

Thank you.

Plain & simply to welcome you to this great state I lived here until Jan. & while I may have changed my zip code a very special group of people are still here - I in this Min. Hamp, my son Barnes & Rubi Hampton, my parents On behalf Arkansas, we're glad you're here!

There are 2 very special reasons I'm so pleased to be in front of you today:

① So many familiar faces - faces of people who have worked hard through the years to serve the people of not only Arkansas but this country through affiliation w/ professional associations and work w/ Fed. agencies.

③ You as the Nat. Assoc. of State Directors of Special Education represent / you embody a group of <sup>professionals</sup> ~~professionals~~ to whom I've always wanted the opportunity to say plain & simply but in such a heartfelt manner - Thank you!

Service - Options Judy Hyman Sandy New

the roster of participants <sup>invited for the conference you are attending</sup> expected here today, I saw names of individuals <sup>that</sup> have looked back at me from pieces I have read and studied or names that belong to speakers to whom I have listened over the last <sup>number of years</sup> ~~twenty~~ years. I saw names and/or initials of organizations that have consistently provided leadership and services to me and my family as well as friends and acquaintances. For you see, I come to you not as someone who is all knowing in the field of service to and with persons with disabilities... I come to you primarily as the mother of Hamp Rasco, <sup>as</sup> the friend of many families and individuals with disabilities. I come to you with gratitude for your ongoing belief in the worth of every individual and your commitment to empowering each individual to develop to her/his full potential.

You and your peers in the field, be ~~they who are~~ <sup>you</sup> (the capacity in which I worked exclusively from my son's until he was 7 and a half, ~~classroom~~ administrators, ~~classroom~~ workers, <sup>professionals</sup> and so forth daily create the success stories in family's lives like my own - you help to enable our determination, our capacity to <sup>but</sup> take on responsibility and teach responsibility - and above all you care.

in this empowerment you daily help to create

And therein lies the point at which I also become the person known as the Domestic Policy Advisor within the White House because the underlying theme as we approach domestic issues is that matter of providing the environment/the necessary tools/the opportunity for that empowerment process to unfold.

What do I mean I come to you as a mother of Hampton or Hamp as he is known to his family and friends? Relate birth, institutional choices, status today. Group home / <sup>group</sup> grad w/ speech / job prep.

After carefully reviewing your agenda with the expert presentations, <sup>discussion</sup> you will have and recognizing this is a special opportunity to spend a few moments with you, it became clear to me that I should open this ~~session~~ <sup>session</sup> of the conference with a call to action.

The <sup>or renewed</sup> call to action is one I want to base on your organization's ~~excellently~~ superbly prepared Commitment for the 90's. As I go thru it I want to highlight strategies & programs of how Admin and enlist your <sup>continued</sup> help. I know you feel Health Care & NAFTA are all we do - well as M-M Soap WRONG. But <sup>downside</sup> one man - The Pres. - must focus sharply - Pres. Clinton must look at an overall pie - however, that is why he has staff / cabinet / other admin officials who help to keep a focus on other issues. ~~If you~~ The Pres. watches / consults & very frankly bedgers me about issues & indiv. cases that come to his attention.

COMMITMENT sheet

## I talked early about a call to action

You like me have probably attended many a meeting - whether long or short - where the stunning facts and overwhelming statistics you will hear today have been presented in piecemeal form.....I remember attending the White House Conference on Handicapped Individuals in 1977 in this town...reams of paper were generated, many hopes were raised and good intentions were overflowing....but far too little time was spent throughout that long, grassroots preparatory process in looking at what could be done to harness all those hopes toward significant changes and again, we left DC and what happened? Exactly what I regret I have seen throughout these twenty years I've concentrated on issues related to disabilities occurred....splinter groups were so busy looking at small pieces of issues within that 2000+ set of recommendations that significant movement was not evident. Programs have continued to grow in number, barriers have been erected to an even greater degree between programs, job placements for people with disabilities have not grown as they should, health care is still a problem, housing needs aren't adequately addressed. Let me hasten to add there are significant successes, yes, and I don't want to minimize them but we can do better, we CAN do better and more importantly, we MUST do better.

