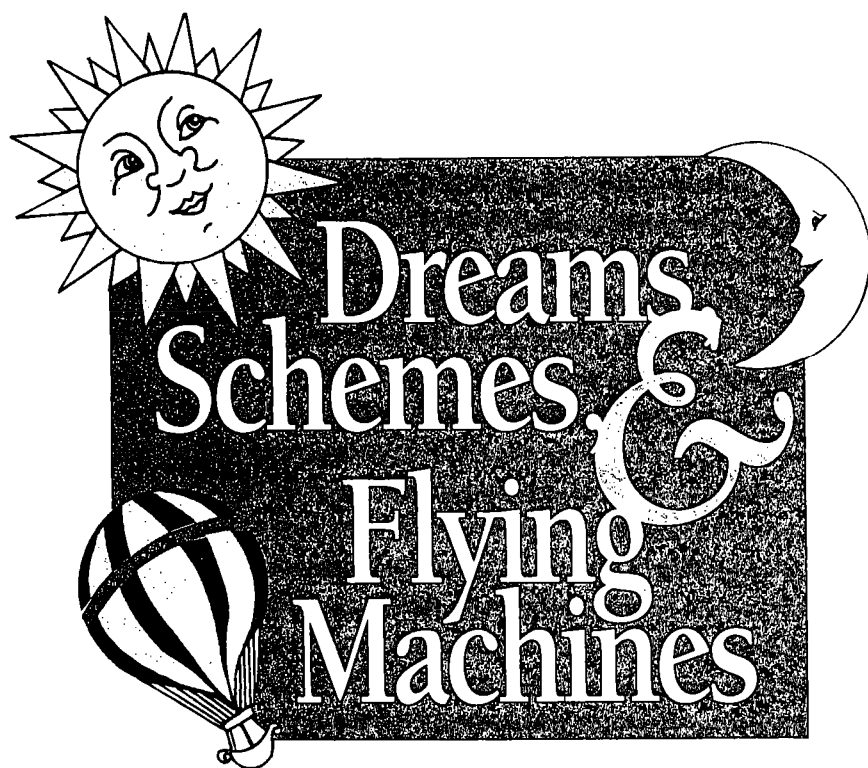
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Call for Proposals - Association
for the Care of Children's Health
29th Annual Conference

4pgs

Call For Proposals

Association for the Care of Children's Health
29th Annual Conference



Tools for Pediatric Health Care
in the 90's . . . and beyond

May 22 - 25, 1994
Westin Harbour Castle
Toronto, Ontario

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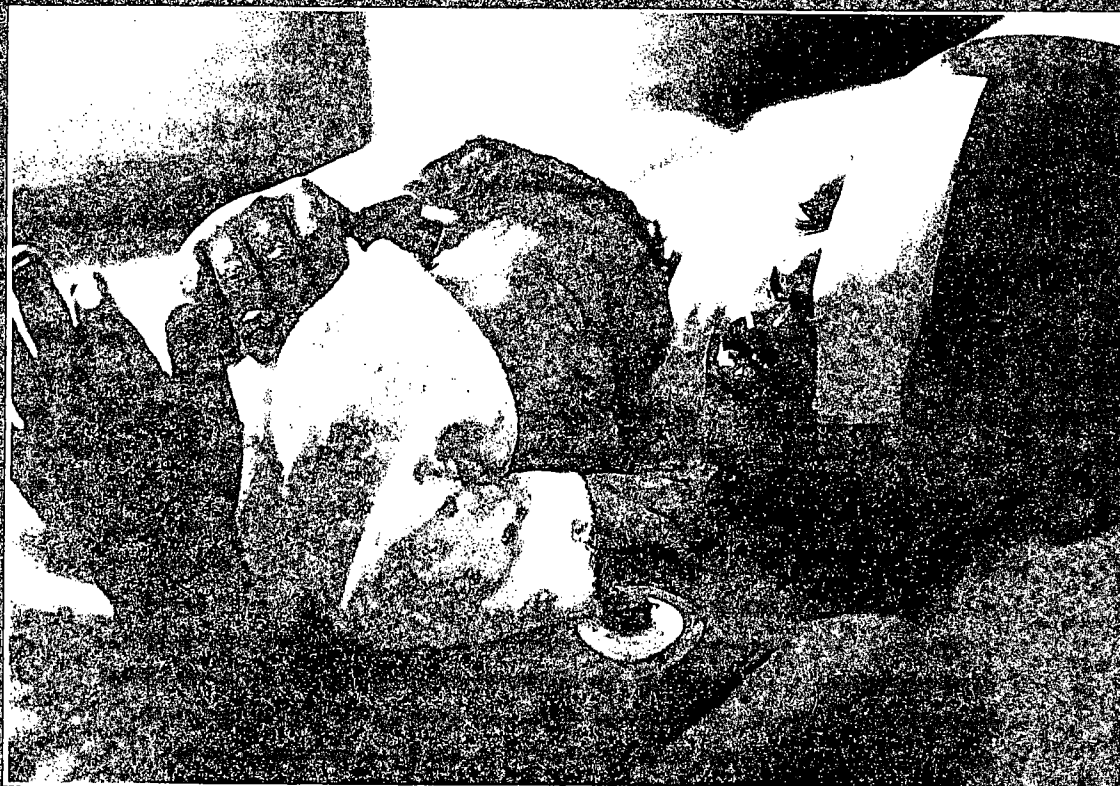
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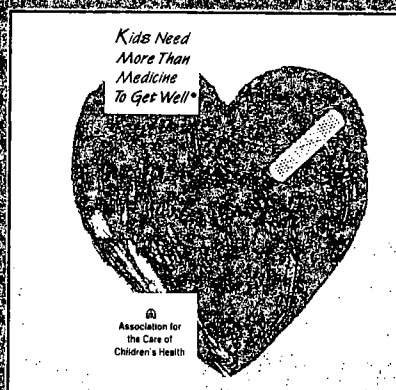
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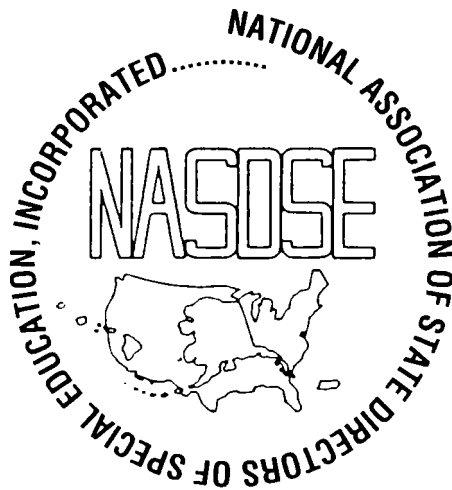
ASSOCIATION FOR THE CARE OF CHILDREN'S HEALTH



1992 Annual Report



The National Association of State Directors of Special Education



A National Team of Professionals
Working Together to Solve State Problems

**PHOTOCOPY
PRESERVATION**

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SPECIAL EDUCATION, INC.
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National Association of State
Directors of Special Education

12pgs



National Association of State Directors of Special Education

*Creating Solutions
Through State
Partnerships
in Special
Education*



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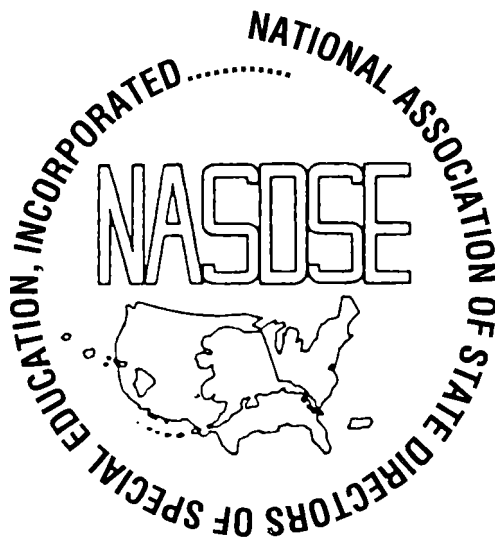
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Leading and Managing for Performance:

*An Examination of Challenges
Confronting Special Education*



November 1993

National Association of State Directors of Special Education

DRAFT

EDUCATION REFORM:
ACHIEVING BETTER RESULTS FOR ALL STUDENTS

National Association of State Directors of Special Education
September 1994

INTRODUCTION

The education reform movement reached an important milestone with the passage of Goals 2000: Educate America Act in March 1994. Goals 2000 is the centerpiece of and the framework for the restructuring of the American education system based on the eight National Education Goals. The restructuring effort focuses on high standards and expectations for all students, including students with disabilities, with primary emphasis on measurable achievement.

The National Agenda for Achieving Better Results for Children and Youth with Disabilities, although not billed as a "reform" document, should be viewed as a companion to Goals 2000. The National Agenda was developed to address the need to improve educational results for students with disabilities. The document urges the establishment of a unified system of education, based on access to high quality curricula and challenging standards -- the same curricula and standards available to their non-disabled peers.

In developing a unified system of education, the principles of a "free appropriate public education" (FAPE), as outlined in the Individuals with Disabilities Education Act (IDEA), must be maintained. The IDEA provides a mechanism -- the individualized education plan -- and procedural protections to ensure that students receive the supports they need to succeed in the school environment. The National Agenda assumes that any reform efforts will include the continued provision of FAPE.

This "crosswalk" is an attempt to show graphically the many intersections between Goals 2000 and The National Agenda. The document is intended to be used by individuals concerned about the education of students with disabilities to facilitate discussions about educational reform and restructuring in a special education context. The listing of citations from Goals 2000 by no means represents every instance where the two agendas coincide. However, the number of Goals sections cited should indicate to the reader that the missions of Goals 2000 and The National Agenda are the same -- educating all of America's children and youth to reach their full potential and to take their places as productive members of society.

**EDUCATION REFORM:
ACHIEVING BETTER RESULTS FOR ALL STUDENTS**

NATIONAL AGENDA	GOALS 2000: EDUCATE AMERICA ACT
Enriched and Broadened Appreciation of Diversity: Schools will advocate and demonstrate cultural competency in attitudes, climate, personnel practices, and instructional materials.	1. Sec. 3(a)(1) - "all students"/"all children": This Act addresses the needs of students from a broad range of backgrounds and circumstances. These terms are used throughout the Act, with the understanding that all components of the Act apply to "all children" and "all students." 2. Title I, § 102(3) - Student Achievement & Citizenship: Students will be knowledgeable about the diverse cultural heritage of the United States and about the world community. 3. Title I, § 102(4) - Teacher Education & Professional Development: All teachers will have the knowledge and skills necessary to teach an increasingly diverse student population. 4. Title II, § 213(c) - Voluntary National Opportunity-to-Learn Standards (OTL): All students shall have a fair opportunity to achieve the knowledge and skills established in national content standards; teachers will be capable of addressing diverse learning needs. 5. Title II, § 213(f) - State Assessments: Assessments must be non-discriminatory, and provisions must be made for adaptations and accommodations necessary to allow the participation of all students with diverse learning needs. 6. Title III, § 306 - State Improvement Plans: Plans must include OTL standards or strategies. The plan must also include processes for providing professional development, developing appropriate assessment tools, and selecting instructional materials and technology supports that address the needs of a diverse student population. 7. Title III, § 309(b) - Subgrants for Preservice Teacher Education & Professional Development: Priority in awarding subgrants will be given to programs that target preparation and continued professional development of teachers of students with limited English proficiency and students with disabilities.

School-Community Collaboration: Schools will team with community organizations and resources to serve all children and their families, including collaboration in transition planning.

1. Title I, § 102(4) - Teacher Education &

Professional Development: Community partnerships will be established to provide and support programs for professional development.

2. Title I, § 102(6) - Adult Literacy & Lifelong Learning: Every major American business will be involved in strengthening the connection between education and work.

3. Title I, § 102(7) - Safe, Disciplined, & Alcohol- and Drug-Free Schools: Community-based teams will work together to ensure a safe and secure learning environment. **SEE ALSO, Title VII - Safe Schools.**

4. Title II, § 212 - National Education Standards & Improvement Council (NESIC): The Council, whose duty it is to certify voluntary national and state standards and assessments, will be composed of representatives from education, business and industry, advocacy groups, parents, and civic leaders. **SEE ALSO, Title III, § 306(b) and § 309(a):** State and local improvement plans will be developed by panels that include representatives of business and industry, higher education, community organizations, parents, and educators, among others.

5. Title III, § 301 - State & Local Education Systemic Improvement: Business and higher education are encouraged to enter into partnerships with schools to provide information on education and training needed to develop an effective work force and to promote lifelong learning.

6. Title III, § 306(f) - State Improvement Plans (Parental & Community Support and Involvement): The State Plan shall describe strategies for how the State educational agency (SEA) will involve parents and other community representatives in planning, designing, and implementing the State improvement plan.

7. Title V - National Skill Standards Board: The Board will serve as a catalyst in stimulating the development and adoption of a voluntary national system of skill standards and of assessment and certification of attainment of skill standards. The Board will be composed of representatives of business and industry, organized labor, human resources, and civil rights and community-based organizations. Voluntary representative partnerships will be established to develop skill standards.

Personnel: Schools will employ capable, well-prepared professionals and paraprofessionals. School staff and leadership will reflect the diversity within the general population.

1. Title I, § 102(4) - Teacher Education & Professional Development: States and school districts will develop strategies to recruit, prepare, and retrain educators to ensure that there are sufficient numbers of highly qualified professionals to deliver a challenging curriculum.

2. Title III, § 306(c) - State Improvement Plans (Teaching, Learning, Standards, & Assessments): Strategies to meet the National Education Goals must be included in the State improvement plan and must address a process for familiarizing teachers with State standards and for developing the capability of teachers to provide high-quality instruction. The Plan may include a process for improving the State's system of teacher and administrator preparation and licensure.

3. Title III, § 306(e) - State Improvement Plans (Governance, Accountability & Management): The State plan should also address the creation of an integrated and coherent approach to recruiting and retaining educators, with a particular emphasis on attracting qualified minorities into the profession.

