FOIA Number: 2007-0143-F

FOIA MARKER

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

Collection/Record Group: Clinton Presidential Records

Subgroup/Office of Origin: Counsel Office

Series/Staff Member: Jonathan Young

Subseries:

OA/ID Number: 40203

FolderID:

Folder Title:
Congressional IDEA [Individuals with Disabilities Education Act] Funding

Stack:	Row:	Section:	Shelf:	Position:
S	112	1	8	3

COMMITTEE FOR EDUCATION FUNDING

March 10, 1999

Member
United States Senate
Washington, DC 20510

MAKE EDUCATION TOP BUDGET PRIORITY

Dear Senator:

The Committee for Education Funding, a nonpartisan coalition of over 90 organizations reflecting the broad spectrum of the education community, urges you to support calls for substantial, multi-year funding increases to meet the challenges facing American education.

For example, Senate Budget Committee Chairman Pete Domenici has called for $40 billion more for education over the next five years and $110 billion over the next ten years. Recently, Senators Jeffords, Stevens, Harkin, and Feinstein and Representative Bill Clay have each spoken out for increased education funding at levels beyond the President's Budget Request of $1.2 billion for FY2000 and a freeze for FY2001-04. House Education and the Workforce Chairman Bill Goodling has also called for significantly higher funding levels than the President for Pell Grants and special education.

These calls indicate a growing consensus that education must be a top federal budget priority. Increased federal investment will make significant progress possible in addressing growing student needs. These include rising enrollments at all levels, more students with special needs, principal and teacher shortages and professional development needs, school modernization, access to technology, and strengthening access to postsecondary education for needy students.

As you begin consideration of the FY2000 budget, we ask that you shape a bipartisan plan that recognizes the need for fully funding proven programs as well as important new initiatives. For example, Pell Grants require an increase of $5 billion per year to fund the maximum award at the level set in the recent Higher Education Act reauthorization. IDEA needs at least $13 billion more per year to reach the promised 40% share of special education costs. Title I needs at least $4 billion more per year to serve all eligible children. And it will take $11 billion over the next six years to reduce class size by hiring 100,000 new teachers. Any budget plan should also avoid proposals that increase funding for one education program at the expense of another.

Recent polls show that Americans rank education first among uses for the federal surplus (CNN/USA Today/Gallop, January 19). We urge you to support a bipartisan budget that makes substantial, sustained increases in education investment to secure America's future as we approach the 21st Century.

Sincerely

Joel C Packer
Joel C. Packer
President

Edward R Kealy
Edward R. Kealy
Executive Director

Easter Seals

Creating solutions, changing lives.

Helping people with disabilities gain greater independence

Easter Seals
Office of Public Affairs
700 Thirteen Street, N.W.
Suite 200
Washington, DC 20005
202.347.3066 phone
202.347.7385 tdd
202.737.7914 fax
www.easter-seals.org

Facsimile Cover

To

Jonathan Young
Name

Company/Organization

Fax

Phone

2
Pages (including cover)

From

Katy Beh Neas
Name

Department

Phone

Date

Message

Thanks for your help · K.

Today, more than one million Easter Seals clients — children and adults with disabilities and their families — lead improved lives because of the Easter Seals services they have received: programs for children, vocational training and employment, and medical rehabilitation. Easter Seals services are comprehensive and individualized to meet each client's needs, family-focused to meet each family member's concerns, outcome-oriented with a goal of enhanced physical and financial independence, and cost-effective benefiting from public support.

Now in its 79th year of service, Easter Seals continues to expand each of these service areas to help more children and adults with disabilities improve their lives.

Consortium for Citizens with)isabilities

March 5, 1999

The Honorable William Jefferson Clinton
President of the United States
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20502

Dear Mr. President:

On behalf of the Consortium for Citizens with Disabilities Education Task Force, we write to you today regarding the future of the Individuals with Disabilities Education Act (IDEA). CCD is a coalition of more than 100 national organizations that works to promote opportunities for children and adults with disabilities and their families.

In 1997, you signed landmark legislation that continues the right to a free, appropriate public education for millions of children with disabilities. The 1997 IDEA Amendments were the result of months of negotiations between House and Senate Republicans and Democrats and your Department of Education. The law is a carefully balanced compromise. Final regulations to implement the new amendments are expected next week.

Last week, you met with representatives of the National Governors Association. It was widely reported that you agreed to look at IDEA issues and that you asked the governors for a policy statement on IDEA. Since 1997, CCD has assumed that your IDEA policy has been clearly established: implement and enforce the 1997 amendments to IDEA and fund each of IDEA's programs. CCD urges the Administration to convey this policy to the governors to ensure that six million children with disabilities and their families have access to appropriate educational opportunities. In addition, CCD requests a meeting with your staff to discuss this matter in greater detail.

Thank you for considering our views.

Kevin Dwyer
National Association
Of School Psychologists

Paul Marchand
The Arc

Katherine Beh Neas
Easter Seals

CC: Richard Riley, Secretary of Education
Bruce Reed, Domestic Policy Council
Jonathan Young, Office of Public Liaison

Congress of the United States
Washington, DC 20515

December 17, 1998

The Honorable William Jefferson Clinton
President of the United States
The White House
Washington, D.C.

Dear Mr. President:

We urge you to include at least a $500 million increase in funding for Part B, the Basic State Grant Program, of the Individuals with Disabilities Education Act (IDEA) in your budget proposal for fiscal year 2000. Although we may differ on other educational funding priorities, we should not let these differences overshadow our past bipartisan cooperation on IDEA.

It does not serve children with disabilities well for us to have divergent views on funding for IDEA. School districts need more funding in order for them to do what we expect them to do. Parents do not want every request for services for their child with a disability to become a legal dispute.

The solution is simple and straightforward. The Federal Government needs to make a public, unified commitment to reach the goal it set in 1975 -- providing 40 percent of the excess cost of educating children with disabilities. We are not even half way there. If you would be willing to include at least a $500 million increase for IDEA in your FY 2000 budget, we would support you, school districts would begin to take all of us more seriously, parents would be pleased, and children would benefit.

We took no pleasure in pointing out the lack of a funding increase for IDEA in your FY 1999 budget. Like last year, we intend to push for increased funding for IDEA in FY 2000. We would like you to be a partner, rather than a bystander, in that process.

We look forward to hearing from you on this possibility.