*The real action step*

~~ACTION STEP~~ We must each internalize a phrase that was a slogan I came to dream about in the last two years: Putting People First. It just says PEOPLE, not people with economic needs, people with disabilities, people with allergies, people with educational funds lacking, people with teenagers in the family.....simply PEOPLE first. We have done too little of that in our ever growing array of programs to meet the needs of all the categories of people we classify...and now we find that people are lost in the process and instead we are within our service delivery systems putting PIECES of people first....one agency serves this little piece of a person, another serves another little piece and so forth. I am sometimes astonished when I look back at the number of forms I have filled out for my son and always the same questions over and over, the large numbers of caseworkers we've seen, all looking at him at a slightly different angle - and I often FOUND and FIND myself wondering - do any of them really know him as a whole person - and I know for sure few of the professionals with whom we have worked saw us a family UNIT...all were extremely well meaning but seldom was there a person with whom we worked that saw Hamp as a PERSON first. And I've often wondered if it is simply coincidence that the people I remember as BEST -regardless of their professional field/status -serving Hamp were first and foremost self-esteem builders? I believe what this piecemeal approach ultimately does to individuals is compound the disability by which they have been labelled. This is not to say we don't need specialized and/or individualized approaches but it does mean we need to recognize places of similarity/ programs commonly needed by all if we are going to act on the types of things I daresay you will need to act upon when you leave here today.

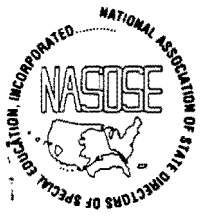
Besides individual professionals and advocates I have also learned and experienced that organizations have tended to feel they must first and foremost go after a piece they can call their own, their own place in the sun so to speak. I say, we must come together as individuals and organizations to seize special moments when our collective voices can make a real difference for the people we love, the people we serve, for all people.

And so I ask you to join us...I ask you to leave here and resolve to approach <sup>each</sup> tomorrow differently. ~~Today as it is~~, take a real action step when you return to your place of work, take some memento of today - your nametag, your program, a business card you exchange --- put it in a tickler file three months ahead, place it there with ~~the~~ <sup>the</sup> questions: ~~(1) Is health care reform further along due to efforts I have made?~~ (2) What am I doing daily that actually empowers further one person with a disability?

*Hamp's Speech*  
Each of us must have the courage <sup>like the Hemps & all the children's faces we serve</sup> to always be changing, to recognize mistakes, to abandon what doesn't work, to challenge ourselves to do better. Concern for people- all people with their own hopes/dreams/potentials- must start at the top - but it can't end there. We must empower clients or customers, parents, friends, advocates, neighborhoods, communities and voluntary organizations across this great nation to do what our people need. The President can and will take the lead but only you can complete the task. We will work with you. We won't always succeed, and we won't always be able to do everything that you - and we - would want.

But I can promise you this....we will never relent in our effort to give every person a chance to develop fully. Because at the end of Bill Clinton's second term, at the dawn of the third millennium, I want to be able to say to Hamp Rasco and Mary-Margaret Rasco and to all the children of America ---with a clear conscience and a full heart....I did my best. And I want all of you at this meeting to join me in being able to look at one another and say: We did our best.

Thank you very much.



*Speech file*  
**National Association of State Directors of Special Education, Inc.**

King Street Station I, 1800 Diagonal Road, Suite 320, Alexandria, VA 22314

Tel: 703/519-3800 • Fax: 703/519-3808 • TDD: 703/519-7008 • SpecialNet: NASDSE

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November 22, 1993

NOV 27 REC'D

Ms. Carol H. Rasco  
The White House  
Washington, DC 20500

Dear Ms. Rasco:

Thank you for participating in the Annual Meeting of the National Association of State Directors of Special Education (NASDSE). Your remarks regarding the Clinton administration's policy direction for domestic issues provided an appropriate backdrop for the remaining agenda topics. Your introduction of Hamp, and sharing his graduation speech served to renew our commitment to improve outcomes for individuals with disabilities.

We concluded our program determined to respond to your charge to evaluate our actions over the next months in light of lessons learned at our meeting. Again, thank you for joining us in Little Rock. Best wishes for continued success.

Sincerely,

David Noble Stockford, President

Martha J. Fields, Executive Director

cc: NASDSE Board of Directors

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

PROGRAM CHAIRPERSON  
Gail Lieberman

Roz -  
When you  
get the  
response it  
goes in LR  
speech file

Carol -

Christine tells me she needs to  
talk w/ Jennifer Klein on this, and  
that can't happen til after 4:30 today.