4. Title III, § 309(b) - Subgrants for Preservice Teacher Education & Professional Development Activities: The SEA shall make subgrants to local educational agencies (LEA) to improve preservice teacher education programs consistent with the State improvement plan.

Professional Development: Professional development will be driven by the needs of, and in partnership with, students, families, and teachers and will focus on collaborative, interdisciplinary approaches to education and related services.

1. Title I, § 102(4) - Teacher Education & Professional Development: Educators will have access to programs for the continued improvement of their professional skills.

2. Title II, § 213(c) - Voluntary National OTL Standards: OTL standards certified by NESIC shall address the extent to which teachers and administrators have ready and continuing access to professional development, including the best knowledge about teaching, learning, and school improvement.

3. Title II, § 231 - Leadership in Educational Technology: The Department of Education shall promote high-quality professional development opportunities for educators regarding the integration of technology into instruction and administration.

4. Title III, § 306(c) - State Improvement Plans (Teaching, Learning, Standards, and Assessments): The State improvement plan may include a strategy for providing appropriate and effective professional development, incorporating topics such as the use of technology, distance learning, and gender-equitable teaching methods.

5. Title III, § 309(b) - Subgrants for Preservice Teacher Education & Professional Development Activities: A subgrantee must use the funds for activities supporting the development and implementation of new and improved forms of continuing and sustained professional development opportunities.

Policy and Financing: Students' individual needs, including early childhood opportunities, will drive the education system; flexible funding approaches will be explored; and, new funding systems will allow greater interagency collaboration.

1. Title I, § 102(1) - School Readiness: Children will receive the nutrition, physical activity experiences, and health care necessary to allow them to arrive at school ready to learn.

2. Title II, § 207 - Early Childhood Assessment: A model of school readiness will be developed that addresses a broad range of early childhood developmental needs, including the needs of children with disabilities.

3. Title II, § 213(c) - Voluntary National OTL Standards: OTL standards shall address the ability of educators to provide instruction that meets the diverse learning needs of all students in each content area.

4. Title III, § 301 - State & Local Education Systemic Improvement (Findings):

(3) For reforms to be lasting, leadership must be undertaken collaboratively by educators, related services personnel, parents, and policy makers;

(7) State and local education improvement efforts must incorporate strategies for providing all students and families with coordinated access to appropriate social services, health care, nutrition, and early childhood education to remove preventable barriers to learning and enhance school readiness;

(14) Federal funds should be targeted to support State and local initiatives and to leverage State and local resources for designing and implementing systemwide education improvement plans; and,

(15) All students are entitled to participate in a broad and challenging curriculum and to have access to resources sufficient to address other education needs.

5. Title III, § 306 - State Improvement Plans:

(c) - **Teaching, Learning, Standards, & Assessments:** The State improvement plan may include strategies for assessing the effectiveness and equity of the State's school finance program to identify disparities in the resources available to each LEA and school and how these disparities affect the ability of the SEA and LEAs to develop and implement the improvement plan.

Policy and Financing, continued:

(f) - Parental & Community Support and Involvement: State plans may include strategies to increase the access of all students to social services, health care, related services, and child care services and to provide "one-stop shopping" for services in convenient community sites.

(h) - Promoting Bottom-Up Reform: State plans may include strategies for providing flexibility to individual schools and LEAs to allow adaptation and integration of State content standards into curricula appropriate for individual schools and communities.

6. Title III, § 311(3) - Education Flexibility Partnership Demonstration Act: This section authorizes demonstration programs allowing States to waive certain statutory or regulatory requirements under certain Federal programs.

7. Title III, § 313 - Technical & Other Assistance Regarding School Finance Equity: Technical assistance may be provided to SEAs and LEAs to assist these agencies in achieving a greater degree of equity in the distribution of financial resources among the State's LEAs. Models will be developed and disseminated to assist States in planning and implementing revisions of State school finance systems.

Specific Accountability for Better Results for

Children and Youth: A unified system of education will include equitable standards and high expectations for all students; all students will have the opportunity to learn; and, alternative assessment mechanisms will ensure that all students are included in assessments of progress.

1. **Sec. 2 - Purpose:** New initiatives at all levels will be supported to provide equal educational opportunity for all students to meet high academic and occupational skill standards. This Act will provide a framework for the reauthorization of other Federal education programs by providing for the establishment of world-class content and student performance standards and strategies for all students.

2. **Sec. 3(a)(11) - "State Assessment":** This term is defined as measures of student performance intended to evaluate the progress of all students in the State toward learning material in State content standards.

3. **Title I, § 102(1) - School Readiness:** All children will have access to high-quality and developmentally appropriate preschool programs.

4. **Title I, § 102(3) - Student Achievement and Citizenship:** All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter in the enumerated areas.

5. **Title II, § 207 - Early childhood Assessment:** The methods of assessing the readiness of children for school will be improved and will include alternatives to currently used assessments.

6. **Title II, § 213(f) - State Assessments:** NESIC will certify State assessments only if those assessments include all students and provide for the adaptations and accommodations necessary to permit the participation of all students with diverse learning needs.

7. **Title II, § 220 - Assessment Development & Evaluation Grants:** Grant recipients must pay special attention to how State assessments treat all students, especially with regard to race, gender, ethnicity, disability, and language proficiency.

8. **Title III, § 306(c) - State Improvement Plans (Teaching, Learning, Standards, & Assessments):** The State improvement plan must include strategies for developing and implementing valid, nondiscriminatory, and reliable State assessments. The process will provide for multiple measures of student performance; participation of all students; and, adaptations and accommodations necessary to allow such participation.

Effective Systemic Teaching and Learning: The educational system will be based on higher expectations and clear results, providing a framework for the development of academic, daily living, and vocational skills for all students. Educators and community members will demonstrate shared responsibility for student success. Instructional programs will emphasize literacy for all children and youth.

1. Sec. 2 - Purpose: The purpose of the Act is to provide a framework for meeting the National Education Goals by promoting coherent, nationwide, systemic education reform.

2. Title I, § 102(3) - Student Achievement & Citizenship: All students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility.

3. Title I, § 102(3) - Adult Literacy & Lifelong Learning: Every adult will be literate and will possess the knowledge and skills necessary to compete in the global economy and to exercise the rights and responsibilities of citizenship.

4. Title III, § 301 - State and Local Education Systemic Improvement (Findings):

(5) Strategies must be developed by communities and States to support the revitalization of all local public schools through systemic change.

(9) State and local systemic improvement strategies must provide all students with effective mechanisms and appropriate paths to the work force, as well as to higher education.

5. Title III, § 306 - State Improvement Plans:

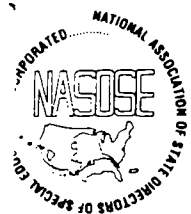
(c) - **Teaching, Learning, Standards, & Assessments:** State plans shall include a process for developing or adopting State content and student performance standards for all students and shall be coordinated with standards developed under the Carl D. Perkins Vocational and Applied Technology Education Act.

(f) - **Parental & Community Support and Involvement:** The State plan will describe strategies for how the SEA will involve parents and other community representatives in planning, designing, and implementing the State improvement plan.

(j) - **Coordination with School-to-Work Programs:** If the State has received Federal funds to develop or expand a school-to-work program, the State shall include in its State improvement plan a description of how the school-to-work program will be incorporated in the school reform efforts of that State.

(l) - **Coordinating Strategies:** Each State plan shall include strategies for coordinating the integration of academic and vocational instruction, as outlined in the Perkins Act.

Effective Systemic Teaching and Learning, continued:	6. Title III, § 309(a) - Subgrants to Local Educational Agencies: The local improvement plan shall include a description of a process of broad-based community participation in the development, implementation, and evaluation of the local improvement plan. 7. Title V - National Skill Standards Board: The Board will serve as a cornerstone of the national strategy to enhance work force skills.
Appropriate Technology: All areas of the educational system will be enhanced through expanded access to and use of appropriate multimedia and assistive technology.	1. Title II, § 213(c) - Voluntary National OTL Standards: Certified OTL standards must address the quality and availability to all students of curricula, instructional materials, and technologies, including distance learning. 2. Title II, Part C - Leadership in Educational Technology: The purpose of this part, among others, is to provide Federal leadership in developing a national vision and strategy to promote awareness of the potential of technology for improving teaching and learning; to ensure the availability and dissemination of knowledge about investment in, and effective uses of, educational technology; to demonstrate ways in which the use of technology can help ensure that all students have an equal opportunity to meet State educational standards; and, to promote high-quality professional development opportunities for teachers and administrators regarding the integration of technology. 3. Title III, § 306(c) - State Improvement Plans (Teaching, Learning, Standards, & Assessments): State improvement plans may include (a) a process for developing and selecting materials, including technology, to ensure that all students have the opportunity to meet State content and performance standards; and, (b) a process for providing appropriate and effective professional development, including the use of technology and distance learning. 4. Title III, § 317 - State Planning for Improving Student Achievement Through Integration of Technology into the Curriculum: This section provides for grants to SEAs who provide as part of their State improvement plan a systemic statewide plan to increase the use of state-of-the-art technologies that enhance student learning and staff development.



National Association of State Directors of Special Education, Inc.

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TESTIMONY ON THE REAUTHORIZATION OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

**Before
The Subcommittee on Select Education and Civil Rights
Committee on Education and Labor
U.S. House of Representatives**

April 14, 1994

Presented by:

**David Noble Stockford, NASDSE President
Director, Division of Special Education
Maine Department of Education**

***1994 ANNUAL MEETING
November 14-16, 1994
Grand Rapids, Michigan***

***PROGRAM CHAIRPERSON
Gail Lieberman***

Mr. Chairman and members of the Subcommittee, the National Association of State Directors of Special Education (NASDSE) appreciates the opportunity to address you today regarding the reauthorization of the Individuals with Disabilities Education Act. NASDSE is a professional association representing the State agency administrators of education programs for children and youth with disabilities in the 50 States and federal jurisdictions.

I. A CLIMATE FOR CHANGE

As we move toward the twentieth anniversary of the passage of Public Law 94-142, the special education community now has both an adequate time period and an historical context within which to analyze the past importance and the continued viability of the Act. NASDSE believes that the Individuals with Disabilities Education Act (IDEA) has made significant progress toward the purpose for which it was enacted -- the access to educational opportunities and delivery of services to children and youth with disabilities. We are proud of the accomplishments over the past eighteen years. Three times the number of children are being served. The number of special education teachers has increased almost 60 percent between the 1976-77 and the 1990-91 school years. However, there is much yet to be done: the inclusion of students with disabilities in the regular classroom, as appropriate; assessment of students' progress along with their peers in regular education; and, adequate funding for special education programs.

The education "tide" in America has turned. The current rhetoric in both education and political circles touts the need for comprehensive systemic reform of American education. As President Clinton two weeks ago signed into law Goals 2000: Educate America Act, the level of commitment on the part of this Congress and this Administration has moved beyond rhetoric and into the realm of real possibility for change.

In light of the public outcry for education reform, new challenges now present themselves to all educators and especially to those of us working for quality and equality of educational opportunity for students with disabilities. Special educators must take up the banner of reform and change. Failure to do so could condemn students with disabilities to a segregated, less challenging, and less effective system of education. NASDSE believes that it is critical for students with disabilities to be included in all the activities and efforts outlined in Goals 2000. Unless students with disabilities are given the genuine opportunity to learn, Goals, though well-intended, may further the division between, rather than foster the merging, of special and regular education. Briefly stated, our new challenge is to make the content of the general education curriculum accessible to learners with disabilities.

While NASDSE is firmly committed to taking up the banner of reform and change, we reiterate with the same firm commitment that the fundamental principles of a "free, appropriate public education" (FAPE) must in no way be diluted. FAPE is defined in IDEA regulation as special education and related services which (1) are provided at public expense, under public supervision and direction, and without charge; (2) meet the standards

of the State educational agency including the requirements of Part B; (c) include preschool, elementary school, or secondary school education in the state involved; and, (d) are provided in conformity with an Individualized Education Program which meets the requirements under 34 C.F.R. §300.340 - 350.

Before the enactment of P.L. 94-142, students with disabilities were not allowed full participation in the educational process. P.L. 94-142 provided the rights and protections of FAPE and other specific procedural safeguards. It is necessary to preserve these rights and protections and, at the same time, to ensure their compatibility with Goals 2000 and other reform legislation. The connection must be especially strong between Goals and IDEA's discretionary programs, through which creative, innovative instructional and professional development activities are developed and tested. Priority should be given to projects that develop cooperative service delivery, technical assistance, and personnel preparation models between regular and special education. With the impending reauthorization of those discretionary programs, Congress, with the assistance of organizations like ours, can ensure that students with disabilities are full, active participants in a dynamic, evolving system of integrated education based on high expectations, common standards, and positive postsecondary results.

II. THE HISTORICAL CONTEXT

To understand the current status and the future of special education, it is necessary to review the history of social policy related to the provision of educational services to students with disabilities. In the last two decades, we have witnessed a revolution in promoting, protecting, and advancing the educational rights of persons with disabilities. The proliferation of social policy has resulted in educational opportunities for individuals who, twenty years ago, would have been denied access to the public schools. Certainly IDEA and Section 504 of the Rehabilitation Act have been of paramount importance in this regard.

In addition to federal policies, states have enacted statutes and regulations to comply with these federal laws and to create additional protections and processes. Court decisions have, also, had a major influence on this revolution. It is against this backdrop of extensive policy, and its accompanying web of increasingly complex case law, that special education is entering into an era of reform and restructuring. Discussions of the future of special education must therefore occur within the context of a history of social and educational policy that has become inextricably woven into practice.

III. OPPORTUNITY TO LEARN

In order to restructure the education system in a way that is meaningful and produces positive outcomes, students with disabilities must have a genuine opportunity to participate

in the full range of educational activities. However, a realistic response to this notion involves an understanding of the special education system as it currently exists. That system has a vast array of configurations, ranging from traditional categorical resource and self-contained classes and separate schools to schools which fully integrate students with disabilities.

At the state level, most special education teacher preparation programs, administration and services remain separate from general education. Some states, however, are moving toward the administration of special education within the general education administrative scheme.