Sincerely,

James Jeffords, Chairman
Senate Committee on Labor
and Human Resources

Bill Goodling, Chairman
House Committee on Education
and the Workforce

Funding for Special Education Grants to States
FY 96 - FY 99

Clinton Budget Request

FY 97......... $ 2.6

FY 98......... $ 3.2

FY 99......... $ 3.8

FY 00......... $ 4.3

Congressional Appropriation

FY 97.......... $ 3.1

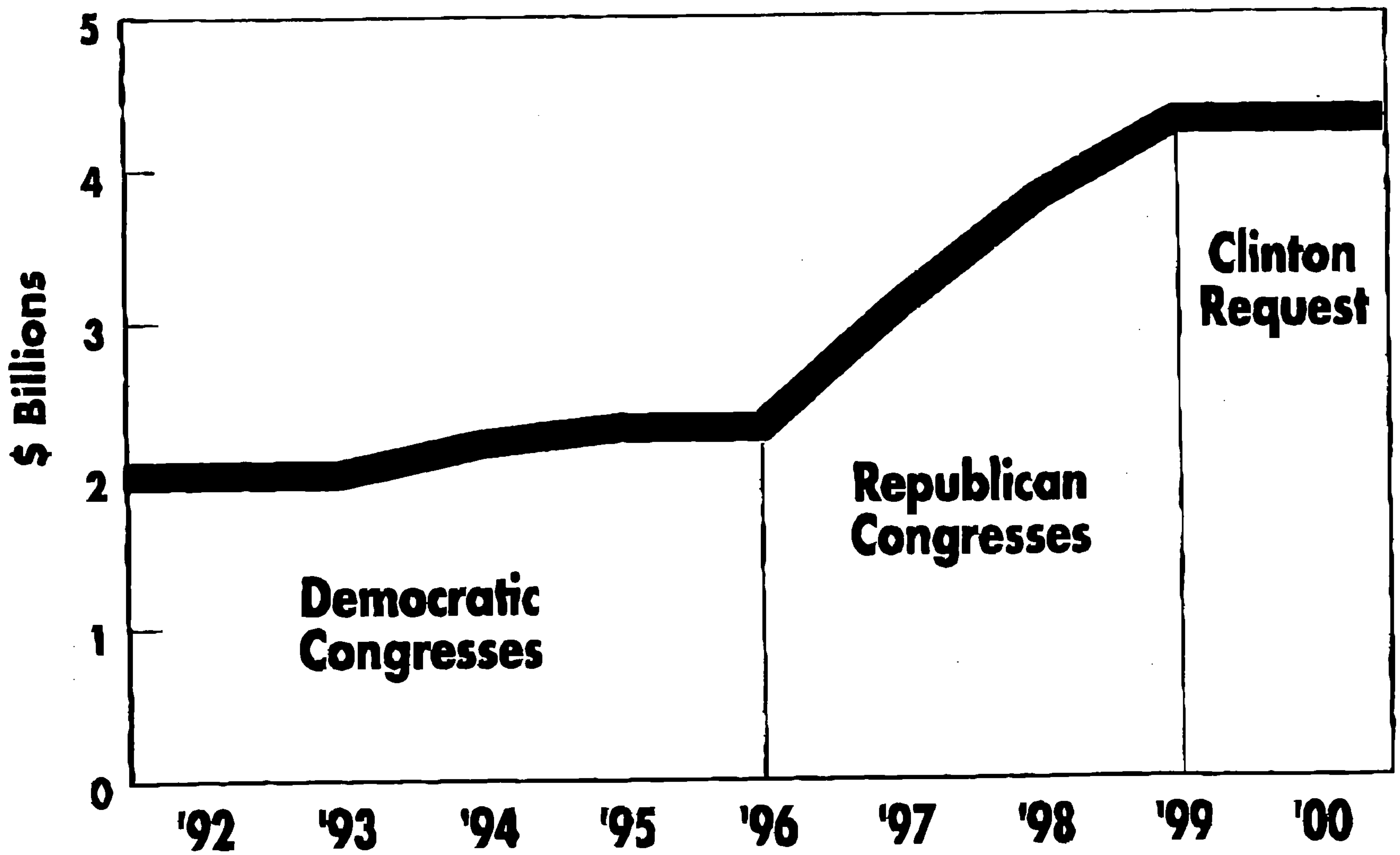
FY 98.......... $ 3.8

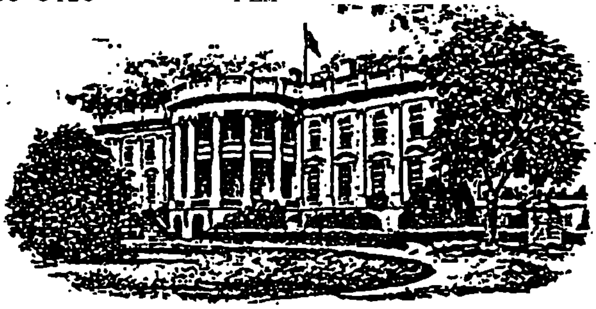
FY 99.......... $ 4.3

FY 00

Special Education Grants to States
(Figures in Billions)

Special Education Grants to States
FY 1992 to FY 1999





THE WHITE HOUSE

WASHINGTON

FACSIMILE FROM: Tracy Sisser
OFFICE OF PRESIDENTIAL LETTERS AND MESSAGES
OLD EXECUTIVE OFFICE BUILDING, ROOM 97

PHONE: (202) 456-5516 **FAX: (202) 456-5426**

NUMBER OF PAGES (INCLUDING COVER): 2
DATE: 3/19

TO: Jonathan Young

FAX: 6-6218
PHONE: ______

[✓] **INCOMING LETTER(S) FROM:** IA Gov. Tom Vilsack
RE: Federal funding ~~for~~ to provide services to students with disabilities

[ ] **FOR YOUR REVIEW**
[✓] **PER MY E-MAIL OR VOICE MAIL**
[ ] **PER YOUR REQUEST**

COMMENTS:

Thank you -

Tracy

296863

THOMAS J. VILSACK
GOVERNOR

OFFICE OF THE GOVERNOR

STATE CAPITOL
DES MOINES, IOWA 50319
515 281-5211
FAX 515-281-6611

SALLY J. PEDERSON
LT. GOVERNOR

March 3, 1999

President Bill Clinton
The White House
1600 Pennsylvania Avenue
Washington, D.C. 20502

Dear President Clinton:

I am writing to urge you to address the potential negative financial burden on Iowa school districts and taxpayers from a decision today by the U.S. Supreme Court. The result of this decision can be divisive, pitting one group of students against another in competition for limited education dollars.

The decision, Cedar Rapids Community School District v. Garret F. (96-1793), states that federal law requires the nation's public school districts to pay for professional nurses to accompany some disabled students throughout the school day. The court concluded that such continuous care is not medical treatment, and therefore must be publicly funded under the federal Individuals with Disabilities Education Act.

The immediate impact is that the residents of the Cedar Rapids Community School District must pay to provide nursing care for Garret Frey, a high-school sophomore who is dependent on a ventilator and is paralyzed from the neck down. The school district has estimated the cost of caring for Garret at $30,000 to $40,000 per year, in addition to the $10,000 to $12,000 now spent to provide him with a teacher associate.

The federal law provides that all children with disabilities receive a "free appropriate public education." The law requires public schools to provide various "special education and related services," but an exception is made for medical treatment.

The federal Individuals with Disabilities Education Act is not fully funded by the federal government. In order for states to fulfill their constitutional obligation to educate all children regardless of disability, more federal funding is required. The current system shifts the financial burden to state and local governments. Because of this ruling, that local burden has further increased.

IT IS TIME NOW TO HAVE THE FEDERAL GOVERNMENT FULLY FUND THE SERVICES REQUIRED BY THE FEDERAL INDIVIDUALS WITH DISABILITIES EDUCATION ACT.

I appreciate your interest and cooperation on this important issue.

Sincerely,

Thomas J. Vilsack

MAR - 9 1999

CC: Vice President Gore
Iowa's Congressional delegation
U.S. Secretary of Education Richard Riley

The Arc of the United States
Governmental Affairs Office
1730 K Street, NW, Suite 1212
Washington, D.C. 20006-3868
(202) 785-3388 • FAX (202) 467-4179 • TDD (202) 785-3411-4179
E-mail: arcga@radix.net

FAX FORM (COVER SHEET)

SENT BY:

✓ Paul Marchand ____Evelyn Powell ☐ URGENT

____Marty Ford ____Brenda Walker ☐ PLEASE COMMENT

____Kathy McGinley ____ ☐ FYI

____Kim Musheno ____

DATE: 2/11/99

TO: Jonathan Young

FAX #: 456-6218

NUMBER OF PAGES (INCLUDING COVER SHEET): 7

DOCUMENT DESCRIPTION: FYI - CCD's IDEA Testimony

REMARKS:

Consortium for Citizens with Disabilities

TESTIMONY

ON

FY 2000 FUNDING FOR THE

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

ON BEHALF OF THE

CONSORTIUM FOR CITIZENS WITH DISABILITIES (CCD)

EDUCATION TASK FORCE

WITNESS:

PAUL MARCHAND, CO-CHAIR
EDUCATION TASK FORCE

THURSDAY, FEBRUARY 11, 1999

Mr. Chairman and Members of the Committee,

I am pleased to testify on behalf of the Education Task Force of the Consortium for Citizens with Disabilities. The Task Force is comprised of over 40 national organizations representing children with all types of disabilities, their parents and advocates, special educators, related services personnel, and providers. CCD has been involved in federal special education policy since the development of P.L. 94-142 in 1975. In addition to our involvement in every reauthorization of IDEA, CCD has pursued increased federal funding for IDEA on an annual basis throughout its history.

For background purposes, I am a former special education teacher in Massachusetts, the father of a now adult son who profited from an IEP under IDEA as a student with a learning disability educated in Maryland's public schools, and as a long-time disability public policy professional who was there in 1975 when the 94th Congress wrote and passed P.L. 94-142. I do remember three freshmen Congressmen, Representatives Jeffords, Harkin, and Dodd, who cast historic votes in support of the right to a free, appropriate education, as of course did Senator Kennedy, a lead sponsor of S. 6 in the U.S. Senate.

As you and we are keenly aware, the Federal government continues to fall far short of its fiscal promise to schools and its students with disabilities. The legislative history is clear. It hasn't mattered whether there is a Republican or a Democrat in the White House. Until the last three years, it hasn't mattered which party is in control of the U.S. Congress. IDEA's funding history has never come close to the promise. Despite a doubling of funding in the last three years, spearheaded principally by the Republican leadership, IDEA state grant funding is only 12 percent of the excess cost, far less than half-way to the promise of 40 percent excess cost Federal reimbursement.

Before discussing funding issues in greater depth, CCD would like to make several points. First and foremost, IDEA works! Nearly six million students with mental or physical disabilities profit from the law every day. Yet, too many parents have to fight constantly to protect and secure their child's educational rights. Second, IDEA saves money. The vast majority of students with disabilities leave school prepared for higher education, real jobs or less dependency. IDEA has saved taxpayers billions of dollars by preventing unwarranted, inappropriate, and very costly institutionalization over 25 years. Third, IDEA is not an unfunded mandate. Regardless of federal funding, states have a constitutional obligation to educate all children with disabilities. States and school systems must educate all students. All means all, regardless of the Federal funding. Fourth, school systems are hurting and the Federal government must step in to help more. Fully funding IDEA would help all students, not just those with disabilities. Conversely, increased funding for general education programs will help children with disabilities. Fifth, IDEA is fragile, despite its quarter century of achievement. The law is woefully underfunded, certain forces seek to undermine it, weaken it and repeal it. Although politicians at each level of government and school officials feel the heat, it is students with disabilities and their families who bear the brunt of those attacks. Sixth and finally, IDEA has always received bipartisan support and that bipartisanship must be maintained. Disability follows no political persuasion, economic condition, religion, race, or any other factor. CCD pleads that this bipartisanship be maintained.