OFFICE OF DOMESTIC POLICY

THE WHITE HOUSE

FROM THE OFFICE OF: **CAROL H. RASCO**  
**ASSISTANT TO THE PRESIDENT**  
**FOR DOMESTIC POLICY**

NOV - 5 REC'D

TO: Heenan

DRAFT RESPONSE FOR CHR BY: \_\_\_\_\_

PLEASE REPLY ((COPY TO CHR)): \_\_\_\_\_

PLEASE ADVISE BY: 11/11 as to a copy of response

LET'S DISCUSS: \_\_\_\_\_

FOR YOUR INFORMATION: \_\_\_\_\_

REPLY USING FORM CODE: \_\_\_\_\_

FILE: \_\_\_\_\_

RETURN ORIGINAL TO CHR: \_\_\_\_\_

SCHEDULE: \_\_\_\_\_

REMARKS: \_\_\_\_\_

to  
this  
or  
if  
no  
response  
done  
then

what are the  
answers to the  
11 points?

Thanks

Trip file

Bill-

Carol has agreed to speak at the NASDE Annual Meeting in November and wonders if you: 1) have a point of contact at DOE who needs to know that she'll attend this meeting? 2) will anyone from DOE attend?

Thanks,

Roz

Carol -

- ① The Office of Special Education and Rehabilitation Services at the Dept. of Education now knows that you're coming
- ② The Assistant Secretary for Special Education will be attending the meeting and will address the group on both Sunday and Monday. Her name is Judy Heuman  
Telephone #: 205-5465

WAG

**Arkansas****DEPARTMENT OF EDUCATION**

4 STATE CAPITOL MALL • LITTLE ROCK, ARKANSAS 72201-1071 • (501)682-4475  
John H. Fincher, Interim Director, General Education Division

August 16, 1993

TO: Carol Rasco  
Special Assistant to the President  
for Domestic Affairs

FROM: *Diane* Diane Sydoriak  
Associate Director, Special Education

SUBJECT: Annual Meeting of the National Association of  
State Directors of Special Education (NASDSE)

Thank you for agreeing to be the keynote speaker at the opening session of the NASDSE meeting to be held here in Little Rock. The opening session is scheduled to begin at 1:00 PM on Sunday, November 14, 1993. My best guess is that the first 20-30 minutes will be the preliminary welcomes by the president of the association, Arkansas Department of Education's Director, Governor (if possible), etc. I anticipate that you will be on at approximately 1:20-30. You are scheduled for one (1) hour.

As we discussed earlier, it will be absolutely wonderful if you can get a taped welcome and message from the President. Just let me know what type of equipment will be needed to show it.

As background information the concerns that I am hearing from my colleagues in education is that it appears that the role of education has taken a back seat to the other issues surrounding the individuals with disabilities. I think that it would be helpful if you can reinforce the Administration's commitment to the education of individuals with disabilities as well as the commitment to independent living, supported employment, rehabilitation services and long-term health care. We have invited Judith Huemann to address the group on either Monday or Tuesday at her convenience. We have also reserved time on the program for representatives from the Office of Special Education Programs to address the group.

If there is anything I can do to assist you prior to this meeting, please let me know.

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Criteria { - funding return  
to family (to care)  
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Perspectives

Parent

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Teacher

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June 3, 1993

MEMORANDUM FOR CAROL RASCO

FROM: LYNN MARGHERIO  
SUBJECT: ARC OF MARYLAND SPEECH

The ARC of Maryland will be primarily concerned with how persons with mental retardation will be treated under reform.

Here are some highlights of how health reform addresses the needs of this community.

- Persons with mental retardation will be covered under the comprehensive benefits package

Health reform ensures that all Americans, regardless of how sick they are, how young or old, employed or unemployed, will be covered under the guaranteed benefits package. Health plans are required to take all who apply - - they can't exclude someone because they might be considered a bad risk. And, they have to guarantee the same price to all who apply - - they can't charge more for someone due to illness.

- ★ Health reform expands home and community-based care

Under reform, persons who have difficulty in performing three or more activities of daily living, such as eating, bathing, dressing and toileting; or for people with mental retardation will be eligible for expanded home and community-based care.