Special education also faces a shortage in personnel and the need for a critical examination of the system of comprehensive personnel development. School districts report difficulties in recruiting and retaining qualified teachers, administrators, and related services providers. Efforts to meet the multicultural needs of our students must also be enhanced through the recruitment of minorities as special educators.

The complexity of a system offering such a wide range of service delivery models and a rapid turnover of staff, with the attendant differences in philosophy and policy, make the realities of change and reform all the more challenging. As special education undergoes a critical self-examination in anticipation of the reauthorization of IDEA, the debate over categorical versus non-categorical models of service delivery has intensified. IDEA currently

emphasizes identification of a specific disability, rather than identification of the individual child's abilities and program needs. NASDSE's members believe that special education should not be viewed as a "place," but rather as a system of strategies based on the functional needs of each child. The program should not be driven by a label. NASDSE proposes moving from a strict categorical eligibility standard to a system that focuses on service delivery, while maintaining the procedural protections guaranteed under the Act.

IV. PRODUCING THE DESIRED OUTCOMES

Once the service delivery system is reconfigured to focus on individual needs rather than labels, the next question to be addressed during this reauthorization of IDEA is whether or not access to special education has resulted in the desired outcomes. Several factors point to the fact that access does not equal successful outcomes. Statistics gathered under the auspices of the Department of Education indicate that many states have a dropout rate for students with disabilities of over 60 percent. Those students who remain in special education find themselves increasingly isolated from their peers as they advance into middle and high school. Further, only 40 percent of youth with disabilities are employed after graduation, with less than half of those individuals earning the minimum wage. Only fourteen percent of individuals with disabilities go on to some form of postsecondary education.

Emphasis in the special education system should be redirected from using access as the standard to an assurance that students with disabilities have successful learning experiences that prepare them for independent adult living. Outcomes resulting from FAPE must be examined. States should be required to provide the support systems or opportunities to learn necessary to produce successful outcomes for students with disabilities.

NASDSE's definition of special education is a system of options provided to a student with disabilities to assist the student in meeting performance standards based on high expectations. To ensure the success of each student, that system would include the following, as individually appropriate: (1) alternatives and modifications to the regular education environment; (2) adaptations to the regular education curriculum; (3) instruction in alternative methods necessary for full participation in society; (4) instructional strategies and assessments to accommodate identified needs; (5) state-of-the-art technology; (6) participation in the overall educational accountability system; (7) and, provision of support services to students and families in an interagency framework to allow students participation in the least restrictive environment.

In order to implement this definition, the mindsets of special and regular education must change. Special education and regular education must begin to see their mission as a collaborative effort that will produce positive results for all students. Children, disabled and nondisabled alike, can benefit from participation in an educationally diverse setting that

mirrors the diversity of society at large. Parents must also encourage this unified approach and must be engaged as full partners in the educational process.

Resources must also be used in the most flexible manner possible to support the total instructional efforts of the schools. State and local staff must be allowed the flexibility to exercise a wide range of creative choices, while maintaining all procedural safeguards and the requirements of the Individualized Education Program. NASDSE proposes an experimental funding model that would allow the use of IDEA funds to support the schoolwide projects funded under Title I of the Elementary and Secondary Education Act. This proposal would enable schools to provide supplemental instructional assistance to students with diverse learning needs. Allowing collaboration between IDEA and Title I teachers toward the educational growth of the populations served under these two programs would maximize and expand the use of staff time and expertise and would move the educational community closer to the ideal of inclusion.

IV. CONCLUSION

NASDSE subscribes to the philosophy of change and growth expressed in Goals 2000 as a framework for the reauthorization of IDEA. Appended to this testimony are eighteen recommendations that express some of the concerns and issues of the State Directors of Special Education regarding the implementation of IDEA. We are currently in the process of developing a second set of recommendations specifically analyzing the discretionary

programs within the reform context. We will pass those recommendations on to the Subcommittee members as soon as they are completed.

We appreciate having had this opportunity to begin our dialogue with you. We anticipate that, as the process of reauthorization develops, we will continue to communicate our concerns and proposals for making the Individuals with Disabilities Education Act a dynamic law that will help to produce educated, employable, and successful citizens.

APPENDIX

Following are the initial issues developed by the National Association of State Directors of Special Education (NASDSE) regarding implementation of the Individuals with Disabilities Education Act (IDEA). The Board of Directors and membership of NASDSE view the process of identification of issues and development of legislative recommendations as an evolving process. Therefore, this is just the first in a series of documents that will address implementation of IDEA.

1. Promote full funding of IDEA, with a specific time line for achieving that goal.

The funding formula in P.L. 94-142 promised that the federal government would provide funds equal to 40% of the average per pupil expenditure times the number of children being served. This promise has never been fulfilled. Rather than a 40% funding level, the 1994 appropriation was closer to 8%.

With the passage of Goals 2000, the Administration's centerpiece for systemic reform of American education, Congress will codify its commitment to provide a quality education for **all** students, **including** students with disabilities. In light of that commitment, NASDSE feels that this is the appropriate time for Congress to reassess its funding promise for special education.

The organization supports the concept of the Jeffords Amendment, which would increase the level of education funding by 1% each year until funding reaches 10% of the total federal budget. We would recommend examination of a similar phase-in for special education, which would steadily raise the level of federal funding to the promised 40%. Special educators will find it increasingly difficult to meet the demands of higher standards and improved outcomes for children without a greater infusion of federal dollars.

2. Reorganize and simplify parents' rights information and develop more "user friendly" formats.

Recent research reaffirms the integral role of families in the teaching and learning process. It is particularly essential that parents of children with disabilities be involved. To be full participants in their children's educational program, those parents must have a clear understanding of their rights under the law.

NASDSE emphasizes that we fully support retention of requirements for parental notice currently in the law. Our concern revolves around how those requirements are operationalized through the existing regulations. Parents should be given the information they need to make informed decisions about their children's education

in a format that does not require an attorney to decipher lengthy forms and legal language. Length and content of forms and information should be streamlined without encroaching on parental rights. One possible avenue for addressing this concern might be a collaboration between the Parent Training and Information Centers and the SEAs.

3. Clarify and strengthen the interconnections between IDEA and other acts relevant to students with disabilities.

The Americans with Disabilities Act, the Rehabilitation Act, and IDEA should be examined with the objective of conforming definitions and provisions in the three acts that address the rights of and delivery of services to students with disabilities. IDEA should reflect provisions in the Rehab Act that require coordination with IDEA, e.g., CSPD. Conflicts in eligibility for services under the various acts should be addressed, as well as clarification of rights and responsibilities of parents and schools respectively.

NASDSE does not intend, however, to deprive students of protection against discrimination who, by definition and assessment, may not be entitled to special education under IDEA. Rather, the organization intends that provisions of the various acts be clarified to ensure that all rights pertaining are enforced.

4. Federal monitoring and evaluation should focus on program quality and outcomes for students and compliance with the basic requirements of FAPE.

The education reform movement has placed great emphasis on the development of performance standards, with accompanying assessments of student outcomes. Special education advocates have sought to have students with disabilities measured by the same high standards. NASDSE members have a serious commitment to this concept. Outcomes must be examined within the context of the provisions of the components of FAPE. Therefore, monitoring should focus on the systems used in states to provide a free appropriate public education.

States should be required to demonstrate that systems necessary to provide FAPE are in place. A system of reporting outcome measures should also be developed in concert with stakeholders. Over time the emphasis of federal monitoring should be on outcomes. Currently, IDEA requires that an annual report to Congress be developed by the Secretary of Education on the status of the implementation of the Act. Although the document provides important and useful data, the reader is not able to ascertain from that data what levels of achievement our students are reaching. NASDSE would support an amendment to the reporting requirements placed on the Secretary to include outcome measures in the Annual Report to Congress.

5. Require the use of mediation prior to a due process hearing, in order to decrease the adversarial nature of due process proceedings.

Parents must have easy access to a system that guarantees their children the rights and protections provided under IDEA. However, in many states when a dispute arises, the only forum available to parents is a due process hearing. It is possible that the first time the parties to a dispute actually meet is at that hearing.

NASDSE in no way wishes to inhibit or restrict the right of parents to pursue their legal rights. However, many of the concerns that result in due process hearings or court cases could be resolved through less adversarial means. Settling disputes through a more neutral proceeding could result in more open communication if other questions arise. Further, requiring mediation as a first step would in no way preclude parents from pursuing a due process hearing, if they were not satisfied with the results of the mediation.

6. Review and revise the "highest standard" requirement.

With the current shortage of related services personnel, particularly speech therapists, the "highest standard" requirement should be revisited. To receive accreditation, these professionals must meet requirements that more closely follow a medical, rather than educational, model. NASDSE believes that more flexibility is needed in order to increase the number of available personnel, while, at the same time, retaining high educational and professional standards.

The use of properly trained paraprofessionals must also be part of this discussion. These individuals can provide vital support to related services personnel, freeing the professionals' time for direct service to children, as well as providing some hands-on therapies under close supervision.

7. Replace the lengthy local IDEA application with a list of assurances.

Section 1414 should be amended to allow a simplified local application procedure. When P.L. 94-142 was first enacted, a detailed application procedure was necessary to ensure that states developed programs that met the goals of the Act. However, since the Act has been in effect for many years and programs are well-established, a less cumbersome procedure would suffice.

As an alternative, LEAs might be required to provide assurances and to identify in a simple format how funds would be used to assist eligible students. At the end of the fiscal year, districts would provide an accounting of expenditure of funds. This would reduce the paperwork load considerably at the local, state, and federal levels.

8. **Develop an experimental model allowing states flexibility in meeting the intent of IDEA, while preserving rights and protections accorded under the Act.**

The current push for education reform must include special education (see #1 and #4 above). However, for special education to be a full participant in the reform process, state and local staff must be allowed the flexibility to exercise a wide range of creative choices. NASDSE cannot emphasize strongly enough that, while designing a creative program that will meet the needs of individual students and improve those students' educational outcomes, all procedural safeguards provided in IDEA must be maintained, including all IEP requirements. This experimental model would include an exploration of flexible funding mechanisms, again maintaining procedural safeguards and maintenance of effort provisions. In line with flexibility in the statute, there would also need to be regulatory flexibility.

As an example of what might be accomplished through this process, NASDSE has proposed that IDEA funds be used to support the Schoolwide Projects under Chapter 1 of the Elementary and Secondary Education Act. Current law prohibits the use of IDEA funds, while allowing the use of funds from other federal programs in schoolwide projects. This proposal would enable schools to provide supplemental instructional assistance to students with diverse learning needs -- students with mild to moderate disabilities and those students economically and educationally disadvantaged. Research has shown that these two groups of students can benefit from the same teaching techniques and learning environments. Therefore, allowing both IDEA and Chapter 1 teachers to collaborate in the educational growth of these populations will maximize and expand the use of staff time and expertise.

This model would also move the educational community closer to the ideal of inclusion. Children with disabilities would be taught alongside their "non-disabled" peers, while the latter would be equally enriched by the experience. Since the two populations mentioned have similar educational needs, segregation of the students with disabilities can serve no positive purpose.

The proposal cited is just one of many alternative schemes that might emerge were SEAs and LEAs allowed the flexibility to explore the array of possibilities. To reiterate, special education will not be a full partner in educational reform if the community is unwilling to undergo a critical self-examination of the kind described.

9. **Reexamine the three-year reevaluation process for its cost-effectiveness and usefulness in providing service to the child.**

While studies show that staff believe the three-year reevaluation to be of value, the type of evaluation conducted is under scrutiny. The justification given most often for reevaluation is the need to review whether the student is still in need of special

education services and, if so, whether different accommodations are necessary which would alter the original plan developed by the evaluation team.

Language in the Act should reflect that the reevaluation process is not required to be a repeat of the initial evaluation, but rather a review of the appropriateness of programs and services and a determination of the student's progress under those programs and services. The evaluation process should be designed to provide useful information on an ongoing basis, so that adjustments in the student's program can be made as needs are identified. The review process must be rigorous enough to identify the need for in-depth diagnostic assessment if the situation warrants and to ensure that appropriate services are provided.

10. Merge the Chapter 1 Handicapped program (P.L. 89-313) into IDEA.

Although some states use a large portion of their 89-313 funds for specialized services, administrative time and dollars would be saved by having a single funding source for supplementary services for children with disabilities.

The NASDSE Board of Directors supports the following proposal to merge the Chapter 1 Handicapped program into IDEA: 30% of the FY 1993 appropriation for the Chapter 1 Handicapped program would be added to the Part H appropriation for Fiscal Years 1994-1996. Part H lead agencies would receive the amount awarded to the state in FY 1993 for children under three in the Chapter 1 Handicapped program. The remaining Part H funds would be distributed in accordance with the existing Part H formula. Beginning with FY 1994, all infants and toddlers with disabilities would be counted on the IDEA Part H child count. The Chapter 1 child count would be eliminated. At the state's discretion, these funds could be utilized in accordance with the Part H regulations. If such an option is selected, the Chapter 1 regulations would not apply. For FY 1997 and beyond, all Part H funds would be distributed according to the current Part H formula.

11. Refine the definition of assistive technology and develop a shared funding model among agencies and programs, e.g., Medicaid/HHS, for provision of assistive technology.

The definition of assistive technology needs clarification regarding what constitutes "personal devices," who owns the equipment, what qualifies as "need," and who is responsible for funding. For example, when a child transitions from Part H to Part B and beyond, the assistive technology device should move with the child. There is also a concern that the typical IEP team may not be qualified to make decisions regarding expensive technology. A possible solution might be a district or regional team with particular expertise in assistive devices.

Education agencies are currently being asked to assume financial responsibility for provision of costly assistive devices, even though the use of and need for these devices are not solely educational. Other agencies may avoid their financial responsibilities if the education agency continues to assume these costs. A funding model should be developed whereby agencies share these costs. Such a model must be carefully crafted to prevent children from losing benefits currently provided or from not receiving needed benefits due to interagency conflicts over funding.