Now to the funding issues. Before focusing on IDEA funding, it is important from the CCD viewpoint to look at the President's budget request from a more universal perspective. People with disabilities depend on various Federal programs and benefits to survive, be educated and trained, and become and stay productive taxpayers. Key disability programs are found in the Social Security Administration, the Departments of Education, Health and Human Services, Labor, Housing and Urban Development, Veterans Affairs, Transportation, and others. Depending on the type of disability, the severity of the disability, the age of onset, current life status, the availability of family supports and numerous other factors, many people depend on federally funded programs and benefits at certain points in their lives. Others, especially those with the most severe disabilities, are basically dependent on government for basic survival their entire lives. Most Federal policy is aimed at eliminating dependency and fostering independence. This committee, through its championing of the Americans with Disabilities Act, IDEA, the Rehabilitation Act, the Workforce Investment Act, the Developmental Disabilities Act, the Technology Assistance Act, the Maternal and Child Health Program, various mental health authorities, and many other statutes, takes a primary role in authorizing that assistance.

As CCD analyzes the FY 2000 Administration proposal, there is a mixed reaction. This is not unusual. Clearly on the negative side, the IDEA request is very disappointing. This disappointment is somewhat offset by the President's proposed increases in other education areas. Many other disability programs are frozen at current levels. A few are actually cut.

The worst dilemma is in the HUD budget, where no increase is sought for disability housing programs. This is most problematic, since we know that hundreds of thousands of people with disabilities are on waiting lists for affordable, accessible community-based housing.

The jury is still out on the President's Social Security proposal. CCD is concerned that the Social Security Disability programs be protected from harm, that disability benefits not be cut or terminated, and that they be modernized. There are not enough details available yet to fully assess the Administration's or the Republican leadership's Social Security proposals. We remain very wary that the disability aspects of Social Security are not getting the attention they deserve.

CCD gives the Clinton Administration great credit for putting long term care, a key disability policy issue, on the map. We applaud the President for his leadership in this area. Similarly, the Administration's support for the Jeffords-Kennedy Work Incentive Improvement Act is appreciated, almost as much , but not quite as much, as we applaud the lead sponsors of this vital bill. The Long Term Care and Work Incentive Improvement proposals would help hundreds of thousands of people with disabilities lead better lives.

In regards to the President's specific proposals for IDEA funding for FY 2000, again the review is mixed. An increase of one-tenth of one percent for the Part B Basic State Grant is most disappointing. It does not nearly meet the annual cost-of-living increase nor does it factor additional children who will qualify for special education. CCD recommends the Congress increase this funding by at least a half billion dollars, staying the course set by Congress over the last three years.

It is important to remember two important changes to IDEA made in 1997 to assist states and local school systems. First, now that the "trigger" has been surpassed, local school authorities can use up to 20 percent of IDEA funding for general education purposes. Thus, for every additional dollar appropriated, 20 cents is available to shore up general education programs. Second, the Congress is nearing the second "trigger" which initiates the new IDEA funding formula. An appropriation increase of $615 million to the Part B State Grant Program will trigger the new formula. One final point regarding IDEA Part B funding. CCD is concerned with the Administration's tactic of an "advance appropriation" of almost $2 billion of IDEA funding. Although we understand the concept behind this budgetary maneuver, we are apprehensive about the long-term impact of this strategy on IDEA funding.

President Clinton's budget would increase IDEA's two early childhood programs, the Section 619 Preschool Program, and the Part C Early Intervention Program for Infants and Toddlers by 7.6 percent and 5.4 percent, respectively. While this is an appreciated increase, CCD has always described these two programs as the Head Start equivalent for young children with disabilities. Historically, IDEA's "Head Start" programs have been increased at levels significantly below the actual Head Start Program. This year, the Head Start request reflects a 12 percent increase, essentially double the IDEA program increase. The IDEA "Head Start" programs and the actual Head Start Program each serve approximately 800,000 children. The IDEA programs are currently funded at $744 million, while the Head Start Program is now funded at $4.7 billion. CCD urges the Congress to achieve "appropriation parity," increasing IDEA's early childhood programs at least at the same level of increase given the Head Start Program.

Finally, in regards to IDEA's Part D discretionary programs, again our reaction is mixed. CCD strongly supports the proposed increases in the Parent Training Program, the State Improvement Grant, and the new Primary Education Intervention Program. We are very concerned with level funding for the Personnel Preparation Program and the Technical Assistance and Dissemination Program. Acute shortages of special education teachers and related personnel in many states are well documented. Too many special education students are being served by poorly trained and uncertified personnel. Many teachers and special education administrators who entered the field approximately two decades ago when P.L. 94-142 was enacted and implemented are now reaching retirement age. Who will replace them? Much of today's controversy surrounding special education concerns regular class teachers who are not trained or supported to appropriately educate students with disabilities. Instead of removing "disruptive" students with disabilities to segregated settings, these educators deserve and must receive in-service training to learn how to deal appropriately with children with disabilities in their classrooms. It is obvious to us that the enormous pre-service and in-service training needs in special education cannot be met by a frozen budget. CCD recommends a minimum 10 percent increase in the Personnel Preparation Program.

IDEA's Technical Assistance and Dissemination Program also warrants at least a 10 percent increase. With the anticipated release of the final regulation to implement the 1997 amendments to IDEA, it is vital that the Department of Education provide more technical assistance to states, local school systems, parents, and all other parties involved in IDEA. It is very clear to CCD that there is still widespread misinformation and disinformation about the new provisions in IDEA. Massive training initiatives are imperative if the new law is to be implemented effectively and efficiently. That cannot be accomplished without significant increased funding.

IDEA's other discretionary authorities, Research and Innovation and Technology and Media Services, frozen in the Administration's budget proposal, deserve at least a cost-of-living increase to maintain current effort.

In closing, Mr. Chairman, CCD wishes to leave you with several important messages. One concerns program accountability and enforcement of IDEA. In the past three years, school systems have received almost $2 billion additional dollars under IDEA. CCD questions where this money went. We have dozens of questions. Here are a few. Did teachers get trained? Were classroom aides hired to support the teachers? Are the children learning better? Have school systems put in place the required positive behavior intervention programs to better address discipline and disruption issues? Have drop-out rates decreased? Are more students graduating with real diplomas? Do students leaving school all have a transition plan to best prepare them for adult life?

In regards to Federal enforcement, CCD continues to be concerned with how the U.S. Department of Education will monitor and enforce the new amendments. We agree with the Department that technical assistance and training were more important than most monitoring activities this past year as everyone attempted to learn about and properly implement the new law. It is now time, however, to refocus efforts on monitoring and enforcement. The Congress provided the Department new and important tools to enforce the law. The Department must not let more time slip past before they reinvigorate their monitoring and enforcement efforts. CCD recognizes that three monitoring teams cannot cover 50 states and approximately 16,000 local school systems. States know they won't see a Federal special education official but once every four years on a monitoring visit. In addition to providing more staff to the Office of Special Education Programs to carry out their monitoring and enforcement responsibilities, this committee ought to do more oversight of the Department's oversight activities to make sure states and schools are in compliance and that students are learning. We further recommend that the committee press the Department to use the new tools available to them to more effectively enforce IDEA.

CCD also recognizes that the continuing debate over education will most likely center this year on the reauthorization of the Elementary and Secondary Education Act. In these discussions, we hope that disability interests will be allowed to participate. Much is at stake. We believe that improvements in general education will help students with disabilities. We know that most administrators and general education teachers need and desire training in special education. To fail in this endeavor will result in continued discomfort with and attacks against students with disabilities. We urge this committee to explore how ESEA can assist in the training and retraining of all education personnel about disability.

The debate on social promotion must consider its impact on students with disabilities. How will the elimination of social promotion affect those students with mental impairments whose very disabilities will result in not being able to stay on track academically with their non-disabled peers? Will this policy result in more segregated placements for certain types of students with disabilities? How will the new policy affect implementation of the long-standing "least restrictive environment" provision of IDEA?

In concept lower class sizes should spur student learning. However, that would be unlikely for a student with a disability in a classroom with an untrained teacher. Smaller class sizes mean more teachers and more classrooms. Students with certain types of disabilities, such as mental retardation, have an almost impossible opportunity to access regular classrooms now. Given the pressures to reduce class size, their opportunities may shrink more.