Each state defines the array of long-term care services offered under the new program. Services may include (but are not limited to):

- Homemaker and chore assistance
- Adult day care
- Assistive devices
- Habilitation and rehabilitation
- Home health services beyond those that are provided under the comprehensive benefit package

- \* A tax credit available to persons with disabilities who work to help pay for personal assistance services

To encourage participation in the workforce, health reform establishes a tax credit for 50% of the costs for personal assistance services for persons with disabilities who work.

- \* Health reform promotes the availability and improves the reliability and quality of the private insurance policies covering long-term care through tax incentives and regulation

Under current law, people have to pay for long-term care insurance with after-tax dollars. Under reform, expenditures for long-term care insurance will be deducted from taxable income, and employers will be able to deduct payments they make for these policies.

States will be responsible for monitoring and enforcing long-term care insurance standards set by the federal government, which include such things as: 1) clearly defining what services are covered by the policy; 2) prohibiting limiting coverage because of preexisting conditions; 3) providing uniform definitions across policies so that individuals don't have to take expensive guesses about what's covered; 4) establishing appeals processes for beneficiaries; 5) training and certifying agents who sell policies.

I also wanted to share with you some of the major areas of concern that came up during the meeting I had with Peggy Schneider, Cindy Mahan and a group of direct service providers and advocates for people with developmental disabilities from Arkansas.

- \* 1) They felt restricted by the intense regulation of residential and community-based centers
- Different eligibility determination processes for SSI and SSDI, cumbersome regulations for survey and inspections, cumbersome paperwork

Response: The Department of Health and Human Services is exploring how to streamline the determination processes so that it's more comprehensible to consumers.

2) • **Managed care system/gatekeepers:**

The status of severely disabled people is very unlikely to change. Even so, they're required to undergo a medical checkup and exam to requalify for services.

**Response:** As you know, we're currently looking at two options for long-term care. The less expensive package is one that's means-tested. If this option is chosen, for home and community-based services, eligibility determination will be entirely up to the states.

If the other option to provide home and community-based services for the severely disabled (not means-tested), then there will be federally mandated standards for eligibility determination. They will be different for those with permanent disabilities and those, like some elderly people, whose situations ebb and flow.

★ 3) • **The emergence of for-profit agencies to provide care**

They're concerned that managed care will open up the field to anyone who can provide services more cheaply, and therefore quality will suffer.

**Response:** Under reform, we are not prohibiting for-profit providers from entering the market. We are protecting consumers from poor-quality care in the following ways - - consumer boards so that those who receive the care have a say in how it's delivered; consumer satisfaction surveys that measure the performance of care providers.

★ 4) • **Case management**

In some states today, case management for the MR/DD population is done by an entity separate from the provider. They expressed concern that if case management were removed from the provider, it slows the process down. "Sometimes it takes a month to review."

**Response:** This is a controversial issue that we've been exploring. States will have the flexibility to determine where case management services should be provided - - at the state level or by the providers themselves. Providers will be prohibited from conducting eligibility determination, though.

Health

You know, often better than ~~most~~ <sup>many</sup> Americans, how easy it is to be victimized by a health care system that discriminates against pre existing conditions, that does not offer adequate long term care choices such as personal assistance and other supports that people with mental ~~refutation~~ <sup>disabilities</sup> and their families need to rely on to fulfill their lives and to be productive citizens.

In the coming months, ~~at the Senator referred in his comments~~, you will be asked to judge health care reforms by a number of questions and I hope that you will keep them in mind as we go forward during this very important conversation.

Security  
Savings  
Simplicity  
Choice  
Quality  
Responsibility

The Clinton Administration led with an economic package that addressed the health of our economy...we are NOW saying to the American people - join with us in looking at the health of people and together we can make a difference. Yes, you should join in the dialogue and make certain we will serve people appropriately, fully within this plan. But first and foremost, let's seize the moment, join our voices and hard work by looking at those things ALL people need within a health plan and stand together on what people - all people - first require.

These are principles upon which I hope you will join us with insistence. The reform, the transformation of our health system to one of security for ALL people is an action step that could change the whole outlook on the economic consequences of disability within a short period of time if we can come together and work hard for those things upon which we can all agree and not allow ourselves to fracture this debate beyond success with an approach that only focuses on the areas of disagreement.