12. **Give priority to projects funded with discretionary monies that develop cooperative service delivery, technical assistance, and personnel preparation models between regular and special education.**

Special education must ensure that it is at the table now and as the efforts to reform American education progress. If special education professionals do not assert themselves, our students will continue to be segregated and will not benefit from the exciting changes that are developing. Therefore, the Department of Education, through its discretionary grant projects, should seize every opportunity to foster links and remove the barriers between regular and special education. We cannot expect the regular education community to believe we are serious about reform unless there is tangible evidence in the form of solid data to support inclusion of students with disabilities. The discretionary grant programs are an excellent starting point.

13. **Replace the child count funding mechanism with a distribution system based on percentage of student population.**

The child count mechanism was developed at a time when data were not available to accurately estimate the number of students in need of special education services. People in the field argue that this funding approach encourages labeling, in essence creating a bounty system for securing added dollars.

NASDSE supports the move toward a neutral funding system that is based on more stable data, such as a flat percentage of total student enrollment or census count. These measures are less subject to manipulation and would deemphasize categorical classification.

14. **Develop a loan forgiveness program for students training in related services who complete a number of years of service in public education upon graduation.**

As was stated earlier (See #6 above) the shortage in related services personnel, including speech pathologists and occupational and physical therapists, must be addressed. Concerns center around recruitment of new students, as well as retention of those already in the field.

Many students are unaware of these professions as career options. Those same students are struggling to meet rising tuition costs. Through a loan forgiveness program, special education would develop a corps of new personnel, and students would be assured of employment upon graduation. The federal government has used this incentive system successfully in the past to attract teachers to public education. Loan forgiveness, in concert with other changes in training and certification, would help alleviate the current shortages.

15. **Amend the "general supervision" provision to require that other agencies, e.g., Health and Human Services, perform and provide payment for medically related services, while conforming to the procedural safeguards required under IDEA.**

In states lacking effective interagency agreements, the education agency finds itself bearing the responsibility for performance of and payment for related services. A statutory framework should be developed similar to the Part H model, requiring interagency participation and collaboration.

The law should clearly reflect interagency responsibility for both the provision and cost of special education and related services. Education, health, and social services are all suffering financial restraints. Shared responsibility would utilize expertise available in other agencies, spread the costs and personnel demands across agencies, and should ultimately result in a seamless system of wrap-around services for all students with disabilities.

16. **Eliminate eligibility labels, placing emphasis instead on the student's individual needs.**

Federal law emphasizes identification of a specific disability, rather than identification of the individual child's abilities and program needs. Special education should not be viewed as a "place," but rather as a system of strategies based on the functional needs of the child. It is essential that educators have a clear understanding of the various disability configurations; however, the disability label should not drive the program.

NASDSE would like to move from a strict categorical eligibility standard. The law should focus on the delivery of services necessary to meet each child's particular challenges, while ensuring that the procedural protections provided under IDEA are maintained.

17. **Clarify "maintenance of effort" and "non-supplanting" concepts as they relate to small school districts.**

Small school districts have, in some cases, found it difficult to apply the non-supplanting requirements. In reviewing OSEP policy letters, it appears that the terms

"non-supplanting" and "maintenance of effort" are used synonymously. However, in small school districts, the two may describe unique concepts. In fact, it is possible that small districts may comply with the non-supplanting requirement and still fail to maintain effort.

Allowing flexibility in these regulations would support the Department's interest in moving toward an outcomes-focused monitoring system. Emphasis should be placed on maintenance of quality and continuity in programming, rather than just examining the cost of services. In some instances basing maintenance of effort on an average of several previous years might alleviate this problem. In other cases, a programmatic variable will be necessary.

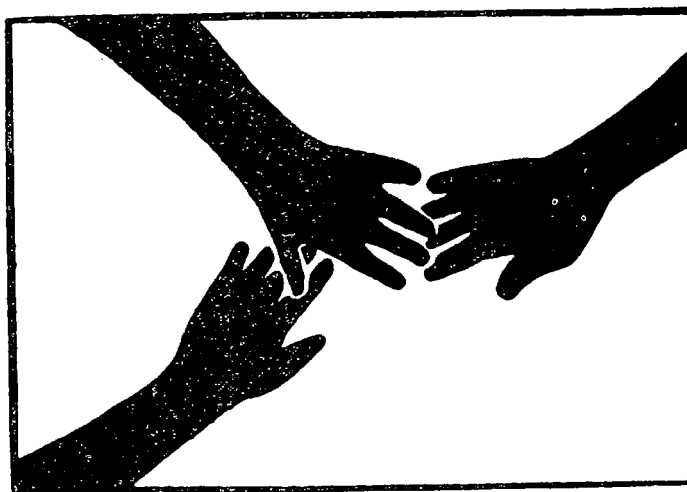
18. Include a utilization component in research projects funded with discretionary monies.

Many excellent research projects are funded each year by the Department of Education. However, people in the field are frustrated by the fact that it is difficult to practically access and apply the results of the research. Therefore, each project should be required to include strategies for access to and use of the information by policymakers, teachers, and administrators, with the primary focus on how that information can be used to improve outcomes for students.

PARTNERSHIPS FOR PROGRESS VI

Moving Together Toward The Year 2000

**A National Conference on
Integrated Systems for Serving Infants, Toddlers, and Preschoolers
with Special Needs and Their Families**



August 1 - August 3, 1993

**Hyatt Regency Crystal City
Arlington, Virginia**

**PHOTOCOPY
PRESERVATION**

Agenda for

Saturday, July 31, 1993

4:00 - 8:00pm MEETING ROOM FOR ICC PARENTS: NETWORKING & MAKE DINNER
PLANS FOR EVENING [Potomac III & IV]

8:00 - 9:30pm **ICC PARENTS MEETING AND SOCIAL** [*Potomac III - VI*]

Sunday, August 1, 1993

12:00 - 7:00pm REGISTRATION

9:00 - 5:00pm NETWORKING DAY

(Meeting times are indicated below; meetings are open to all participants. Individual meeting agendas will be disseminated at the start of the meetings.)

(10:00 - 5:00pm) • ICC Chairs [Regency A]

(10:00 - 5:00pm) • Part H Coordinators [Washington B]

(9:00 - 5:00pm) • 619 Coordinators & Head Start [Regency B]

(9:30 - 5:00pm) • ICC Parents [Regency E]

(3:00 - 5:00pm) • MCH/CSHCN Directors [Roosevelt]

(2:00 - 5:00pm) • Pediatricians: Community Access to Child Health (CATCH) Facilitators
[Boardroom]

(2:00 - 6:00pm) • Family Voices State Coordinators [Lincoln]

(Participants from other meetings are invited to meet with White House Health Care Reform Task Force Representatives from 5:00 - 6:00pm)

(1:00 - 5:00pm) • UAP EI Projects [Jefferson]

5:15 - 6:15pm **UPDATE ON PART H PROGRAM REVIEW PROCESS** *[Regency E & F]*
Presenters: OSEP Staff

6:15 - 7:30pm **SOCIAL** [*Foyer*]

NOTE: We have identified the names of presenters who are scheduled to appear in the sessions at the conference. These are subject to change. More information (e.g., affiliation and address) about presenters will be listed in the Presenters and Participants List

Monday, August 2, 1993

7:30 - 8:45am REGISTRATION, COFFEE/TEA

8:45 - 10:15am GREETINGS & INTRODUCTION [*Regency E & F*]

Presenter: Connie Garner, Executive Director of the Federal Interagency Coordinating Council (FICC)

PLENARY: Reforming Health and Care: The Politics of Making New Meanings

Presenter: Josef Reum, Deputy Director of the Local Initiatives Funding Partners Program, The George Washington University

10:15 - 10:45am BREAK

10:45 - 12:15pm CONCURRENT TOPICAL SESSIONS

These topics were developed from suggestions by prospective conference participants. They are intended to provide information and opportunities for discussion on topics of reform and collaboration. Select the one of most interest to you.

1. Health Care Reform: Family Voices [*Regency A*]

*Presenters: Julie Beckett
Polly Arango
Pat Hackett-Waters
Gail Johnson*

Facilitator: Ken Brockenbrough

This session is a follow-up to the plenary on health care reform. Family members of children with special health care needs representing a variety of geographical, cultural, and financial perspectives, will discuss health care reform and its implications for families of children with special needs. A short panel presentation (30 minutes) describing approaches taken to health care reform in 3-4 states will be followed by facilitated roundtable discussions on how children with special needs fit into these systems. As Family Voices has been interactive with the White House Task Force on Health Care Reform, specific topics will be addressed for participant input.

2. Health Care Reform: Financing and Service Delivery [*Regency B*]

*Presenters: Merle McPherson
Alan Kohrt
Richard Nelson*

Facilitator: Tom Coakley

This panel will provide a follow-up to the plenary on health care reform, emphasizing the community-based system as the context in which health care reform must be implemented. The panel will address policy, service delivery, and financing models to insure that young children, including infants and toddlers with special needs, receive appropriate community-based health services in conjunction with early intervention program.

NOTE: We have identified the names of presenters who are scheduled to appear in the sessions at the conference. These are subject to change. More information (e.g., affiliation and address) about presenters will be listed in the Presenters and Participants List

Monday, August 2, 1993 Continued

10:45 - 12:15pm

CONCURRENT SESSIONS CONTINUED

3. Standards and Surveys: Interdisciplinary Activities in Services for Children and Families [Regency C]

Presenters: Betsy Anderson
Betty Presler
Tom Vitaglione
Woodie Kessel

Facilitator: Lynne Kahn

This session will describe national activities in health programs related to early intervention and services for young children with special needs. Included are the results of two national surveys which describe (a) family participation in Title V maternal and child health programs, (b) the role of state maternal and child health programs in early intervention, as well as (c) national standards of nursing practice for early intervention, and (d) national guidelines for prevention and health promotion.

4. The Medical Home: The Link Between Primary Health Care and Early Intervention [Regency D]

Presenters: Margo Peter
Cal Sia
Ed Rushton

Facilitator: Jo Shackelford

This session will discuss models and strategies for (1) insuring access to health care for young children, including infants and toddlers with disabilities, and (2) coordinating health/medical services with education, and social service providers in early intervention. The medical home model and the Community Access to Child Health Program (CATCH) are based on the idea that decentralized community level approaches work because they allow communities to solve similar problems in different ways rather than prescribing the same program for all communities.

5. Integrating an Infant Mental Health Concept into Early Intervention: Identifying and Addressing Organizational Issues [Kennedy & Jefferson]

Presenters: Barbara Ivins
Mary Claire Heffron

Facilitator: Evelyn Shaw

This seminar will explore aspects of organizational and group process involved when changes are made in an existing service program. Particular attention will be given to what occurs when conceptual changes or new mission goals are introduced at the program level. Examples will be drawn from programs that have integrated infant mental health services into existing educational and medical programs for high risk infants and infants with developmental delays or disabilities.

NOTE: We have identified the names of presenters who are scheduled to appear in the sessions at the conference. These are subject to change. More information (e.g., affiliation and address) about presenters will be listed in the *Presenters and Participants List*

Monday, August 2, 1993 Continued

10:45 - 12:15pm

CONCURRENT SESSIONS CONTINUED

6. Integration of Allied Health and Related Service Personnel into Part H and Part B [Potomac V & VI]

Presenters: Barbara Hanft

Trish Isbell

Nancy Striffler

Facilitator: Ruth Ann Rasbold

One of the issues confronting states as they implement services for children with disabilities and their families involves the integration of allied health and related services personnel into their plans. Although the services of these personnel are mandated by IDEA (Individuals with Disabilities Education Act), planners must consider the similarities and differences in regulations, service delivery settings and models and the resulting variations in roles and functions for Part H and Part B allied health service providers. This session will focus on the allied health professions of physical therapy, occupational therapy and speech/language therapy but information will be generalizable to other related services such as social work, nursing, nutrition, etc.

7. Serving Children with HIV/AIDS [Regency E]

Presenters: David C. Harvey

Linda Jenstrom

Cornelia Haymond

Facilitator: Roxane Kaufmann

This session will provide perspectives on serving children birth through middle childhood with HIV/AIDS. Presenters include a policy analyst from the National Pediatric HIV Resource Centers, the Director of a local MCH Pediatric AIDS project and a grandmother. Information on current research findings and implications, and on services to families will be shared.

8. School Health for Children with Disabilities: A Vision for Comprehensive Services [Washington B]

Presenters: Elaine Holland

Robert St. Peter

Genie Wessel

Karen Crawley-Buckholtz

Facilitator: Connie Garner

This session will discuss cross-cutting perspectives on the infrastructure, supports, and linkages necessary for school health to be effective for children with disabilities. The panel will discuss (1) federal interagency initiatives; (2) medical/health needs of children with disabilities in schools; and, (3) health care reform efforts related to school health.

NOTE: We have identified the names of presenters who are scheduled to appear in the sessions at the conference. These are subject to change. More information (e.g., affiliation and address) about presenters will be listed in the *Presenters and Participants List*

Monday, August 2, 1993 Continued

10:45 - 12:15pm CONCURRENT SESSIONS CONTINUED

**9. Head Start's Role in Comprehensive Services to Children with Disabilities
[Washington A]**

Presenter: Jim O'Brien

Facilitator: Shelley Heekin

This session will provide a brief overview of the new Head Start Performance Standards on Disabilities Services which were published on January 21, 1993 as final regulations. The focus of the discussion will be on the implications of these regulations for building and supporting community partnerships which serve young children with disabilities and their families. The presenter is a representative of the Department of Health and Human Services' Head Start Bureau.

12:45 - 1:45pm LUNCH (on your own)

1:45 - 4:45pm CASE STUDY PRESENTATIONS on Statewide/Community-Based Service Systems

The following states, jurisdiction and communities responded to a call for case study proposals and were selected for presentation at the conference. Please select the one of most interest to you to extract ideas to help you with your work and collaborative activities at home.