Finally, Mr. Chairman, CCD sincerely hopes that every Senator and every Member of the House recognizes that there are equally, if not more important, issues within IDEA than money. Indeed, many parents live in fear today that some Members of Congress and some school authorities are on a path to erode or eliminate the rights protections under IDEA. For those parents whose children with significant disabilities pose tremendous challenges every day at home and in school, a strong message from this Congress that IDEA is secure and will not be weakened would be the best possible news. For them, a $100 or $1,000 per child increase in Federal funding is totally meaningless, if their child ends up totally segregated in school or suspended or expelled. Thus CCD hopes Congress will send two messages to these parents and students this year. First, the Congress will do no harm and will not erode any of the due process rights in IDEA. Second, the Congress will provide increased funding so that every student will be able to learn and thrive in our nation's schools.

Thank you very much for allowing CCD to present this testimony. We are greatly indebted to the members of this committee for their unflagging support for IDEA and other disabilities program benefits.

WHITE HOUSE
OFFICE OF PUBLIC LIAISON

Phone (202)456-2930   Fax (202)456-6218

Page: One of 11

Date: 2/3/99

To: Curtis Richards

Fax: 260-5167

Phone:

From: Jmy

Comments: please call to discuss

Fax - 260-5167

In three years Republican Congresses has increased Federal funding for special education by over 85 percent. We are fully committed to reaching that promise made 24 years ago. We are proud of it. Providing a well-funded education for children with disabilities should transcend politics.

If the President thinks Congress will take care of business and increase funding for special education, he's right. If he thinks because we will, he can put his funding priorities elsewhere, he is wrong. School districts are demanding financial relief. Children's needs must be met. Parents expect accountability. There is no better way to touch a school, help a child, or support a family than to place more federal dollars into special education.

In January, 1997 we embarked on a rare experiment in bipartisan cooperation. Both Houses of Congress, both political parties, and the U.S. Department of Education joined hands and shared expertise to reauthorize the Individuals with Disabilities Education Act, which became law on June 4, 1997. I assumed that this unparalleled partnership would continue, that last year's budget request was an unfortunate misstep by our partner. I firmly believed it would not be repeated. I was wrong.

Keeping a 24-year-old promise is boring. Public Law 94-142 was signed by Gerald Ford, after all. But while it may not make a 30 second sound bite, doing so makes sense. The release of the President's FY 2000 budget on Monday was a sad day for a lot of people. He should have, could have done more for children with disabilities, but he simply chose not to. I intend to work with my colleagues to do much, much more. We made a promise worth keeping.

###

NEWS from Delaware Congressman Michael N. Castle

FOR IMMEDIATE RELEASE
February 3, 1999

Contact: Ron Bonjean
(202) 225-4165

CASTLE URGES PRESIDENT TO WORK WITH CONGRESS ON IMPROVING THE COMMITMENT TO CHILDREN'S SPECIAL EDUCATION FUNDING

(Washington, DC) -- Delaware Congressman Michael N. Castle today urged President Clinton to work with Congress in improving the federal government's commitment to children's special education funding under the Individuals with Disabilities Act (IDEA) so that states and local communities will have more money to spend on their education needs.

"If the President and the federal government fulfilled it special education obligation for our local schools, communities would have the funds to build new schools, hire more teachers, reduce class size and buy more computer," Castle said. "Just look at what Delaware could do if they were given the funding promised by the federal government. Last year, the First State has received only $6 million out of the $30 million owed to it. That means if the federal government met its obligation, Delaware would have an extra $24.8 million to spend on other needs."

"I will work with my colleagues this year to help our states and our local communities get back more of their education dollars," Castle said.

According to the President's budget for next year, the Clinton Administration did not give the IDEA program enough funding to adequately account for inflation and new children coming into the system.

The federal government is supposed to fund 40 percent of the mandate placed on states and local communities according to Castle. Currently, the federal government funds only 12 percent of the mandate, leaving states and local communities to come up with the remaining amount. The IDEA program is a $4.3 billion program that the President has proposed to increase by $3.3 million.

###

COMMITTEE ON EDUCATION AND THE WORKFORCE
U.S. HOUSE OF REPRESENTATIVES

FOR IMMEDIATE RELEASE
Feb. 3, 1999

CONTACT: Jay Diskey or
Bill McCarthy
202/225-4527

Statement of Chairman Bill Goodling (R-PA)
on
President Clinton's Special Education Cuts

"Twenty-three years ago the United States Congress made the historic decision to support children and families with special educational needs. In passing the Individuals with Disabilities Education Act (IDEA), Congress not only brought federal aid to children with disabilities, it also mandated that communities fund special education at much higher levels.

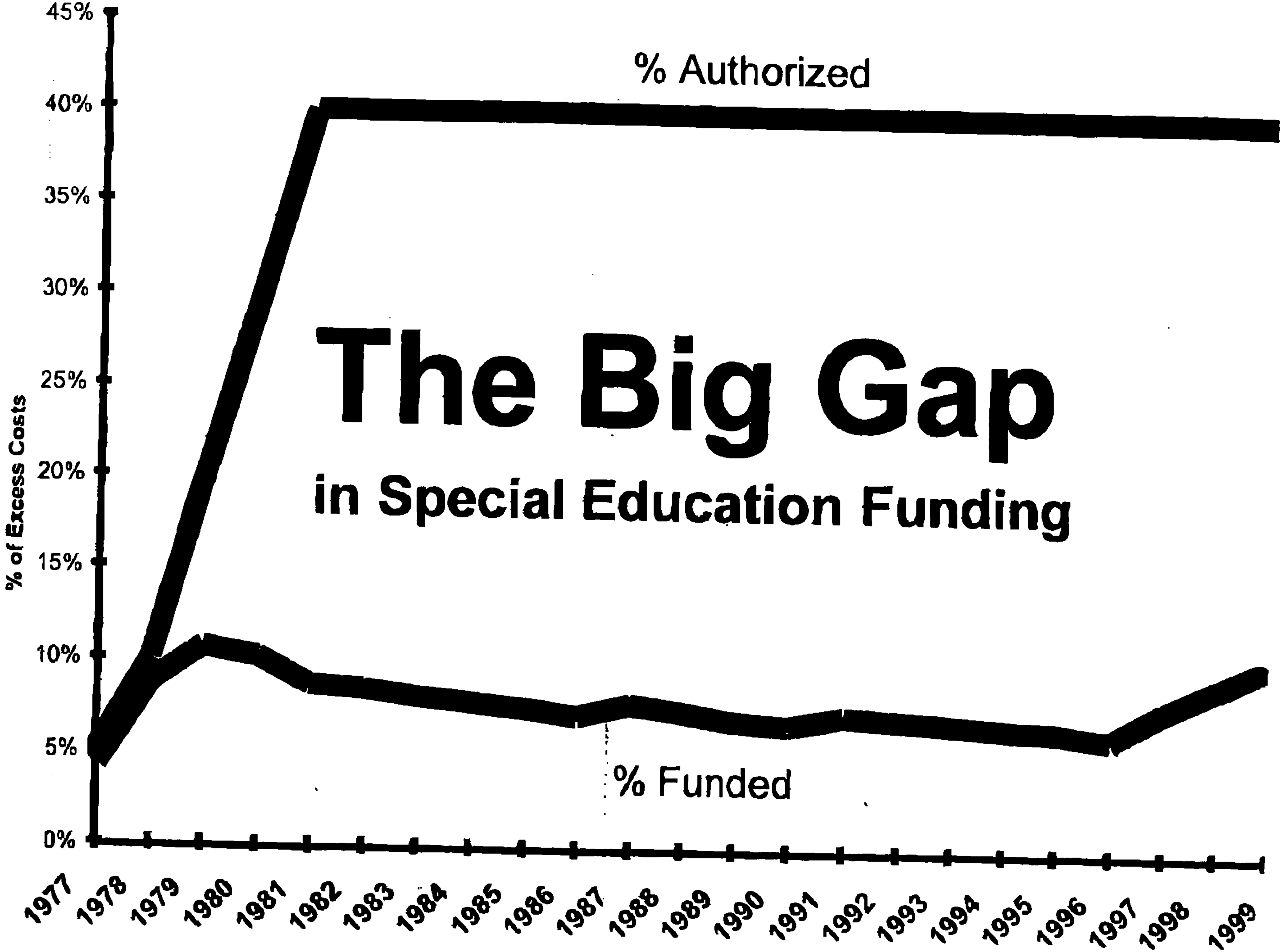
"Unfortunately, the Clinton Administration has again backed away from the federal commitment to adequately fund special education. For the second consecutive year, the Administration has chosen to cut special education funding. Make no mistakes about it: This is a cut. The President has proposed a paltry .1% increase of $3.3 million for a $4.3 billion program (FY99). By the time you factor in inflation and new children coming into the system, this so-called increase of .1% is a cut. Last year, the Administration proposed a similar 'increase' -- .7% -- which in reality was a cut.

"These proposed cuts are only half of the story. The other half is this: When Congress passed IDEA in 1975, Democrat majorities in the House and Senate promised that the federal government would fund 40 percent of the IDEA mandate on local communities. Today we only fund about 12 percent of the mandate. That's shameful. If the President would first fund the federal special education mandate, school districts would be able to make their own decisions to do the things that the President wants the federal government to do, such as building new schools and hiring more teachers.