Empowerment - Back to COMMITMENT sheet  
to finish programs

Speech: Hillary Rodham Clinton  
44th Annual Convention of The Arc  
Providence, Rhode Island - Friday, October 9, 1993

NOV - 5 REC'D

Thank you. Thank you very, very much. Thank you very much for that very warm welcome. It is such a pleasure to be here with David Dunn, and the other officers and board of the Arc, and all of those in this audience and around this country who support the work of The Arc. And, I am also pleased to be here with the Governor of Rhode Island, Governor Sundlun, and both Senator and Mrs. Pell who came to be with us today. And, I am particularly pleased to have been introduced by someone you have known a long time and I have only been able to claim an acquaintanceship of less than a year but whom I admire so greatly, Senator Chafee. From the very first time that the President asked me to work on this very important task he has been such a constructive and helpful counselor and advisor. And I think it is only fair to say that we now do have a President who is committed to health care reform, and we have leaders like Senator Chafee who have worked on health care reform for many years who will help create a climate of cooperation that will lead to a bipartisan, nationally accepted health care reform in 1994 and I am very grateful to him for that.

This is an issue that we know will be very discussed all over the country in all kinds of forums like this, but even more importantly in living rooms, in coffee shops, around the water coolers, people are going to be talking about health care reform and I think it is a conversation that is long overdue and very welcome.

And those of you in The Arc have experience in knowing what is needed to make systems respond to human needs and we are so grateful that the Arc is taking such a strong stand of support in favor of health care reform. I want personally to thank The Arc for the very positive response that you issued in response to the President's health care speech. And I want to thank David and others for being with us at the White House when we kicked off this campaign for health care reform. Because you have been working with us through your officers and representatives now for a number of months and your help and constructive advice has enabled the Administration to come forward with the plan that it has and will continue to make a contribution as we work through the Congress to the final resolution.

We are trying in our health care reform approach to deal with several of the problems that are most important to The Arc. We want to expand home and community based services to persons with mental retardation.

You know so well that we have to have the capacity to support people while they live in their homes or in alternative living arrangements, and that you know so well that it is the right thing to do both in terms of the human dimensions and in terms of the economics. For too long we have looked to institutionalized care and, as the wonderful introduction of Senator Chafee pointed out, we are beginning to understand the human and economic costs that that has made on our society. But we still have not recognized how much better it would be if we could provide more support for home and community based arrangements. The health care reform plan will move beyond even the legislation that was mentioned and will finally make it clear that regardless of income or age, individuals with severe disabilities should have the options to choose home based care or community based care.

Also, as part of the overall plan we are leaving in place programs that have provided health and assistance. In fact, really the theme of health care reform, as far as the President is concerned, is let's preserve what is right about the American system and fix what is wrong. So one of the features that we will be preserving is Intermediate Care Facilities/ Mental Retardation and the Medicaid home and community based waiver program. In fact, we would like to be able - assuming we can afford to do so - to increase the living allowances for residents of ICFMR from the \$30 to higher - maybe as high as \$100 a month, if we are able to do that.

You know, when the President in his speech held up that health security card - and I hope you saw that on television - he didn't hold it up and he didn't say you will only be able to get this if you are a certain age, or if you have never been sick, or if you do not have any mental retardation. He held it up and said: every



American will be entitled to this card and the services that it will represent and we want to make that a right of every American to have.

There are so many features of health care reform that will enshrine this basic principle about every American being entitled to receive health security, and at an affordable cost, that preserves and enhances quality; but particularly for people with mental retardation and their families we see it as a way to end the discrimination that has for too long existed in our health care system.

I was talking with some friends of mine about their small business. They employ four people, so there are four families, plus their own on their policy. Several years ago one of their employees had a child who was born with Down Syndrome and all of a sudden they were faced with what so many people are faced with every day in our country. You want to continue to insure this family with this child. You want to have to pay more because if you continue to insure this family the costs for all your families will go up. And my friend, whom I have known ever since high school, a small business man said to me: What a choice for me to be asked to make. To turn my back on an employee and his family that were a part of my family and my small business, or to reach down even deeper out of the wages of my employees, out of our profits, and provide health care insurance. He continued to do so. He called me the other day to say: You know I made what I know is the right choice. It was the right choice for my business. It was the right choice for my employee and his family, but no American should have to make that choice. All Americans should be entitled to health care coverage, no matter who they are or what happens to them during the course of their life and that is the bed rock principle we have to work on.