1. Arkansas [Regency A]

Presenters: Nancy Church

Jackie Barentine

Betty Ogle

Nancy Holder

Nancy Yarbrough

Cindy Khoury

Facilitator: Betsy Ayankoya

The Early Intervention system (B-3) in Arkansas faces the challenges of developing a system in a rural state with a diverse population. Transportation is a major concern outside the Little Rock area. The systems vision includes a strong commitment to families and building services upon the strengths and resources of the families. The system also has a strong commitment to encourage stable family life for children to enhance the development of children who have a developmental delay, disability, or who are at risk of becoming delayed or disabled; and to enable and empower families. Interagency efforts not only include the major human services agencies but also Institutes of Higher Education. Parents are an integral part of the EI system and are hired as staff members in the Children's Medical Service. Noteworthy strategies to finance the system include reallocation of funds, joint interagency funding, creation of flexible funding, and legislative initiatives.

NOTE: Refreshment break available in the Regency Foyer from 3:00 - 4:00pm

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Monday, August 2, 1993 Continued

1:45 - 4:45pm

CASE STUDY PRESENTATIONS CONTINUED

2. Project ECHO, Canon City, Colorado [Regency B]

Presenters: Pamela Walker
 Stacey Gray
 Katherine Bair
 Debbie Smith

Facilitator: Joicey Hurth

Project ECHO serves children (0-5) in Fremont County, Colorado. The county is the size of Rhode Island with a low income, working poor population of 32,000. The main employer for the area is the prison system (seven state prisons and one federal prison). The ECHO Interagency Council has placed emphasis on prevention and family support services for all children under five. Unique aspects of ECHO are the non-traditional approaches to awareness that the Project uses. These include home visiting, newsletters and The Denver Child Health Passport. ECHO is also developing a new approach to service coordination. Eventually, the ECHO Family Center will provide "one stop service" for families. This will be accomplished through the interagency efforts now underway. The plans include a housing development and permanent site for the Family Center.

3. Guam [Regency C]

Presenters: Faye E. Mata
 Lauretta Sotto

Facilitator: Dotty Kelly

Guam, located in the Pacific Rim, is a beautiful island inhabited by a diverse population which includes native islanders (Chamorros), Filipinos, Japanese, Chinese, Koreans, Micronesians, and persons from the U.S. Mainland. Guam has developed an early intervention system for children 0-5 that is family-centered and culturally-appropriate. Because of Guam's size and isolation, children and families in the early intervention program often have to go off-island for medical treatment. While Guam offers year-round summer weather, beautiful beaches and sunsets and its salaries are comparable to those in the Mainland, housing, household goods, food, and utilities are very expensive. Challenges to the system include finding innovative ways of providing comprehensive services in this diverse culture and dealing with personnel shortages.

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Monday, August 2, 1993 Continued

1:45 - 4:45pm

CASE STUDY PRESENTATIONS CONTINUED

4. Michigan - Part H [Regency D]

Presenters: Joan Blough and Team

Facilitator: Evelyn Hausslein

The State of Michigan is comprised of one major urban area, 8 middle sized cities and 70 rural counties, and is the 7th most populous state. The state is divided into two peninsulas, with 40% of all agencies and services for children birth to 3 located in the Detroit metropolitan area. The interagency agreement articulates a strong mutual commitment to promote health, well-being and developmental competence of children and to support and create a comprehensive integrated early intervention system. The state has developed a technical assistance system which has 5 regional sites, 4 state-wide components and 57 local interagency councils.

5. School District of Independence, Missouri [Regency E]

Presenters: James Caccamo

Robert Watkins

Facilitator: Paula Goff

Independence School District, located in the Greater Kansas City Metro area (Jackson county), serves a suburban community with a population of approximately 100,000. Five percent of the population is minority and 41% is low income. The district has developed an array of services for the birth to eight population called the Schools of the 21st Century Family of Services. These services include, but are not limited to, Parents as Teachers, Head Start, Even Start, Early Childhood Special Education and child care programs. The goal is to insure that five-year old children come to the schoolhouse door in good health, with adequate nutrition, with strong family attitudes toward education and with a vision of and hope for success. Beginning in 1976, the district has developed coordinated interagency efforts with a number of service providers in Jackson county. A blending of local, state, federal and private monies support the efforts of the district to serve families.

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Monday, August 2, 1993 Continued

1:45 - 4:45pm

CASE STUDY PRESENTATIONS CONTINUED

6. Eastern Montana [Regency F]

Presenters: Rick Thompson

Terry McAnally

Facilitator: Deborah Perry

Montana encompasses seven Native American Indian reservations which are home to eleven separate tribal populations. Glasgow is a small, rural community surrounded by the Ft. Peck Reservation. Travel to and from the area is often inhibited by adverse weather conditions and distance. In response to the most visible need among the people living in the area, a coalition of area human service professionals and parents have formed the Fetal Alcohol Syndrome (FAS/FAE) Task Force. The mission of the group is to promote educational, preventive and direct-to-the family services which decrease the occurrence of FAS/FAE and increase the potentials of children born with FAS/FAE. Hi-Line Home Programs, early intervention agency in Glasgow, serve the needs of children with disabilities, birth-3, in a seven county area. Many of the children live in foster placements. Services for Native American families is built on trust relationships with tribal leaders and their constituencies. Agencies work at finding and funding ways to incorporate tribal members as participants of the service delivery team. Coordinating compliance to Part H law and cultural expectations continues to present challenges to an evolving system.

7. Early Childhood Resource Network [County Collaborative Group (CCG)], Toledo, Ohio [Kennedy & Jefferson]

Presenters: Diane Frazee

Linda Hasecke

Joni Dehne

Deb Armstead

Facilitator: Tal Black

Lucas County is an urban/suburban/rural county with high unemployment and the highest teen pregnancy rate in the state. Minorities (Black, Hispanic, and Asian) represent one-third the population in the urban area of Toledo. The CCG represents approximately 100 agencies who serve children and twenty-two parents who have experienced early intervention. The target population is birth-three who have or are at-risk of developing developmental delays. The system uses unique sites for child find (for example, screenings held at the Zoo on family day), common IFSP forms and parent mentors. There is a specific project within the system that targets inner city teens and their families. Consumer involvement is present throughout all stages of the county system, including evaluation. The CCG highlights the strong involvement of families as the "number one strength of the collaborative effort". Another strength of the CCG is the level of commitment of all the agencies.

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Monday, August 2, 1993 Continued

1:45 - 4:45pm

CASE STUDY PRESENTATIONS CONTINUED

8. Rhode Island [Washington B]

Presenters: Ron Caldarone

Ruth Schennum

Linda Bryan

Facilitator: Joan Danaher

Rhode Island has developed a statewide system of services for birth-three that includes universal screening for all live births. The mission of the system is to support interagency collaboration in the development and implementation of community-based, family centered services. Advocacy efforts have focused on increasing access to quality services for young children and their families. The system operates through regional interagency review committees composed of multiple agencies, families and parent consultants. Parent consultants are paid with Part H funds and have responsibilities at both the state and regional levels. Their duties include training new early intervention staff, review of policy and recommendations, parent-to-parent training, advocacy, liaising with EI staff, membership on quality assurance teams and interagency review systems. Efforts to serve hard-to-reach populations have been made through community satellite facilities.

9. South Carolina [Potomac V & VI]

Presenters: Nancy Fire

Linda Price

Ray Wade

Bob McRae

Elizabeth Kilbourne

Melanie Chandler

Facilitator: Don Kates

The state of South Carolina is a rural Southern state which has undergone considerable hardship within the last five years. The devastation of Hurricane Hugo accompanied by an economic downturn, the state is dealing with large deficits and decreasing revenues. The state has a large number of Medicaid recipients and has had the second highest infant mortality rate in the US. Despite this, the State is committed to serving children and families by adopting Early Intervention legislation and endorsing BabyNet, the early intervention program for children birth-three. Innovations in systems development have reduced the infant mortality rate. A new system of providing multi-disciplinary arena assessments of children and families in local communities has been designed and implemented in some areas of the state. In order to meet the intervention needs of the population, South Carolina is developing cost effective strategies that will maximize the available therapists. Some of these strategies are the use of consultative models, parent training, use of paraprofessionals and cross-training of early interventionists.

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Monday, August 2, 1993 Continued

1:45 - 4:45pm CASE STUDY PRESENTATIONS CONTINUED

10. Avance - Family Support and Education Program, San Antonio, Texas [Washington A]

Presenters: Gloria Rodriguez
Delia Barrientos

Facilitator: Luzanne Pierce

Located in the Westside, Southside and Eastside in public housing projects, community centers and neighborhoods in San Antonio, Houston and the Lower Rio Grande Valley, Avance teaches families with children 0-5 the value of education and the role of the parent as the child's first teacher. The focus of Avance is community-based intervention which is family-centered, preventive, comprehensive and continuous through integration and collaboration of services. The target population is predominantly Hispanic and African-American families who live in economic poverty and participate in public assistance programs. Avance is funded through a variety of public/private partnerships which include United Way, Local City Government funds, federal grants and National foundation monies.

NOTE: Refreshment break available in the Regency Foyer from 3:00 - 4:00pm

4:45 - 6:30pm RECEPTION

Tuesday, August 3, 1993

8:00 - 9:00am COFFEE/TEA

9:00 - 10:00am PLENARY *[Regency E & F]* Reform and Improvement of Services to Young Children

Presenter: William Galston
Domestic Policy Council
The White House

Enhancing the Lives of Young Children with Disabilities and Their Families: A Prelude to the Reauthorization of the Individuals with Disabilities Education Act (IDEA)

Presenter: The Honorable Major Owens, New York
Chairman of the Subcommittee on Select Education and Civil Rights
U.S. House of Representatives

10:00 - 10:30am BREAK

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Tuesday, August 3, 1993 Continued

10:30 - 12:15pm

CONCURRENT FOCUS GROUP SESSIONS

Participants will have an opportunity to provide input/suggestions for improving the IDEA through facilitated topical group meetings. A short post-conference synopsis of each topic will be compiled and shared with conference participants. The following 16 topics for discussion were suggested by prospective conference participants. Select the one of most interest to you.

1. Financing Alternatives [Regency A]
2. Services to Native Americans [Potomac II]
3. Assistive Technology [Regency C]
4. Service Delivery Across Agencies [Potomac VI]
5. Service Coordination & IFSPs 0-5 [Regency E]
6. Transitions [Regency F]
7. Chapter I Issues [Potomac I]
8. LRE/Inclusion [Regency B]
9. Cultural Diversity [Fairfax]
10. Serving At-Risk [Prince William]
11. Interagency Collaboration FICC/ICC [Potomac V]
12. Personnel [Regency D]
13. Medical/Health Services [Washington B]
14. Needs of Military Families [Roosevelt]
15. 12 Month Services [Lincoln]
16. Extended School Year [Jefferson]

12:15 - 1:30pm

LUNCH (on your own)

1:30 - 4:00pm

FICC MEETING [Regency E & F]

The newly constituted Federal Interagency Coordinating Council (FICC) will convene its first meeting chaired by Howard Moses, Deputy Assistant Secretary of OSERS. Opening remarks will be provided by Secretary Riley of the U.S. Department of Education. Participants at the Partnerships Conference are cordially invited to attend (see attached agenda).

CLOSING: FINAL ANNOUNCEMENTS, EVALUATION OF CONFERENCE, AND ADJOURNMENT

Presenter: Connie Garner

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Federal Interagency Coordinating Council

Agenda for Tuesday, August 3, 1993

10:30 - 12:00 Orientation Meeting for the Members of the
Federal Interagency Coordinating Council
(Location: Washington A)

FICC Meeting 1:30 - 4:00 p.m.

1:30 - 2:00 Opening Greetings:
Richard W. Riley, Secretary of Education

2:00 - 2:10 Opening comments:
Howard Moses, Deputy Assistant
Secretary for Special Education and
Rehabilitative Services

2:10 - 2:30 FICC Member and Staff Introductions

2:30 - 3:30 Keynote Address:

"What Congress Expects of You"
Bobby Silverstein, Esq.
Senate Subcommittee on Disability

"The Importance of Collaboration:
The Parent Perspective"
Sandra Jones
Marisa Brown

3:30 - 3:50 Synthesis of Reauthorization Issues:
Feedback from the conference participants

3:50 - 4:00 Adjournment of the FICC Meeting
Conclusion of the Partnerships Meeting

Agenda for Wednesday, August 4, 1993

**FICC Continued - Day 2
(Location: Washington A)**

9 - 10:00 Review of recommendations from the
 non-statutory FICC

Merle McPherson, MCH
Shirley Kramer, Parent

10:00 - 10:45 Logistical Considerations

1. Calendar Planning
2. Meeting Format
3. Internal/External Communications
 - a. Distribution of Public Comments

10:45 - 11:00 Break

11:00 - 12:30 Review of the Mission Statement
 Review of the Proposed Subcommittee Structure

12:30 Adjournment

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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.

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Bobbi Stettner-Eaton is serving on the FICC as the Federal 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 related to screening, evaluation and assessment of young children with disabilities.

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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.

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William McLaughlin is the Acting Deputy Director of the National Institute on Disability and Rehabilitation Research within the U.S. Department of Education. He has taught high school; been Director of secondary curriculum; served as President of the California Council for the Social Studies; and, served as an assistant school superintendent. His various leadership positions in U.S. Department of Education include serving in the regional offices and as Assistant Inspector General for Policy, Planning, and Management Services before assuming his present position.

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Merle McPherson is currently the Director of the Division of Services for Children with Special Health Needs, of the Bureau of Maternal and Child Health and Resource Development.

Page 3 - FICC Membership List

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.

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John Pride is currently the Special Assistant to the Commissioner of the Administration on Developmental Disabilities, U.S. Department of Health and Human Services. Prior to assuming this position, he was a Deputy Associate Commissioner with the Administration for Children, Youth, and Families. John Pride has been a Federal employee for 26 years; working primarily with programs for youth and persons with disabilities.

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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.

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Page 5 - FICC Membership List

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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.

Page 9 - FICC Membership List

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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.

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. He is the author of two books: Regulating Early Intervention: Annotation and Analysis of Part H and a co-author of Family-Centered Early Intervention with Infants and toddlers: Innovative Cross-Disciplinary Approaches.

Representatives from State Part H Lead Agencies:

Audrey Witzman, Ph.D.
Early Childhood Programs
Illinois State Board of Education
100 North First Street, S-100
Springfield IL 62777-0001
(217) 524-0203
FAX (217) 782-0372

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.