"Despite the Clinton cuts to special education, Congressional Republicans have worked hard to see that we make progress toward fulfilling the IDEA mandate. Over the past three fiscal years (FY97, FY98 and FY99), Republicans have fought for and achieved a dramatic $2 billion funding increase for IDEA. This year alone (FY99), we obtained a $510 million increase. We will fight for another increase this year."

"Mr. President, don't leave the most vulnerable of our students in a lurch. First things first. Fund the federal special education mandate."

###

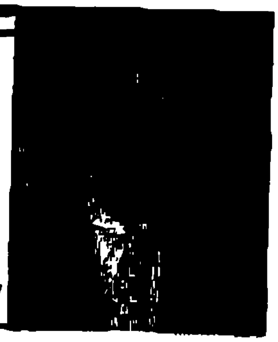

% Authorized
The Big Gap
in Special Education Funding
% Funded
% of Excess Costs
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
1977
1978
1979
1980
1981
1982
1983
1984
1985
1986
1987
1988
1989
1990
1991
1992
1993
1994
1995
1996
1997
1998
1999

NEWS RELEASE

Judd Gregg

United States Senator for New Hampshire

393 Russell Building, Washington, D.C. 202-224-3324 www.senate.gov/~gregg/



FOR IMMEDIATE RELEASE:

Wednesday, February 3, 1999

Contact: Ed Amorosi/ Erin Rath

GREGG CONTINUES FIGHT TO FULLY FUND SPECIAL EDUCATION

(Washington, D.C.) -- U.S. Senator Judd Gregg renewed his pledge to make the federal government pay its fair share of special education costs today at a Capitol Hill press conference. Senator Gregg, Chairman of the Children and Families Subcommittee of the Senate Health, Education, Labor and Pensions Committee and a member on the Senate Appropriations Committee, has pushed to achieve full federal funding for IDEA since joining the committees in 1996.

Last year the Republican Congress increased federal grants to states under the Individuals with Disabilities Education Act (IDEA) by $500 million for FY 1999 for a total of $4.3 billion in IDEA funding, an increase of $2.1 billion over the past three years. When IDEA was originally enacted in 1975, the federal government promised to fund 40% of the costs. Today, funding is only at 10%. The Senate Republican leadership has made a commitment to fully fund this act.

Gregg stated, "The President's budget recommendations, which were announced on Monday, continue to include brand new federal programs which purport to help the neediest students and increase the quality of education. Once again, however, the President's education plan does not include full funding for students with disabilities; it barely provides any increase in funding for IDEA at all. As with the President's proposed education budget for FY 1999, the subject of funding for special education is strangely absent from any proposal to assist local schools' funding problems.

"The substantial increases in IDEA funding over the past several years allow the President to pretend that we've done enough and, therefore, he can focus his attention on spending money on other education initiatives that he deems more important. The President, in his State of the Union address, announced his intention to provide billions over the next 5 years for new education programs. Not only will these dollars fund brand new education initiatives, but in order to qualify for the funds, schools need to meet a whole new set of demands. And special education? Well, it doesn't even get honorable mention on the list of Presidential priorities. That list is made up of sound bites and grand promises.

"One of the most astounding things about the President's refusal to acknowledge the role of high special education costs in the downfall of our schools is that school officials all over the country list the cost of special education as their number one budget buster. On average, special education eats up 12% of our local schools' budgets. If the President actually talked to schools about their problems, he'd hear this complaint loud and clear.

"We have a long way to go in meeting our obligation, thus, I am committed to securing as much money as possible each year within the framework of a balanced budget."

###

SENATOR GREGG CONTINUES THE FIGHT TO FUND SPECIAL EDUCATION

SENATOR GREGG SECURED ADDITIONAL $500 MILLION FOR STATES FOR FISCAL YEAR 1999:

On October 21, 1998, the FY '99 Omnibus Appropriations Bill was signed into law. At Senator Gregg's insistence, the bill included $4.3 billion for state grants under special education. This is an increase of $510 million from the 1998 appropriation.

SENATOR GREGG'S SUCCESSFUL EFFORTS IN THE PAST THREE YEARS:

During the Fiscal Year 1998 appropriations process, Senator Gregg included $693 million in additional money for state grants. In Fiscal Year 1997, he secured an increase of $780 million. In Fiscal Year 1996, New Hampshire received $10.2 million for state grants under IDEA. With the funding increases over the past two years, New Hampshire's state grant has been increased by nearly 90% to a total of $19,044,352.

New Hampshire's State Grant Under IDEA

Fiscal Year	New Hampshire's State Grant
1996	$10,206,502
1997	$13,692,464
1998	$16,792,464
1999	$19,044,352

SENATOR GREGG WILL CONTINUE TO FIGHT FOR MORE MONEY:

When the federal government enacted the Individuals with Disabilities Education Act (IDEA) in 1975, it promised to fund 40% of the cost of special education. The major burden for special education fiscal support, however, remains on state governments. Because Senator Gregg is concerned about local schools and communities as they continue to struggle with fulfilling IDEA requirements without the promised resources, he will continue his efforts to see that IDEA receives greater funding through the framework of a balanced budget. Senator Gregg will continue to use his positions on the Committee on Appropriations and the Committee on Health, Education, Labor and Pensions to continue to work towards full funding of special education.

SENATOR GREGG'S PLANS FOR THE 106TH CONGRESS:

Already Senator Gregg is working to ensure that full funding for IDEA is among the top education priorities in the 106th Congress. On January 19, 1999, Senator Gregg joined Senator Coverdell and others to announce the introduction of the Education Excellence Act of 1999, which include $10.5 billion in increases for Part B of IDEA over the next 7 years. Should this legislation be approved, it would bring the federal government a long way toward fulfilling its commitment to provide 40% of the costs of educating our nation's disabled students. Senator Gregg will work for the passage of this legislation in addition to his efforts to provide funding to Part B of IDEA through the Senate Budget and Appropriations Committees.

NORTHERN SUBURBAN SPECIAL EDUCATION DISTRICT
760 Red Oak Lane ◇ Highland Park, IL 60035
(847) 831-5100 FAX (847) 831-5108

FACSIMILE

FAX TO: Mr. Jonathan Young (NAME) 202-456-6218 (FAX NO.)

The White House (ORGANIZATION)

FROM: Janice Duttle (NAME)

17 Pages, Including Cover Memo

RE:

New forms.

We also have a guide that explains each item on the new forms.

Janice

NORTHERN SUBURBAN SPECIAL EDUCATION DISTRICT

760 Red Oak Lane ▪ Highland Park, IL 60035-3899 ▪ (847) 831-5100 ▪ FAX: (847) 831-5108

David W. Peterson
Superintendent

Jonathan Young
Associate Director for Disability Outreach
The White House
Washington, D.C. 20202

March 5, 1999

Dear Mr. Young:

Here is a copy of the IEP form that we discussed in Denver on February 19 and on the telephone today. With the reauthorization of IDEA, we felt it was an ideal time to develop a less "legal" approach to developing individual plans for children with disabilities and utilize a more family-friendly, team approach to the process.

We assembled a task force of parents of children with disabilities, teachers, administrators and related service providers. Using the MAPS and the proposed Federal rules, we endeavored to develop a strength-based rather than deficit-based approach to programming. On the IEP form, we included the parent's dreams for their child, as well as encouraging them to help us prioritize the child's needs, which leads to appropriate goal development. In this process, parents truly feel they are key players in development and implementation of their child's program, rather than the receivers of a pre-conceived plan given to them at the IEP conference.

We are in the process of training teachers, related service providers, parents, and administrators on the newly developed form. As you can see, we are proud of the product, and feel it helps us "build bridges" between school staffs, parents, and students and puts a much more positive emphasis on the important task of planning meaningful and beneficial programs for children with disabilities through their IEPs.

Thank you for reviewing our document and sharing it with Judith Heumann. We appreciate <u>any</u> feedback.