In the news release that The Arc issued supporting health care reform and the President, it said that The Arc wants to measure any reform against a set of five principles from a disability perspective and these are: nondiscrimination, comprehensiveness, appropriateness, equity and efficiency. Every one of those fits into the principles that the President outlined and that are also embodied in the alternative that Senator Chafee has worked so hard on. It has to be

comprehensive, and that means it has to provide a comprehensive set of benefits.

It cannot discriminate against any American. It must be appropriate in the sense that it should build on what works. It should provide access to adequate quality affordable health care in appropriate settings, based upon choices that individuals make that are best for them and their families. It must, it must have equity, and if it is comprehensive and does not discriminate it should have equity; but, it needs to have safeguards built in so that all of us feel that we are not being taken advantage of or discriminated against. And it must have efficiency. Efficiency in the better delivery of health care services at a more cost effective level. This will be one of the great debates that we will be having as to how much efficiency we are able to achieve. But The Arc, for many of the programs that you are involved with, you have seen models that work. You know of more efficient ways of delivering health care services to people with mental retardation. That is true across our country. And, what we need is to build in incentives so that efficiency is rewarded and that those who are inefficient, who don't deliver high quality care at a cost efficient affordable rate, will learn how to do better because there will be incentives in the system for them to become more efficient. And we will need your voices and your experiences, speaking loudly to people all over America about how we can do the job better. I share the confidence and optimism that Senator Chafee just said in his introduction. I know, I know we are going to have health care reform in 1994. We are going to have it because it is the right thing to do. Because we know that to stay with the status quo is no longer an option and because so many people, including those in The Arc, have worked too long and too hard to try to make things better for us to give up now on what is an historic opportunity.

So, I came here today mostly to say thank you. Thank you, not only for the support you have given in the last months to this health care reform effort, but thank you for the support and the advocacy and the caring, and the example you have given this country for decades. Our time has finally arrived. If we work together we will see the fruits of your labor, and we will all be prouder to be Americans and to live in the country that gives us the best opportunities in the world if we are only willing to take the responsibility to make it so.

UCPA  
Wednesday, April 28, 1993  
Radisson Plaza Hotel  
Alexandria, Virginia  
1 p.m.

Empowerment

Power cannot be  
taken  
cannot be  
given

Someone cannot be  
just it

no one can  
make you feel  
inferior w/out  
your consent"

Always do  
right - this  
will gratify some  
people &  
disturb  
others. -  
Eleanor Roosevelt

It is wonderful to be here before you....as I have told some other selected audiences in recent weeks...what other way is there to start a speech before a group like yours than I am happy to be here...you are special, you represent the services that I have worked for throughout the last twenty years of my life ~~and~~ ~~and~~ and above all you represent the services that have worked FOR me.

Insert (explain Hamp if not already done...child diagnosed as cerebral palsied at approximately 10 months of age, I knew it sooner)

A recent headline in the Ark. Democrat / Gazette which profiled me as one of the Arkansans making the move to DC stated something to the effect that "son's life leads local woman to White House." And indeed it has.

I bring to the Domestic Policy Council what is seen by some as a simple statement of purpose: All children shall be empowered to develop to their fullest potential. You and I know that the only way children can do so is if each of us as human beings are given that ongoing opportunity-and it is in that context I both speak today and carry out the daily tasks entrusted to me by President Clinton.

In order to carry you through specific program priorities let's use the President's five priorities given to us at the cabinet/staff retreat very early in this administration. At the same time it is impossible for me not to relate as much as possible to where I come from in a very personal manner.

① Economic package: this means work, investment in people as well as deficit reduction. The 1992 Rehabilitation Act's presumption of employability is a <sup>valued</sup> tenet here for us in the DPC...personally, my son soon graduates from high school and coming from a community based instruction program in the public schools I am vitally concerned about employability, the job he will obtain and the ongoing lifelong training he will receive, the role of

UCPA  
Wednesday, April 28, 1993  
Radisson Plaza Hotel  
Alexandria, Virginia  
1 p.m.

Empowerment

Forum cannot be  
Power cannot be  
taken  
cannot be  
taken

Always do  
right - this  
will gratify some  
people &  
Antonio  
the rest  
of the  
Ransdell

no one can  
make you feel  
inferior w/out  
your consent"

It is wonderful to be here before you...as I have told some other selected audiences in recent weeks...what other way is there to start a speech before a group like yours than I am happy to be here...you are special, you represent the services that I have worked for throughout the last twenty years of my life ~~and~~ ~~and~~ and above all you represent the services that have worked FOR me.