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

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.

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.

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

Ramon C. Cortines
Assistant Secretary
U.S. Department of Education
Office of Intergovernmental and Interagency Affairs
Room 4155, FOB-6
400 Maryland Avenue, S.W.
Washington D.C. 20202
(202) 401-3022
FAX (202) 401-3040

Ramon Cortines is the Assistant Secretary, Designee, Office of Intergovernmental and Interagency Affairs at the U.S. Department of Education. Prior to his new position, he served as superintendent of schools in San Francisco, California. He also has taught at the elementary, middle, and senior high school levels and has served as assistant superintendent, principal, and administrative director of several school districts around the country.

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.

Page 12 - FICC Membership List

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.

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 Primary and Secondary Education at the U.S. Department of Education. Prior to joining the Department, he taught first and secondary education and spent the last twenty years as superintendent of four different 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.

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.

FICC Staff Contact:

Connie Garner
Executive Director
Federal Interagency Coordinating Council
U.S. Department of Education
Office of Special Education and Rehabilitative Services
330 C. Street, S.W. Room 4613
Washington, D.C. 20202
Phone: (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 at the National Center for Clinical Infant Programs,
Zero To Three
2000 14th Street North, Suite 380
Arlington, Virginia 22201-2500
Phone: (703) 528-4300
Fax: (703) 528-6848

Carol Berman is 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 development of state and community systems of services for infants and toddlers with, or at risk for disabilities or developmental delay, and their families. She also currently manages a subcontract to provide technical assistance for the National Early Childhood Technical Assistance System (NEC*TAS).

PUBLIC COMMENT

If you wish to publicly comment regarding any early childhood issue of interest to the FICC, or in response to the August FICC meeting, please submit your written comments in the space provided. Specific thoughts and/or suggestions regarding the structure and function of the FICC would be appreciated. Please leave or forward your comment sheet with the contact person listed below.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Please return comments to Connie Garner, FICC Executive Director,
Switzer Bldg., Rm.4613, Wash., D.C. 20202-2644, FAX (202) 205-8971.**

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.

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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.

LINKS LETTER



BRINGING TOGETHER RESOURCES FOR DEVELOPMENTALLY VULNERABLE CHILDREN

MAY 1993

CONTENTS

- 1 *What LINKS is, what it's doing and who participates in it*
- 5 *MEMBERS' CORNER*
 - NAYEC
- 6 *SUCCESSLINKS:*
 - *Vermont agencies, advocates and families unite to create a community-based system of child development and family support.*
 - *In Pennsylvania, a public-private partnership works to improve program quality.*
- 9 *POLICY UPDATE*
- 9 *RESOURCES: Programs, publications, data and conferences*

SPECIAL INSERTS

- 1 *Worksheet on community resources for child and family development*
- 2 *Questionnaire—Please complete and return it!*

LINKS—Linking Networks for Kids

Fourteen national early childhood organizations have united to form LINKS, a national consortium to promote comprehensive services and supports for developmentally vulnerable young children and their families. LINKS stands for Linking Networks for Kids.

The new alliance grows out of members' concern about the increasing number of children and families living in poverty, who may experience poor nutrition, inadequate health care and other impediments to healthy growth and development.

Each LINKS member plays a role in promoting optimal child and family development and preventing serious developmental harm to children. We believe that early childhood providers, advocates, policymakers and families must work together to overcome lack of knowledge, categorical funding, turf issues and other barriers to the delivery of critical services and supports to children and families.

LINKS' GOALS

- To build a commitment throughout the early childhood community to work together to promote comprehensive developmental services and supports for young children and their families.
- To increase knowledge, awareness and availability of critical programs and resources among families, service providers and others who work with young children.
- To identify and disseminate successful strategies for using those programs and resources.
- To inform government administrators, planners and policymakers and promote policy changes at the federal, state and community levels.

WHAT LINKS IS DOING NOW

We are 1) holding monthly meetings in Washington DC, where representatives of member organizations share information, ideas and strate-

Continued on page 2

Special Insert

LINKS QUESTIONNAIRE

If you think LINKS is a good idea, please help us evaluate our newsletter and plan for future issues.

1. I am a(n) (check all that apply):

- ☐ parent ☐ advocate ☐ provider of services
☐ other _____

Working for or with a:

- ☐ state ☐ county ☐ local
☐ national or federal
☐ nonprofit ☐ for-profit
☐ other _____

Organization or agency (name if you wish): _____

2. I have regular contact with the following groups serving young children in my community (check all that apply):

- ☐ Head Start Preschool Programs
☐ Head Start Parent Child Centers
☐ Public school four-year-old programs
☐ Public school preschool special education programs
☐ Publicly funded child care centers
☐ Private for-profit or nonprofit child care centers
☐ Family child care providers
☐ Child Care Resource and Referral Agencies
☐ Family support programs (settlement house, neighborhood drop-in center, etc.)
☐ Other _____

3. I am aware of the following services in my community that could benefit young children and their families (check all with which you are familiar):

PUBLIC AGENCY RESOURCES

Health Department Programs

- ☐ prevention programs (lead screening, substance abuse, etc.)
☐ WIC—nutrition for low income, pregnant women, infants and children
☐ EPSDT—preventive health for low income children
☐ other _____

Mental Health Programs

- ☐ child, family, youth services
☐ preventive screening and evaluation services
☐ other _____

Social Service Programs

- ☐ child care services
☐ child protective services
☐ public assistance (AFDC, Medicaid, SSI, Food Stamps)
☐ other _____

Public School Programs

- ☐ child find / developmental screening
☐ parent resource center
☐ office of special education
☐ child nutrition (breakfast, lunch, snacks)
☐ teen parent programs (school-based clinics)
☐ other _____

COLLEGES AND UNIVERSITIES

- ☐ model programs in local communities
☐ early childhood in-service training programs
☐ student internship programs
☐ other _____

PRIVATE SECTOR SERVICES AND ADVOCACY FOR YOUNG CHILDREN AND FAMILIES

- ☐ Associations of family child care providers
☐ Child Care Resource and Referral Agencies
☐ American Academy of Pediatrics (local chapters)
☐ Healthy Mothers / Health Babies Coalitions

Local chapters or affiliates of:

- ☐ The National Association for the Education of Young Children
☐ The Division for Early Childhood of the Council for Exceptional Children
☐ The National Black Child Development Institute
☐ The Children's Defense Fund
☐ The Child Welfare League of America, Inc.
☐ The Family Resource Coalition
☐ The National Association for Family Day Care
☐ The National Association of Child Care Resource and Referral Agencies

PRIVATE CHARITY ORGANIZATIONS:

- ☐ United Way
☐ Red Cross
☐ March of Dimes
☐ Religious-affiliated services / programs
☐ other _____

BUSINESS AND CIVIC GROUPS

- ☐ Chamber of Commerce
☐ Kiwanis
☐ Junior League
☐ League of Women Voters
☐ other _____

FOUNDATIONS, TRUSTS, PHILANTHROPIES

List those with which you are familiar

Please complete the other side, fold, stamp and mail.

4. Issue #1 of LINKSLETTER is (check one):

- ☐ very useful
☐ useful
☐ not useful

5. The sections I found most useful were (check all that apply):

- ☐ SUCCESSLINKS ☐ Members' Corner
☐ Announcements ☐ Resources
☐ Policy Update
☐ Special Technical Assistance Insert

6. In future issues I would like more information about the following resources (programs/services/organizations) listed in question number 3. Please list:

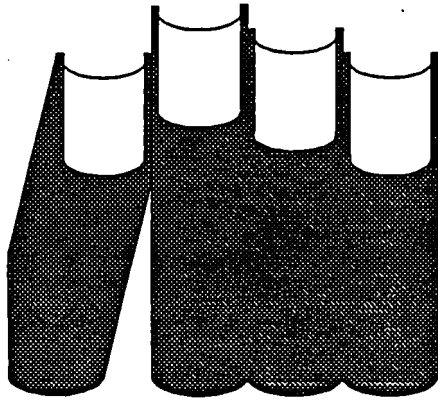
Any additional comments you wish to offer:

Please fold here and below, with your answers inside, then tape closed (no staples!), stamp and mail.

Second fold here.

First-Class
Stamp

LINKS at the Bazelon Center
1101 Fifteenth Street NW, Suite 1212
Washington DC 20005-5002



Resources from the National Early Childhood Technical Assistance System



NEC-TAS

Frank Porter Graham Child Development Center
500 NationsBank Plaza
137 E. Franklin Street
Chapel Hill, NC 27514
(919) 962-2001
TDD: (919) 966-4041
Fax: (919) 966-7463
SpecialNet: FPGCENTER

This resource list includes publications developed under the NEC*TAS contracts, as well as selected materials produced by the former technical assistance programs TADS, START, and WESTAR. The list is organized by seven topic areas:

- Cultural Competence, Diversity, and Special Populations
- Evaluation
- IDEA and EEPD
- Public Awareness
- Services to Children and Families
- State and Local Planning
- Technical Assistance and Training

For each publication, the author(s), publication date, length, and publisher are listed. Below this are the ERIC order number (as applicable) and the source(s) from which the publication can be acquired.

NEC*TAS is a collaborative system funded through the Office of Special Education Programs (OSEP) of the U.S. Department of Education (contract number HS-91-01-1001). NEC*TAS goals are to assist state agencies in developing and implementing comprehensive services for young children, birth through age 8 years, with special needs and their families and to assist projects in the Early Education Program for Children with Disabilities (EEPCD). NEC*TAS consists of the Coordinating Office, at the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill, and five collaborating organizations:

- Federation for Children with Special Needs;
- Georgetown University Child Development Center;
- Hawaii University Affiliated Program, University of Hawaii at Manoa;
- National Association of State Directors of Special Education (NASDSE); and
- ZERO TO THREE/National Center for Clinical Infant Programs (NCCIP).

These organizations also publish under their own auspices; you may wish to contact them for their respective product lists.

Please contact the Information Unit at the Coordinating Office in Chapel Hill for information about NEC*TAS and our current and future publications.

Order Information

The address and phone number are listed below for each of the vendors given as a source in the following resource list. Please contact them for price and ordering information. When ordering from NCRTM and Pro-Ed, be sure to include their order number. When ordering from ERIC, include both the order number and document length.

ACCH

Association for the Care of Children's Health
7910 Woodmont Avenue, Suite 300
Bethesda, MD 20814
(301) 654-6549

DEC

Division of Early Childhood
Council for Exceptional Children
Attention: Accounting
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

ERIC

ERIC Document Reproduction Service
CBIS Federal, Inc.
7420 Fullerton Square, Suite 110
Newington, VA 22153-2836
(800) 443-3742

NEC*TAS

National Early Child Technical
Assistance System
Suite 500 NationsBank Plaza
137 E. Franklin Street
Chapel Hill, NC 27514
(919) 962-2001

NCRTM

National Clearinghouse for Rehabilitation
Training Materials — Special Education
115 USDA Building
Oklahoma State University
Stillwater, OK 74078
(405) 624-7650

PACER

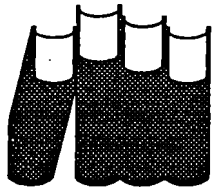
PACER Center, Inc.
4826 Chicago Avenue, South
Minneapolis, MN 55417
(612) 827-2966

Pro-Ed

Pro-Ed
8700 Shoal Creek Boulevard
Austin, TX 78758
(512) 451-3246

ZERO TO THREE

ZERO TO THREE/National Center for
Clinical Infant Programs (NCCIP)
P.O. Box 96529
Washington, DC 20090-6529
(800) 544-0155



Cultural Competence • Diversity • Special Populations

Cultural competence in screening and assessment: Implications for services to young children with special needs ages birth through five.

Anderson, M., & Goldberg, P.
NEC*TAS & PACER: Topical Paper (1991). 30 pp.
ERIC No: Pending
Source: PACER

Demographics and cultural diversity in the 1990s: Implications for services to young children with special needs.

Edmunds, P., Martinson, S.A., & Goldberg, P.
NEC*TAS & PACER: Topical Paper (1990). 16 pp.
ERIC No: ED 325 565
Source: PACER & ERIC

Planning for a culturally sensitive program.

Cooper, J.
TADS: TADScript No. 3 (1981). 24 pp.
ERIC No: ED 222 006
Source: ERIC

Planning services for young handicapped American Indian and Alaska native children.

Johnson, N., Ramirez, B., Trohanis, P., & Walker, J. (Eds.)
TADS: Series Paper No. (1980). 208 pp.
ERIC No: ED 210 859
Source: ERIC & NCRTM (Order No. SE 6)

Preparing personnel for pluralism.

Brockenbrough, K.
NEC*TAS: NEC*TAS Notes #1 (1991). 8 pp.
ERIC No: ED 347 770
Source: NEC*TAS & ERIC

Program strategies for cultural diversity.

Jackson, E., & Karp, J. (Eds.)
TADS/WESTAR: Proceedings of the Minority Leadership Workshop (1980). 82 pp.
ERIC No: ED 209 796
Source: ERIC

Serving preschool handicapped children of various cultures: An annotated bibliography.

Hicks, J. (Ed.)
TADS: TADScript No. 6 (1982). 28 pp.
ERIC No: ED 224 226
Source: ERIC

Serving young handicapped children in rural America.

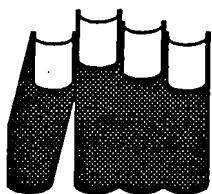
Black, T., Gilderman, D., Jackson, J., & Woodard, M.
TADS: Series No. 4 (1980). 112 pp.
ERIC No: ED 211 302
Source: ERIC

Some notes from the Part H and Section 619 IDEA sharing meeting on serving young Indian children.

[No author].
NEC*TAS: Meeting report (1991). 27 pp.
ERIC: N/A
Source: NEC*TAS

Young black exceptional child: Providing programs and services.

Jackson, E. (Ed.)
TADS: Series No. 3 (1980). 179 pp.
ERIC No: ED 204 919
Source: ERIC & NCRTM (Order No. SE 3)



Evaluation

Assessing interagency coordination through process evaluation.