Respectfully,

Janice Tuttle

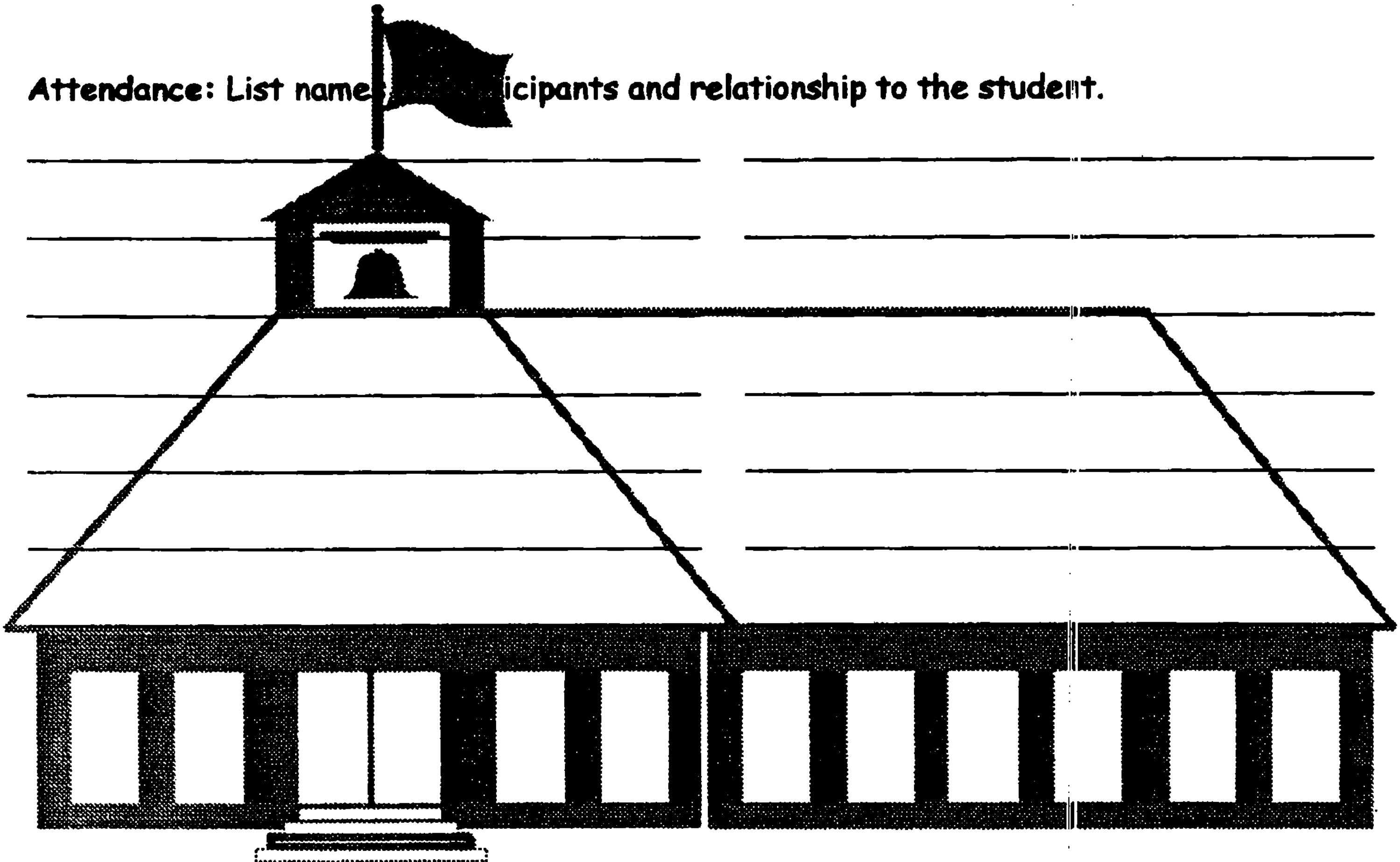
Janice Tuttle, NSSED Inclusion Coordinator

A Meeting to Plan for ____________________

Purpose of Meeting ____________________

Date ____________________ **Evaluation IEP** ________ **IEP** ________

Attendance: List name[illegible]icipants and relationship to the student.



Date of Birth	District of Residence	Neighborhood School	School and District of Attendance	Grade	Most Current Evaluation Date
Gender	Ethnic Background	Primary Language and Communication Mode Parents: Student's:			Reevaluation Due Date
Parent/Guardian Name and Address			Relationship to Student: Home Phone: Work Phone:		Special Education Category Next Annual Review Date
Parent/Guardian Name and Address			Relationship to Student: Home Phone: Work Phone:		Date Mailed to Parent/Guardian If Not in Attendance

Student Name ______________________________ Date ______________ IEP Page 2

For every child's IEP, complete pages 2 and 3.
If this is an EVALUATION IEP, also address the following domains: Health, Vision, Hearing, Social and Emotional Status, General Intelligence, Academic Performance, Communicative Status, and Motor Abilities.

WHO IS ________________?

HISTORY

STRENGTHS & ABILITIES

DREAMS AND ASPIRATIONS

Student Name ______________________ Date ______________ IEP Page 3

Concerns/Barriers to Reaching the Dreams

Needs

Prioritized Needs Leading to Goal Development

If this is an Evaluation IEP, complete page 3a. If not, we recommend completion of Schedule Work Sheet (not a part of the IEP) prior to completing pages 4, 5, and 6.

Student Name ______________________ Date ____________ IEP Page 3a

EVALUATION CONSIDERATIONS

1. a. Has existing data been reviewed? __________
   b. Is additional data needed? __________

2. a. Is a learning disability a consideration ?

   □ No □ Yes Is there a significant discrepancy between the student's achievement and cognitive ability with regard to oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematics computation, or mathematics reasoning which is not correctable without special education and related services? If YES, describe the discrepancies and the basis for determination. __________

   If no, proceed to #3a.

   b. If a learning problem exists, is it PRIMARILY the result of:

   □ No □ Yes Visual, hearing, cognitive, or motor disability? If yes, explain: __________
   □ No □ Yes Emotional or behavior disability? If yes, explain: __________
   □ No □ Yes Environmental, cultural, or economic difference? If yes, explain __________

   If any of the answers are "yes" to the above first three questions, the student does NOT have a learning disability.

   c. If a learning problem exists, is it PRIMARILY the result of:

   □ No □ Yes lack of instruction in reading
   □ No □ Yes lack of instruction in math
   □ No □ Yes limited-English-proficiency

   If any of the answers are "yes", the student may not be determined to be a child with a disability.

   d. □ No □ Yes Does the student have a learning disability?

3. a. □ No □ Yes Is there another disability consideration?
   b. If so, what is the disability? __________

4. □ No □ Yes Does the disability have an adverse effect on the students' progress in the general education curriculum? Explain __________

5. □ No □ Yes Is there a need for special education to address the adverse effects? Explain __________

□ No □ Yes Does the eligibility determination reflect each team member's conclusions?

(If NO, please attach dissenting opinions.)
If student is eligible to receive special education services, continue with Goal Page 4 and IEP Considerations on Pages 5 and 6. *We also recommend a completion of Schedule Work Sheet (not a part of the IEP) prior to completing Pages 4, 5 and 6.*

_______________'s DAILY SCHEDULE WORKSHEET

Date _______________ Copy in Color

_____ Grade Schedule	_______________'s Suggested Schedule of Activities	Facilitators	Targeted Needs

This is a suggested schedule of activities for one school day in the life of _______________.
The suggested schedule will continually be monitored, evaluated, and adjusted as _______________ and the school year progresses.

THIS PAGE IS NOT PART OF THE IEP.

Student Name ______________________ Date ____________ IEP Page 4

Goal Area ______________ *No.* ______ *Monitored by:* ______________

Current Performance: ____

Typical Peer Performance: ____

Therefore our measurable annual goal for ____________ *in this area is to*

Benchmark/Objective *Target Date* ______ *How measured* ________	*Benchmark/Objective* *Target Date* ______ *How measured* ________
Benchmark/Objective *Target Date* ______ *How measured* ________	*Benchmark/Objective* *Target Date* ______ *How measured* ________

Parents will be informed of child's progress ____ *times per year:*

Progress Report Statement to Parents and Date

Progress Report Statement to Parents and Date

Progress Report Statement to Parents and Date

Progress Report Statement to Parents and Date

Key: Options for "How Measured"

1. *Curriculum Based Measurement*
2. *Progress Monitoring*
3. *Portfolio Assessment*
4. *Goal Attainment Scale*
5. *Observation data*
6. *Local Assessment*
7. *Permanent Product*
8. *Other:*

Student Name ______________________ Date ______________ IEP Considerations Page 5

1. List any related services, supplementary aides, program modifications or supports for school personnel that are necessary for student to advance appropriately toward attaining annual goals and be involved and progress in the general curriculum and extracurricular activities:

Goal Number(s)	Related Services, Program Modifications, Accommodations and/or Support to School Personnel	Beginning and Ending Dates	Frequency	Location of Services

2. List program options considered and reasons for acceptance or rejection based on goals developed to address student's educational needs:

Program Options	Accept/ Reject	Reason (Use additional information page if necessary)

3. Program and Services Summary:

4. Total amount of special education service minutes:

5. Explain any nonparticipation in general education program including extracurricular and other nonacademic activities:

Student Name ______________________ Date ______________

6. Is the student eligible for extended school year program?______
   If yes, use "Additional Information" space to identify which IEP goals and related services are necessary to maintain skills.

7. Does the student require special transportation?______
   If yes, describe in "Additional Information" space below.

8. Does the student require assistive technology devices and services? ____
   If yes, describe in "Additional Information" below.

Additional Information: (address extended school year, transportation, assistive technology)

9. Can student participate in all state and local assessments without accommodation?____
   If no, complete Local and State Assessments Form.

10. Is the student 14 years of age or older?_____ If yes, complete Transition Plan.

11. Can the student follow school rules?_____ Does the student's behavior significantly impede his/her learning or the learning of others?______
    If yes, complete Functional Analysis and Behavior Intervention Plan.