Insert

(explain Hamp if not already done...child diagnosed as cerebral palsied at approximately 10 months of age, I knew it sooner)

Long term care will be addressed and the need for community based care and the array of services needed to make that real...we can't accomplish it all at once but we hope to present a comprehensive blueprint. Health care is tough...far tougher than living facilities in residential neighborhoods.

NIMBY

A recent headline in the Ark. Democrat / Gazette which profiled me as one of the Arkansans making the move to DC stated something to the effect that "son's life leads local woman to White House." And indeed it has.

I bring to the Domestic Policy Council what is seen by some as a simple statement of purpose: All children shall be empowered to develop to their fullest potential. You and I know that the only way children can do so is if each of us as human beings are given that ongoing opportunity-and it is in that context I both speak today and carry out the daily tasks entrusted to me by President Clinton.

In order to carry you through specific program priorities let's use the President's five priorities given to us at the cabinet/staff retreat very early in this administration. At the same time it is impossible for me not to relate as much as possible to where I come from in a very personal manner.

①

Economic package: this means work, investment in people as well as deficit reduction. The 1992 Rehabilitation Act's presumption of employability is a <sup>tenet</sup> tenet here for us in the DPC...personally, my son soon graduates from high school and coming from a community based instruction program in the public schools I am vitally concerned about employability, the job he will obtain and the ongoing lifelong training he will receive, the role of

assistive technology. VP Gore and I have had numerous conversations on this issue...there is a genuine commitment <sup>on our part</sup> As we move ahead on National Service, school to work transition and these other job training issues we want to be aware always of the words behind me here (inclusion, not exclusion; independence, not dependence; and empowerment, not paternalism)

- ② Health Care Reform: the many pieces being put together, not ready to reveal the details but let's look:

Your statement: non-discrimination

comprehensiveness

appropriateness (one of the few groups to talk about availability)

equity

efficiency

Long term care will be addressed and the need for community based care and the array of services needed to make that real...we can't accomplish it all at once but we hope to present a comprehensive blueprint. Health care is tough...far tougher than living facilities in residential neighborhoods.

NIMBY

- ③ Welfare Reform: <sup>one, again</sup> - work, education, training, empowerment

Work in exchange for welfare

Work instead of welfare

- ④ Campaign finance/lobbying reform

- ⑤ National Service: look not only as how you can participate as student participants but also as services within your programs...look to state mechanism.

<sup>where is</sup> ~~Finally~~ EDUCATION: (inherent in all but one of the priorities and thus not a separate category)

-reauthorizations

-Goals 2000

mention of disabilities....if we truly mean inclusion, mainstreaming perhaps we have to work on implementation and not set aside words...<sup>as the basic ground</sup> think about it

<sup>What Ed</sup> -GOALS: ~~these goals~~ if we mean all children quite naturally my child, my adult now, and quite frankly we as a community of believers should demand that, and stop quibbling over words that don't necessary produce the actions...hard work does. In these goals we find avenues to push for reform, inclusion, early prevention,

intervention programs...we will do it!

ADA, an overlay to all. You help us monitor, you help us determine where we need to give nudges or bulldozing pushes.

*Parent booklet*  
When I look at the last 20 yrs of my life it is an embodiment of *through*  
I know the meaning of the education goals from early childhood to *survival*  
adult life-long learning...Hamp Rasco was born over 19 years ago  
and I was told to take him home, love him and make a decision  
about an institution...we've worked hard with family, medical  
professionals, therapists, parent educators, teachers, school  
administrators, you name it... he's been in public schools all  
his life, he did indeed finally talk at age five, he moved into a  
small group setting last August, he's taking a college "woman" as  
he put it to me to his high school prom in less than two weeks  
and his senior class peers and school administrators approached  
him to give a speech at graduation...their rationale "We have  
learned so much from Hamp" - he's unlike anyone we've ever known.  
And as Hamp says he's going to conclude in that graduation  
speech: It's been a lot of fun, but now it's time to move on!