Magrab, P., Flynn, C., & Pelosi, J.
START: Monograph (1985). 65 pp.
ERIC No: ED 266 581
Source: ERIC

Common outreach indicators.

Casto, G.
TADS: Outreach Series Paper #1 (1985). 12 pp.
ERIC No: ED 264 693
Source: NEC*TAS & ERIC

Evaluating interagency collaborations.

McLaughlin, J., & Covert, R.
TADS: State Series Paper No. 2 (1984). 18 pp.
ERIC No: ED 255 022
Source: NEC*TAS & ERIC

Guidelines and criteria for constructing questionnaires. (ERIC title: Constructing questionnaires for early childhood special education programs).

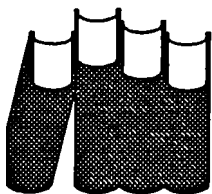
Covert, R., & Suarez, T.
TADS: TADScript No. 7 (1982). 57 pp.
ERIC No: ED 229 932
Source: ERIC

NEC*TAS outcome/impact study: Case studies.

RMC Research Corporation.
NEC*TAS: Report (1991). 129 pp.
ERIC: N/A
Source: NEC*TAS

A stakeholder analysis of the outcomes of NEC*TAS technical assistance.

Suarez, T. M., Montgomery, D.L., Danin, S. T., & Gottovi, N. C.
NEC*TAS: Report (1991). 12 pp.
ERIC: N/A



IDEA and EEPD

A brief introduction to P.L. 102-119 of the Individuals with Disabilities Education Act (IDEA) (formerly P.L. 99-457): A national agenda for young special needs children.

Trohanis, P.
NEC*TAS: Report (1993). 13 pp.
ERIC: N/A
Source: NEC*TAS

1991-92 Directory of selected early childhood programs.

Decker, M. (Ed.)
NEC*TAS: Directory (1992). 354 pp.
ERIC No: ED 345 436
(Previous editions are available from ERIC)
Source: NEC*TAS & ERIC
(Note: The 1992-93 edition is scheduled for publication during summer 1993)

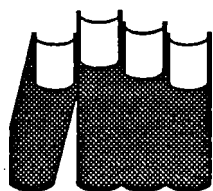
IDEA and EEPD, *continued*

Early Education Program sharing document: Current project resources, 1990-91.

Hurth, J., Tollerton, D., & Isbell, T.
NEC*TAS: Report (1991, February). 132 pp.
ERIC No: ED 341 185
Source: NEC*TAS & ERIC

The outreach catalogue: Programs that make a difference for young children with disabilities and their families.

Danaher, J., & Guadagno, N.
NEC*TAS: Report (1993). 103 pp.
ERIC No: Pending
Source: NEC*TAS



Public Awareness and Dissemination

Affecting state legislation for handicapped preschoolers.

Smith, B.
TADS: State Series Paper No. 2 (1983). 16 pp.
ERIC: N/A
Source: NEC*TAS

Communicating with primary referral sources: A synthesis report.

Berman, C., & Melner, J.
NEC*TAS: Synthesis Report (1992). 44 pp.
ERIC No: ED 349 754
Source: NEC*TAS & ERIC

Planning for dissemination.

Loucks, S.
TADS: Monograph No. 1 (1983). 28 pp.
ERIC No: ED 229 839
Source: NEC*TAS & ERIC

Print.

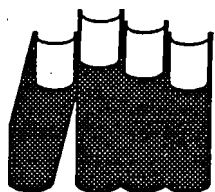
Assael, D., & Trohanis, P.
TADS: Outreach Series Paper No. 1 (1983). 44 pp.
ERIC No: ED 231 348
Source: ERIC

Process to product.

Harrison, E., & Mirkes, D. (Eds.).
WESTAR: Monograph (1982). 166 pp.
ERIC No: ED 217 617
Source: ERIC

Resource list of selected video materials.

Beach, M., Decker, M., & Holt, M. (Eds.)
NEC*TAS: Bibliography (1991). 24 pp.
ERIC: N/A
Source: NEC*TAS



Services to Children and Families

Assessment of child progress.

Danaher, J. (Ed.)

TADS: Monograph No. 2 (1985). 61 pp.

ERIC: ED 260 545

Source: NEC*TAS & ERIC

Benefits of early intervention for special children.

Bailey, P., & Trohanis, P.

TADS: TADScript No. 5 (1982). 83 pp.

ERIC: ED 222 008

Source: ERIC

Case management resource collection.

Ohlson, T., Hurth, J., & Hausslein, E.

NEC*TAS: Resource packet (1991). 240 pp.

ERIC No.: N/A

Source: NEC*TAS

Curricula for high-risk handicapped infants.

Anderson, J. (Ed.)

TADS: Monograph (1982). 74 pp.

ERIC No.: ED 229 933

Source: NEC*TAS & ERIC

Finding and educating high-risk and handicapped infants.

Ramey, C. & Trohanis, P. (Eds.)

TADS: First Chance Series (1982). 279 pp.

ERIC: N/A

Source: Pro-Ed (Order No. 1230).

Gathering information from parents.

Vandiviere P., & Bailey, P.

TADS: TADScript No. 2 (1981). 28 pp.

ERIC No: ED 222 005

Source: ERIC

Guide to measures of social support and family behaviors.

Dunst, C., & Trivette, C.

TADS: Monograph (1985). 38 pp.

ERIC No: ED 267 558

Source: NEC*TAS & ERIC

Guidelines and recommended practices for the individualized family service plan (IFSP) (2d ed.).

Johnson, B, McGonigel, M., & Kaufman, R.
(Eds.)

NEC*TAS & ACCH: Monograph (2d ed. 1991).
220 pp.

ERIC No: ED 336 907

Source: ACCH & ERIC

Health care/education relationship.

Gilderman, D., Taylor-Hershel, D., Prestridge,
S., & Anderson, J. (Eds.)

TADS/WESTAR: Proceedings of HCEEP
Topical Workshop (1981). 26 pp.

ERIC No: ED 215 486

Source: NEC*TAS & ERIC

Informed clinical opinion.

Biro, P., Daulton, D., & Szanton, E. (in
consultation with C. Garner)

NEC*TAS: NEC*TAS Notes #4 (1991). 4 pp.

ERIC No: ED 347 771

Source: NEC*TAS & ERIC

Issues in neonatal care.

Waldstein, A., Gilderman, D., Taylor-Hershel,
P., Prestridge, S., & Anderson, J. (Eds.)

TADS/WESTAR: Book (1982). 157 pp.

ERIC No: ED 224 588

Source: ERIC

Services to Children and Families, *continued*

Least restrictive environment for infants, toddlers, and preschoolers.

Heekin, S., et al.
NEC*TAS: Resource packet (1991).
ERIC: N/A
Source: NEC*TAS

Mainstreaming in early education.

Anderson, J., & Black, T. (Eds.)
TADS: Monograph No. 2 (1983). 91 pp.
ERIC No: ED 255 021
Source: NEC*TAS & ERIC

Microcomputers for early childhood special education.

Hurth, J.
TADS: Monograph No. 2 (1985). 48 pp.
ERIC No: ED 267 559
Source: ERIC

Planning programs for infants.

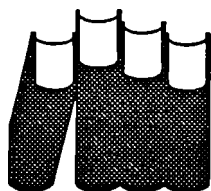
Woodruff, G., et al.
TADS: State Series Paper No. 2 (1985). 24 pp.
ERIC No: ED 266 573
Source: ERIC

Promoting health through Part H.

Fenichel, E., et al.
NEC*TAS & NCCIP: Topical paper (1991). 50 pp.
ERIC No: ED 340 179
Source: ZERO TO THREE & ERIC

Resource guide on children with chronic illness.

Shackelford, J.
NEC*TAS: Bibliography (1991). 50 pp.
Source: NEC*TAS



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Bruder, M., & McCollum, J.
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ERIC No: ED 340 171
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Source: NEC*TAS

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Source: ERIC

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NEC*TAS: Information packet (1990). 264 pp.
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Source: NEC*TAS

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Woodard, M., Cooper, J., & Trohanis, P. (Eds.)
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ERIC No: ED 222 009
Source: NEC*TAS & ERIC

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Trohanis, P.
TADS: State Series Paper No. 1 (1985). 23 pp.
ERIC No: ED 264 694
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Williams, S., & Kates, D.
NEC*TAS: Workbook (1991). 156 pp.
ERIC No: ED 347 773
Source: NEC*TAS & ERIC

Outreach and states working together.

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TADS: Outreach Series Paper No. 2 (1985). 13 pp.
ERIC No: ED 266 572
Source: NEC*TAS & ERIC

Preschool special education eligibility classifications and criteria.

Danaher, J.
NEC*TAS: NEC*TAS Notes #6 (1992). 12 pp.
ERIC No: ED 351 847
Source: NEC*TAS & ERIC

Preschool special education funding formulas: Options for state policymakers.

Perry, D.
NEC*TAS: NEC*TAS Notes #3 (1991). 8 pp.
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Screening and assessment: Guidelines for identifying young disabled and developmentally vulnerable children and their families.

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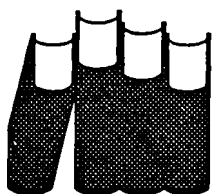
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(Previous editions are available from ERIC)
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Source: NEC*TAS & ERIC

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Burnim, I.A., et al.
MHLP/NEC*TAS/DEC: Monograph (1990). 216 pp.
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Adult education: Theory and practice

Sakata, R.

TADS: Outreach Series Paper #2 (1984). 25 pp.

ERIC No. ED 254 633

Source: NEC*TAS & ERIC

Basic competencies for personnel working in early intervention programs: Guidelines for development.

Zeitlin, S., du Verglas, G., & Windhover, R.

WESTAR: Series Paper No. 14 (1982). 37 pp.

ERIC No: ED 229 937

Source: NEC*TAS & ERIC

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Behr, S., Hawes, J., Vandiviere, P., & Suarez, T.

TADS: Report (1981). 168 pp.

ERIC No: ED 204 982

Source: ERIC

Case study of technical assistance to demonstration programs for young handicapped children, Part I.

Behr, S., Hawes, J., Vandiviere, P., & Suarez, T.

TADS: Report (1982). 147 pp.

ERIC No: ED 229 934

Source: ERIC

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Behr, S., Hawes, J., Vandiviere, P., & Suarez, T.

TADS: Report (1983). 113 pp.

ERIC No: ED 265 703

Source: ERIC

CBAM (Concerns-based adoption model).

Loucks, S.

TADS: Outreach Series Paper #2 (1983). 25 pp.

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Source: NEC*TAS & ERIC

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Hutinger, P.

TADS: State Series Paper No. 1 (1983). 18 pp.

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Source: ERIC

How to conduct a training workshop.

Jesien, G., & Wolfe, B.

TADS: Outreach Series Paper No. 1 (1984). 27 pp.

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Source: NEC*TAS & ERIC

Improving state technical assistance programs.

Trohanis, P. (Ed.)

TAPPS: Handbook (1986, January), 70 pp.

ERIC: N/A

Source: NEC*TAS

Staff development: A systematic process.

Brookfield, J.

WESTAR: Monograph (1981). 52 pp.

ERIC No: ED 214 332

Source: NEC*TAS & ERIC

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Trohanis, P. (Ed.)

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Source: ERIC

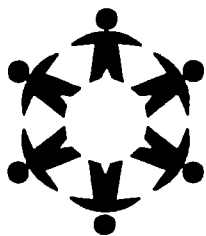
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Trohanis, P. (Ed.)

TADS: Monograph (1982). 173 pp.

ERIC No: ED 224 232

Source: ERIC



NECTAS

**National Early Childhood
Technical Assistance System**

Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
500 NationsBank Plaza
137 E. Franklin Street
Chapel Hill, NC 27514

WELCOME TO THE 1993 PARTNERSHIPS FOR PROGRESS VI CONFERENCE

We hope you will benefit in many ways from your attendance and participation in this national Conference. In particular, we hope that you leave this conference with fresh ideas and collegial contacts for planning and implementing more and better services for young children with special needs and their families.

Conference participants include:

Leadership personnel including parents who represent diverse settings, programs and perspectives and are involved in planning, developing and implementing collaborative policies and innovative integrative system designs for competently serving all young children with special needs (birth through age 8) and their families.

For participants, our Conference purposes are:

- 1) To provide opportunities to network, build relationships and exchange information with others on issues of common concern such as health care reform, comprehensive services, and collaboration.
- 2) To provide information about successful collaborative approaches and systems for identifying, serving and providing system supports to young children and families.
- 3) To provide opportunities to give input on policy and practice options which have implications for improving the collaboration and outcomes of the service system for young children with special needs and their families.

The Conference interagency planning group received input and assistance from:

Many people including representatives of the statutory FICC, parents, participants representing programs such as MCH, Part H, Part B-Section 619, CSHCN, DD Councils, RAPs, RRCs, CASSP, EEPD, and staff of the AAUAP, Georgetown University Child Development Center, and NEC*TAS. We thank all participants and presenters for their contributions and efforts.

This year's Conference:

This year's agenda was developed by considering feedback from last year's Conference participants. Suggestions included using more in-depth sessions; providing time for networking; and focusing on various national reform initiatives, IDEA reauthorization, and successful practices.

OVER

Partnerships for Progress VI consists of a mix of activities and resources:

Case study presentations were selected from proposals submitted by nominated states/jurisdictions and communities. Concurrent session topics and discussion group topics were suggested by potential conference attendees. Additionally, plenary sessions, a networking day of special interest group meetings, refreshment breaks, and reception have been planned.

A detailed agenda, participant and presenter lists*, FICC information and input form, and other packet materials are available. Also, a message and job listing board is housed in the Registration and Communication area in the Regency Foyer of the Hyatt Hotel.

We have Braille and large print copies of the conference participant packet and agenda available upon request. Also, the plenary sessions will feature sign language interpreters; those resource people are available should participants need their assistance during other sessions at the conference. Please contact the staff at the Registration desk for assistance.

What about places to eat?

Participants may choose from several Hyatt eateries or a variety of nearby area restaurants. Check with the registration desk for more information.

What about smoking?

THANK YOU FOR HELPING US BY NOT SMOKING IN THE MEETING ROOMS

Have questions?