Checklist for IEP attachments:

- ☐ Local/State Assessment
- ☐ Transition
- ☐ Functional Analysis/Behavior Plan

I have received a copy of this report and the Parents Procedural Safeguards and Rights.

______________________________________ Date____________
Parent/Guardian

Student Name ______________________________ Date ______________ IEP Addendum

Additional IEP Information

Student Name ____________________ Date __________

LOCAL AND STATE ASSESSMENTS FORM

Local Assessment

☐ Student WILL participate in local assessment with accommodation: Describe:

In which subject areas:

Subtest	Yes	No
Reading	☐	☐
Writing	☐	☐
Mathematics	☐	☐
Science	☐	☐
Social Studies	☐	☐

☐ Student WILL NOT participate in local assessment because:

____

Indicate alternative assessment(s)

____

State Assessment

☐ Student WILL participate in Standard State Assessment with accommodation: Describe:

In which subject areas:

Subtest	Yes	No
Reading	☐	☐
Writing	☐	☐
Mathematics	☐	☐
Science	☐	☐
Social Studies	☐	☐

☐ Student WILL NOT participate in state assessment because:

____

Indicate alternative assessment(s)

____

State Assessment for LEP Students
(in bilingual instruction for less than 3 years)

☐ Student WILL participate in IMAGE with accommodation: Describe:

In which subject areas:

Subtest	Yes	No
Reading	☐	☐
Writing	☐	☐
Mathematics	☐	☐
Science	☐	☐
Social Studies	☐	☐

☐ Student WILL NOT participate in state assessment because:

____

Indicate alternative assessment(s)

____

• Decisions made for test accommodations should be consistent with those used for daily instruction.

Accommodations	
A	Extended time
B	Large print
C	Small group setting
D	Special instructor (i.e. audio, sign, Braille, reader, etc.)
E	Calculator
F	Other:

Exclusions	
G	Limited / no opportunity for exposure to curriculum
H	Absence of test taking skills
I	Stress of testing not in the student's best interest
J	Processing / encoding skills too slow / insufficient exclusions
K	Other:

Alternative Assessments	
L	Curriculum Based Assessment (CBA)
M	IEP Goals
N	Standardized (Normed) Tests
O	Criterion Referenced Tests
P	Portfolio
Q	Other:

Date ______________

______________________'s TRANSITION PLAN

I. ________________'s desired postschool outcomes include ______________________

____

Activities needed to meet these outcomes are: (determine no later than age 14)
Check all that apply:

___ Prevocational instruction
___ Vocational training
___ Competitive employment
___ Supported employment
___ Other ______________________________
___ Community participation
___ Post-secondary education
___ Independent living
___ Residential services/support
___ Adult services
___ Independent living skills
___ AP courses

II. The Transition Services needed to reach _______'s outcomes are as follows:
(determine no later than age 16)

Service Areas	Agency/Provider Linkages & Responsibilities	If IEP Team Determines Service Not Needed, List Justification
Instruction Yes No		
Adult/Related Services Yes No		
Community Experiences Yes No		
Employment/ Vocational Training Yes No		

Student Name ______________________ Date ____________ Transition Plan Page 2

Service Areas	Agency/Provider Linkages & Responsibilities	If IEP Team Determines Service Not Needed, List Justification
(Complete only when appropriate) Daily Living Skills Yes No		
(Complete only when appropriate) Vocational Evaluation Yes No		
(Complete only when appropriate) Linkages to Adult Service Providers Yes No		
(Complete only when appropriate) Other		

III. Transfer of Rights (by age 17)

I have been informed of my rights under Part B of the IDEA that will transfer to me on reaching the age of 18.

Yes ________ No ________

Student's Signature ______________________________

Student Name ______________________________ Date ____________ Transition Plan Page 3

IV. *Home-Based Support Services Program for Mentally Disabled Adults*

This student may become eligible for the Program after reaching age 18 and when no longer receiving special education services.

Yes _____ *No* _____

If no, stop here. If yes, continue.

What are the plans for determining the student's eligibility for home-based services?

What are the plans for enrolling the student in the program of home-based services?

What are the plans for developing a plan for the student's most effective use of home-based services after reaching age 18 and when no longer receiving special education services?

Student Name ______________________ Date ____________

BEHAVIOR INTERVENTION PLAN

1. *Summary of functional analysis findings (attach report/form).*

2. *Describe previous interventions attempted.*

3. *Describe interventions to develop or strengthen alternative, more appropriate behaviors.*

4. *Describe restrictive intervention procedures to be used.*

5. *Describe personnel involved in interventions and their respective roles.*

6. *Describe data collection procedures and other methods of monitoring interventions.*

7. *Describe anticipated behavior changes.*

8. *Describe methods and criteria for evaluation of the interventions. Indicate schedule for review of intervention effectiveness.*

9. *Describe provisions for coordinating intervention efforts with the student's parents or guardian.*

FUNCTIONAL ANALYSIS

1. *Describe the target behavior of concern (please use language that is as specific and behavioral as possible). Include a description of the intensity, frequency, and duration of behavior.*

2. *Provide a detailed description of settings in which the behavior occurs (e.g., physical setting, time of day, persons involved).*

3. *Describe the observed antecedents of behavior.*

4. *Describe the consequences of the behavior.*

5. *Describe any other environmental conditions that may affect the behavior (e.g., medication, medical conditions, sleep, diet, schedule, social factors).*

6. *Describe the communicative/functional intent of the target behavior.*

7. *Describe environmental modifications made in an attempt to change the target behavior.*

8. *Describe behaviors that could serve as a functional alternative to the target behavior.*

CSBA

FUNDING SPECIAL EDUCATION

KEEPING THE PROMISE OF A FEDERAL, STATE AND LOCAL PARTNERSHIP

September, 1999

INTRODUCTION

In 1975 Congress enacted the Education for All Handicapped Children Act, now the Individuals with Disabilities Education Act (IDEA), to ensure equal educational opportunities for children with disabilities. To achieve this goal, the IDEA requires public schools to, among other things, provide disabled children with special education and related services. The federal government also made a commitment to pay for 40 percent of the cost of this special education mandate. That commitment was reaffirmed when the IDEA was reauthorized in 1997 and also when the House of Representatives, with the Senate concurring, passed a Concurrent Resolution (H. Con. Res. 84; May 1999) urging that the federal government meet its obligation to fund the IDEA.

Unfortunately, the federal government has failed to meet its commitment to fund a fair share of the costs of special education for disabled children. Over the years, federal appropriations have averaged only 8 percent of the national per pupil average expenditure, far less than the promised 40 percent. Even with increased funding in each of the last three years, the appropriation for this year was still less than 12 percent.

RISING COSTS OF SPECIAL EDUCATION

The costs of providing special education are increasing. Each year school districts spend 38 cents of each new tax dollar on special education (Economic Policy Institute, 1995). This trend will continue for a number of reasons – the total number of students served by IDEA is rising, health-related expenditures and the use of adaptive technology are areas of high cost increases, and court decisions are moving in the direction of increasing school district responsibilities under the IDEA. The National Center for Educational Statistics (NCES) has determined that, in the aggregate, the cost of special education is 2.1 times the cost of regular education.

IMPACT OF FEDERAL UNDER-FUNDING

The federal under-funding of the IDEA has a particularly harmful impact on California. California continues to experience one of the fastest growing student populations in the nation, and special education pupil counts have been growing about 1.5 times as fast as K-12 enrollment for the past decade.

3100 Beacon Boulevard
P.O. Box 1660
West Sacramento, CA 95691
(916) 371-4691
FAX (916) 371-3407

In accordance with the IDEA, California schools currently provide special education and related services to more than 600,000 students. This amounts to about 11 percent of the state's total K-12 enrollment and is almost a third more than any other state in the nation. The cost of providing special education in California's public schools is approximately $3.4 billion.

According to the California Department of Education, $800 million of that cost is borne by local school agencies. California receives only about $400 million from the federal government and the state covers the remaining cost of over $2 billion.

Further exacerbating this situation, school agencies in California, unlike those in other states, do not have the authority to increase local revenues that could pay for the unfunded costs of the IDEA mandates. Therefore, to offset the costs of providing special education services, funding must be redirected from other programs.

THE NEED FOR FEDERAL ACTION

Federal support is crucial to addressing the needs of children with disabilities. Our public schools are striving to ensure that all students achieve high standards so that they may succeed in the 21st century. Schools are being held accountable for making sustained progress to meet those high standards. At the same time, schools face increasing challenges based on the number of children in poverty, teacher shortages, and the need to provide modern facilities and smaller class sizes. Meeting these challenges requires a true federal, state and local partnership, and a strong federal investment in public education.

Increased federal funding is necessary to assist states in meeting the obligation to provide special education to disabled students. Using NCES figures, the cost of implementing the IDEA this year was over $39.4 billion. Based on this figure, the federal obligation of 40 percent would be nearly $15.7 billion. Basic grant funding to local districts, however, is currently only about $4.3 billion.

While Congress has increased appropriations over the last few years, these increases are wholly inadequate to reach the commitment of 40 percent funding. Last year, Congress increased IDEA funding by $500 million. Even assuming special education costs never increase (though in fact we know these costs are rapidly increasing), at that rate it would take the federal government 22 years to reach full funding.

PROPOSAL

For the federal government to do its share to help the nearly six million children that receive special education pursuant to the IDEA, it must provide significant increases in funding over a number of years. Assuming a conservative five percent annual growth rate in special education costs, increasing funding by $2.1 billion per year for the next 10 years would allow the federal government to fulfill the 40 percent commitment.

As a result of the booming economy there is a huge federal budget surplus this year. The President should use this opportunity to seek a significant increase for special education funding during the fall budget negotiations. Clearly, sufficient funds exist for a $2.1 billion increase this year. This investment will start progress toward the federal goal of funding its fair share of the cost of implementing the IDEA. To continue this progress, we also urge the President to plan for a bold new investment in special education funding in his budget proposal that will be submitted early next year.

Increased funding for the IDEA should not come at the expense of the Administration's current education initiatives or existing federal programs. We recognize that this means advocating that Congress surpass existing budget spending caps. With a huge budget surplus and the leadership of both parties advocating support for public education as a top priority, the spending caps can and should be surpassed. This critical opportunity to invest in education must not be wasted.

CSBA

CALIFORNIA SCHOOL BOARDS ASSOCIATION
Federal Special Education Meeting Participants
Monday, September 13, 1999

LOU BARBER
President, Lou Barber & Associates

VICKI BARBER
County Superintendent, El Dorado County Office of Education

MARILYN BUCHI
Vice-President, California School Boards Association
Board Member, Fullerton Joint Union High School District

MAUREEN BURNESS
Assistant Superintendent, California State SELPA Administrators Association

DAVIS CAMPBELL
Executive Director, California School Boards Association

LESLIE DeMERSSEMAN
President, California School Boards Association
Board Member, Palm Springs Unified School District

KEVIN GORDON
Assistant Exec. Director, Governmental Relations, California School Boards Assoc.

ABE HAJELA
Federal Affairs Liaison & Senior Legislative Advocate, California School Boards Association

JOHN HARTER
Superintendent, Mill Valley School District

JEFF HORTON
President-elect, California School Boards Association
Board Member, Los Angeles County Office of Education

SANDEE KLUDT
Assistant Superintendent, San Joaquin County Office of Education SELPA

JACK LUCAS
SELPA Director, East San Gabriel Valley SELPA

STEVEN MARK
Assistant Superintendent, Los Angeles Unified School District

3100 Beacon Boulevard
P.O. Box 1660
West Sacramento, CA 95691
(916) 371-4691
FAX (916) 371-3407

FOR RELEASE
May 2, 2000

Contact:
Jim Bradshaw
(202) 401-2310

$7.5 MILLION AWARDED TO NINE STATES TO IMPROVE STATE SERVICES FOR CHILDREN WITH DISABILITIES

The U.S. Department of Education today announced the award of nine state grants, totaling $7.5 million annually for five years, to help improve special and general education services for students with disabilities. The $7.5 million supplements $18 million granted to 18 other states last year.

The nine states receiving the funds are Alaska, Connecticut, Illinois, Montana, Minnesota, Nebraska, North Carolina, North Dakota and Oklahoma.

"This valuable program helps states and schools address such critical issues as teacher shortages and the need for highly qualified personnel," said Judith E. Heumann, assistant secretary for special education and rehabilitative services. "As we continue to work toward a common goal of educational excellence for all children, we see the difference that this form of assistance can make in our schools and in the lives of students with disabilities."

Under the competitive State Improvement Grant program, established by the Individuals with Disabilities Education Act (IDEA) Amendments of 1997, states can apply for funding to reform and improve their systems for providing educational, early intervention and transitional services.

States are required to use 75 percent of the money for the professional development of educators, administrators and related services personnel. Addressing this need, many states combine grant funds with professional development resources from other federal programs. Remaining dollars can be used for technical assistance and disseminating information about best educational practices to improve results for children with disabilities.

To be considered for an award, a state improvement plan must be submitted, based on a comprehensive needs assessment. The assessment identifies critical aspects of early intervention and regular and special education that must be improved to enable children with disabilities to meet the goals that each state must establish for itself under IDEA. Areas assessed include training and personnel needs, the performance of children with disabilities, program effectiveness and the major findings of state monitoring reports.

In the last two years, the department's Office of Special Education Programs has funded 27 of 59 state grant applications received.

Through a variety of innovative methods, the funded states address special education staff shortages, including efforts to recruit and retain racial and linguistic minorities, as well as people with disabilities. Approaches to confronting these shortages include:

- Stipends for special education training programs.
- Web-based instruction;
- Development of alternative learning sites;
- Career ladders for paraprofessionals;
- Interstate collaboration through the development of methods for reciprocal certification;

- Innovative activities, such as formal mentoring and enhanced professional development opportunities that target the retention of new staff.

States are provided a variety of technical assistance opportunities to enhance their ability to develop competitive grant proposals, including support to improve grant writing skills and guidance from the special education office's State Improvement Grant team regarding state questions and concerns.

###

STATE IMPROVEMENT GRANTS AND CONTACTS

State	Award	Project Director
Alaska	$550,000	P.J. Ford Slack (907) 465-8702 PJ_Ford@eed.state.ak.us
Connecticut	$920,000	George P. Dowaliby Marianne Kirner (860) 807-2024 george.dowaliby@po.state.ct.us
Illinois	$1,400,000	Cindy Terry (217) 782-5589 cterry@smtp.isbe.il.us
Montana	$550,000	Robert Runkel (406) 444-4429 brunkel@state.mt.us
Nebraska	$575,816	Mary Ann Losh (402) 471-4357
Minnesota	$1,015,000	Norena Hale (612) 582-8289 norena.hale@state.mn.us
North Carolina	$1,210,000	Fred Baars ~~(919) 715-1565~~ lharris@dpi.state.nc.us
North Dakota	$500,000	Mary Rose (701) 328-2277 marose@sendit.nodak.edu
Oklahoma	$814,000	Margaret Bergant (405) 521-4876 margaret_bergant@mail.sde.state.ok.us

###

IDEA

Easter Seals

Creating solutions, changing lives.

Helping people with disabilities gain greater independence

Easter Seals
Office of Public Affairs
700 Thirteen Street, N.W.
Suite 200
Washington, DC 20005
202.347.3066 phone
202.347.7385 tdd
202.737.7914 fax
www.easter-seals.org

Facsimile Cover

To

The Honorable William Jefferson
Name
Clinton
Company/Organization
The White House
Fax
456-0362
Phone
2
Pages (including cover)

From

Katie Beth Neas
Name
Public Affairs
Department
347-3066
Phone
12-6-00
Date

Message

For more than 80 years, Easter Seals has been providing services that help children and adults with disabilities gain greater independence. Our primary services – medical rehabilitation, job training and employment, inclusive child care, adult day services, and camping and recreation – benefit more than one million individuals and their families each year at one of over 400 centers nationwide.

F-403 T-250 P-001/002 DEC 06 '00 17:00 EASTER SEALS OPA 12027377914

CONSORTIUM
for
CITIZENS
with
DISABILITIES

December 6, 2000

The Honorable William Jefferson Clinton
President of the United States
The White
Washington, DC

Dear President Clinton:

On behalf of the members of the Consortium for Citizens with Disabilities (CCD) Education Task Force, we urge you to adopt the agreement reached last month by the conference committee on the appropriations bill to fund the Departments of Labor, Health and Human Services, Education and Related Agencies. CCD is a coalition of approximately 100 national disability organizations working together to advocate for national public policy that ensures the self determination, independence, empowerment, integration and inclusion of children and adults with disabilities in all aspects of society.

The agreement reached last month would help millions of children with disabilities and their families who benefit from the early intervention, preschool, and state grant programs of the Individuals with Disabilities Education Act (IDEA). Moreover, the agreement includes needed increases in essential research and innovation, personnel development parent training, and other programs that support the effective implementation of IDEA.

Parents of students with disabilities, their advocates, and the professionals who serve them continue to be gravely concerned that the Congress has not fulfilled its promise to fully funded IDEA. The lack of appropriate funding is being used by some individual within public education as justification for their inability to provide a free, appropriate public education to students with disabilities. The increases proposed to IDEA in the conference agreement present an excellent opportunity to remedy this situation. Failure to implement the increases may lead to additional backlash against special education within the public education system.

Please complete action on the fiscal 2001 spending bill for the entire fiscal year by adopting the agreement reached in November. Thank you for considering our views. If you need additional information, please contact Katy Beh Neas at 202.347.3066.

Sincerely,

Libby Kuffner NASP	Leslie Jackson AOTA	Paul Marchand The Arc	Katy Beh Neas Easter Seals