In order to help answer any questions you may have, please feel free to check with staff at the Registration area. Also the NEC*TAS staff will be wearing **BLUE** name tags if they can be of assistance to you.

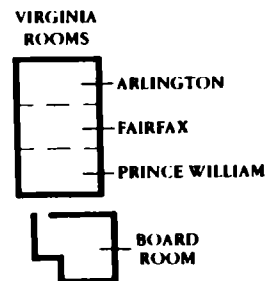
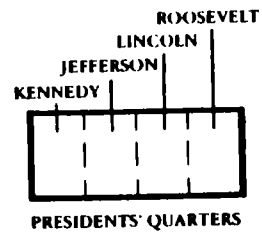
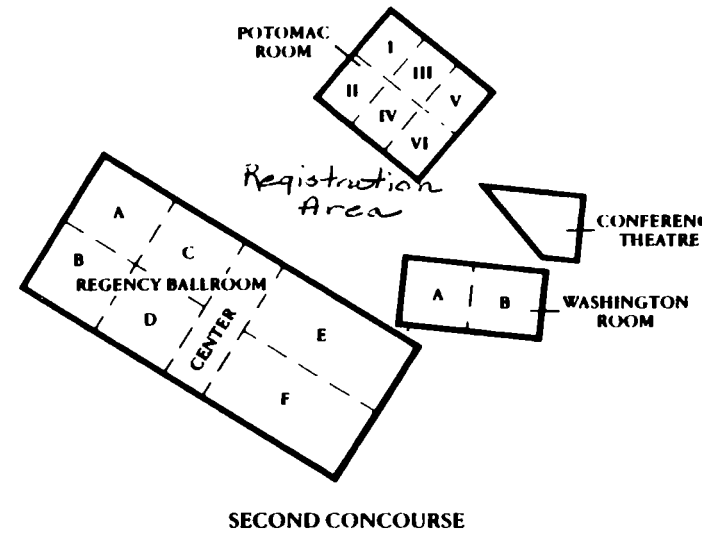
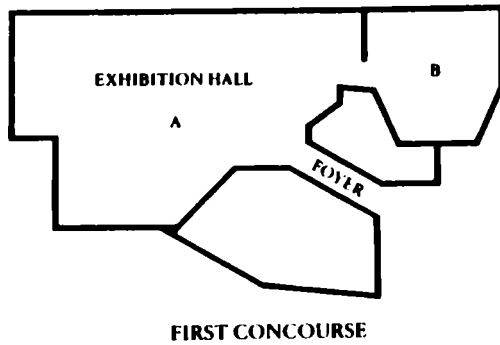
How can I provide suggestions about future conferences?

Please complete and turn-in the conference evaluation in the marked boxes which will be available in the Registration area.

We trust that your participation in Partnerships will be positive, informative, and a pleasant experience.

*Please note the agenda, participant list, and presenter list located in the packet went to print on Thursday, July 22nd. Any changes or additions made after that date do not appear on the main lists. Please refer to the participant list addendum for additional names.

HYATT REGENCY CRYSTAL CITY



THIRD FLOOR

PARTNERSHIPS FOR PROGRESS VI

Arlington, Virginia
August 1-3, 1993

EVALUATION FORM

This form includes a series of questions and rating scales designed to determine the quality and usefulness of this national conference. Your responses will be aggregated and shared with the interagency planning group. Your most objective opinions would be appreciated. THANK YOU FOR YOUR TIME AND THOUGHTFULNESS.

Type of Respondent (check all that apply): ☐ Part H ☐ Section 619 ☐ ICC ☐ Parent ☐ EEPD Project
☐ Other State Agency ☐ Federal Agency ☐ TA Organization ☐ Other _____ (specify)
State/Jurisdiction (if applicable): _____ Were you a presenter? ☐ yes ☐ no

A. ACCOMPLISHMENT OF INTENDED OUTCOMES

Please rate the extent to which you believe the meeting accomplished its intended outcomes by circling the appropriate number.

	Not Accomplished		Somewhat Accomplished		Completely Accomplished
1. To provide opportunities to network, build relationships, and exchange information with others on issues of common concern such as health care reform, comprehensive services, and collaboration	1	2	3	4	5
2. To provide information about successful collaborative approaches and systems for identifying, serving and providing system supports to young children and families	1	2	3	4	5
3. To provide opportunities to give input on policy and practice options which have implications for improving the collaboration and outcomes of the service system for young children with special needs and their families	1	2	3	4	5

B. QUALITY OF THE PARTNERSHIPS FOR PROGRESS CONFERENCE

Please rate your satisfaction with each of the following by circling the appropriate number.

	Unsatisfactory		Average/ Satisfactory		Excellent
1. Pre-meeting mailings from NEC*TAS	1	2	3	4	5
2. NEC*TAS response to phone inquiries concerning Partnerships for Progress V	1	2	3	4	5
3. Convenience of on-site registration	1	2	3	4	5
4. Helpfulness of NEC*TAS staff on-site	1	2	3	4	5
5. Conference facilities (Hyatt Regency)	1	2	3	4	5
6. Location (Crystal City)					
7. Organization of the conference	1	2	3	4	5
8. Range and selection of topics addressed	1	2	3	4	5
9. Availability of a variety of session formats	1	2	3	4	5
10. Materials/Handouts	1	2	3	4	5
11. Sharing of ideas/concerns with other participants	1	2	3	4	5
12. Usefulness of the conference to your infant, toddler, and preschool plans and/or activities	1	2	3	4	5
13. YOUR OVERALL OPINION OF THE CONFERENCE	1	2	3	4	5

C. SESSIONS

Please rate each session in terms of its usefulness to your plans and activities by circling the appropriate value. For concurrent sessions, indicate which session you attended by checking the blank next to the session number.

Sunday, August 1, 1993

Not Very Useful Somewhat Useful Very Useful

NETWORKING MEETINGS

1 2 3 4 5

- | | |
|---|--|
| ☐ 1. ICC Chairs | ☐ 5. MCH/CSHCN Directors |
| ☐ 2. Part H Coordinators | ☐ 6. Pediatricians/CATCH Facilitators |
| ☐ 3. 619 Coord. & Head Start | ☐ 7. Family Voices State Coord. |
| ☐ 4. ICC Parents | ☐ 8. UAP EI Projects |

UPDATE ON PART H PROGRAM REVIEW PROCESS

1 2 3 4 5

Monday, August 2, 1993

PLENARY: Reforming Health and Care

1 2 3 4 5

CONCURRENT SESSIONS

1 2 3 4 5

- | | |
|---|--|
| ☐ 1. HCR: Family Voices | ☐ 6. Allied Health & Rel. Personnel |
| ☐ 2. HCR: Financing | ☐ 7. Serving Children with HIV/AIDS |
| ☐ 3. Standards and Surveys | ☐ 8. School Health |
| ☐ 4. The Medical Home | ☐ 9. Head Start's Role |
| ☐ 5. Infant Mental Health | |

CASE STUDY PRESENTATIONS

1 2 3 4 5

- | | |
|--|---|
| ☐ 1. Arkansas | ☐ 6. Eastern Montana |
| ☐ 2. Project ECHO | ☐ 7. EC Resource Network |
| ☐ 3. Guam | ☐ 8. Rhode Island |
| ☐ 4. Michigan | ☐ 9. South Carolina |
| ☐ 5. Independence, MO | ☐ 10. Avance |

Tuesday, August 3, 1993

PLENARY: Reform and Improvement ... Reauthorization

1 2 3 4 5

CONCURRENT FOCUS GROUP SESSIONS

1 2 2 4 5

- | | |
|--|---|
| ☐ 1. Financing Alternatives | ☐ 9. Cultural Diversity |
| ☐ 2. Services to Native Americans | ☐ 10. Serving At Risk |
| ☐ 3. Assistive Technology | ☐ 11. FICC/ICC Collab. |
| ☐ 4. Serv. Delivery Across Agencies | ☐ 12. Personnel |
| ☐ 5. Service Coord. & IFSPs 0-5 | ☐ 13. Medical/Health Services |
| ☐ 6. Transitions | ☐ 14. Needs of Military Families |
| ☐ 7. Chapter I Issues | ☐ 15. 12 Month Services |
| ☐ 8. LRE/Inclusion | ☐ 16. Extended School Year |

FICC MEETING

1 2 3 4 5

D. What did you like about Partnerships for Progress VI?

Content/topics: _____

Process/agenda: _____

E. What suggestions do you have for improvement?

Content/topics: _____

Process/agenda: _____

F. Were there logistics or procedures (e.g., planning the meeting, communication with you, scheduling, etc.) that enhanced or limited the quality or usefulness of the meeting?

___ enhanced ___ limited ___ both

Please explain: _____

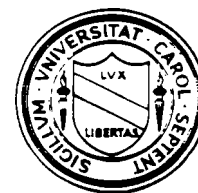
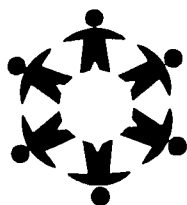
G. The interagency planning group would like your input into plans for future Partnerships for Progress Conferences. The current thinking is to skip next year and hold a conference the following year. Please provide comments.

signature (optional)

date

**PLEASE RETURN THIS FORM AT THE END OF THE MEETING TO
THE BOX DESIGNATED FOR EVALUATION FORMS ON REGISTRATION TABLE OR MAIL TO:**

**Martha Diefendorf, Evaluation Specialist for Research and Evaluation
NEC*TAS, 137 E. Franklin Street, SUITE 500 NationsBank Plaza
Chapel Hill, North Carolina 27514**



**The National Early Childhood Technical Assistance System
(NEC*TAS)
at
The Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
is Recruiting a
Technical Assistance Coordinator**

The National Early Childhood Technical Assistance System is in the second year of a 5-year contract with the Office of Special Education Programs, U.S. Department of Education, to support all states and jurisdictions in the development and implementation of comprehensive and culturally sensitive services for children, ages 0-8, with special needs and their families. NEC*TAS also provides technical assistance to demonstration, inservice, experimental and outreach projects funded under the Early Education Program for Children with Disabilities (EEPCD) grant program of OSEP.

To address this workscope, we have developed a collaborative approach representing diverse disciplines and parent perspectives. The Frank Porter Graham Child Development Center (FPG) is the prime contractor and Coordinating Office of NEC*TAS. We work in collaboration with five subcontractors: Federation for Children with Special Needs, Georgetown University Child Development Center, Hawaii University Affiliated Program-University of Hawaii at Manoa, National Association of State Directors of Special Education (NASDSE) and ZERO TO THREE/National Center for Clinical Infant Programs (NCCIP).

We are recruiting a **Technical Assistance Coordinator** to work in our Chapel Hill Office. *Major responsibilities include:* planning, coordinating and providing technical assistance and ongoing liaison to EEPCD projects; consulting with state agencies and other clients; planning and conducting conferences and workshops; and contributing to our knowledge base, materials and other technical resources in designated topical areas of concern to our clients. *Desirable qualifications include:* advanced training in early intervention, special education health, social services or related field; several years relevant experience, especially related to technical assistance and training, model project development and outreach and/or state service systems for young children with special needs and their families; knowledge of the early childhood programs of IDEA; skills in program planning, evaluation and dissemination of materials and exemplary practice; and strong interpersonal, written and oral communication skills.

If you would like to learn more about this position or the application process, please contact:

Joicey Hurth, Associate Director for Technical Assistance or
Betsy Ayankoya, Technical Assistance Coordinator for EEPCD Projects
500 NationsBank Plaza, 137 E. Franklin St., Chapel Hill, NC 27514, (919) 962-2001.

Minimum State/University Personnel requirements for this classified position: a master's degree in public or human service administration or a human services programmatic field, preferably with course work in human services planning, and two years of human service experience, one of which must have been in human service program planning; or graduation from a four-year college or university and four years of progressive administrative or consultative experience in a human service program, one of which must have been in human service program planning.

The University of North Carolina at Chapel Hill is an equal opportunity/affirmative action employer.

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Early Childhood REPORT

Children With Special Needs & Their Families

VOLUME 5, ISSUE 1

JANUARY 1994

Legal Update

Private School Entitlement Case Taken Off The Books

Last year's district court ruling contradicting the **Office of Special Education Programs'** position on the entitlement of private school students to special education services never *officially* happened.

The case that might have led to clarification of OSEP's policy on private school students' entitlement under the Individuals with Disabilities Education Act is part of legal revisionist history.

Last summer, federal district court judge **Truman Hobbs** ruled that children placed by their parents in private schools are entitled to special education and related services under the IDEA based on their individual

see Private School on page 2

DEC Conference '93

Valuing the diversity of families and communities was a common thread woven throughout the 20th annual **International Early Childhood Conference on Children with Special Needs**, sponsored by the Division for Early Childhood. See page 3 for more conference coverage, including quotables from session and keynote speakers.

DEC Holds IDEA Reauthorization Hearing

EC Community Noted Tremendous Progress

"I am here to tell you, without a doubt, early intervention makes a difference!" said Susan Kaphammer, former Chair of the Washington state ICC. Kaphammer gave testimony at the Division for Early Childhood's IDEA reauthorization hearing during its 20th annual conference held in December.

"A couple of decades ago, 'best practice' would have placed Josh in an institution at enormous cost to society, and incalculable loss for him, for his parents and younger brother, for his T-ball teammates—all of those who are and who will be his family, his friends, his neighbors, his employers and co-workers. And early intervention works best when provided by the coordinated, collaborative, community-based family-centered system outlined in Part H."

Kaphammer's remarks kicked off a discussion about the implementation of P.L. 99-457: major progress was reported from across the country.

See IDEA Reauthorization on page 8



In This Issue...

Focus on Families, Communities and Inclusion	3
Early Childhood Visionaries Look Toward the Year 2000	4
Full Implementation: The Sleeper Hit of the Decade	5
Inclusive Education Works for Wisconsin Preschoolers	6
Day Care Center Successfully Defended Negligence Claims	12
Full Inclusion Ordered for Student with Severe Disabilities	14
OSERS Seeks to Avoid Unnecessary Burdens on Public Agencies	14