His mother is confident he'll move on in a very positive  
way w/ a ~~good~~ good ~~ground~~ ~~ground~~ ~~in decision~~  
~~making~~, independent thinking, ~~love of life~~ ... *love of people*  
~~in~~

I've talked about what the President ~~has done and what he~~ <sup>thru Admin-</sup> wants to do. We've begun to shift course. But this is just the beginning. We must have the courage to change--to recognize mistakes, to abandon what doesn't work, to challenge ourselves to do better. ~~In short, we adults have some growing up to do.~~

I know that many of you in this room are ~~tired after the last twelve years.~~ <sup>you feel why tired</sup> Without you, many of the ~~programs that serve children and families would have been gutted.~~ They weren't, and ~~you've earned a rest.~~

But we're asking you to go another round. The President can't pass or fund his initiatives alone. He can't break the gridlock alone. He still needs your help, and so do America's children <sup>and adults with disabilities</sup>

~~For the first time in a long time,~~ your efforts will be supported--~~not rebuffed--~~by the executive branch of this government. ~~The details remain to be worked out.~~ But for sure, there will be an ongoing, high-level focus on children and families, ~~cutting across agency, departmental, and programmatic lines, coordinated by the White House, responsible not to any single constituency but to the national interest and directly to the President of the United States.~~

Concern for our <sup>people with disabilities</sup> children must start at the top--but it can't end there. We must empower parents, neighborhoods, communities and voluntary organizations across this great nation to do what our <sup>children</sup> need. The President can take the lead--but only you can complete the task.

<sup>I believe</sup> At last, a new day is dawning for America's children <sup>people - all people</sup> and their families. We will work together with you. We won't always succeed, and we won't always be able to do everything that you--and we--would want.

But I can promise you this: we will never relent in our effort to give every <sup>child</sup> a chance to develop--fully. Because at the end of Bill Clinton's second term, at the dawn of the third millenium, I want to be able to say to Hamp Rasco and Mary Margaret Rasco and to all ~~the children~~ of America, with a clear conscience and a full heart: We did our best. And I want all of you at this <sup>meeting</sup> to join me in being able to look at one another and say: We did our best.

Thank you very much.

*the battles you wage daily for rights, funding, services.*

TOWARDS EMPOWERMENT:  
THE CLINTON ADMINISTRATION AND THE INTERNATIONAL  
DISABILITY MOVEMENT

BY STANLEY HERR  
KENNEDY PUBLIC POLICY FELLOW, WHITE HOUSE

\* GREETINGS FROM PRESIDENT CLINTON AND MY IMMEDIATE SUPERVISOR, CAROL H. RASCO, ASSISTANT TO THE PRESIDENT FOR DOMESTIC POLICY.

\* WE SALUTE THE GLOBAL EFFORTS OF REHABILITATION INTERNATIONAL IN BRINGING TOGETHER DISABILITY LEADERS, GOVERNMENT REPRESENTATIVES, BUSINESS LEADERS, AND OTHER INTERESTED CITIZENS TO ADVOCATE FOR POLICIES AND LEGISLATION RECOGNIZING THE RIGHTS OF PERSONS WITH DISABILITIES AND THEIR FAMILIES.

\* WE COMMEND THE ORGANIZERS OF THIS CONFERENCE, "PARTNERS FOR INDEPENDENCE: MODELS THAT WORK" FOR BRINGING TOGETHER DELEGATES FROM 45 COUNTRIES AND VARIOUS PARTS OF THE U.S.

\* THE CANADIAN REHABILITATION COUNCIL FOR THE DISABLED AND THE U.S. COUNCIL FOR INTERNATIONAL REHABILITATION, AS CO-HOSTS FOR THIS EVENT, HAVE DONE AN AMAZING JOB, AND I ADD A PERSONAL NOTE OF THANKS TO SUSAN PARKER AS PRESIDENT-ELECT OF USCIR AND A MEMBER OF THE STEERING COMMITTEE FOR HER



LOGISTICAL LABORS AND FOR INVITING ME HERE.

\* A FEAST OF KNOWLEDGE, AND INSPIRATION AWAITS US AS WE LEARN FROM EACH OTHER AS TO WHAT WORKS, AND HOW WE CAN BETTER WORK AT OUR RESPECTIVE TASKS.

\* RICK HANSEN'S KEYNOTE ADDRESS REMINDS US THAT WE CAN ALL GO THE EXTRA MILE (OR KILOMETER AS THE REST OF THE WORLD SAYS) TOWARD THE GOALS OF GREATER INDEPENDENCE, EMPOWERMENT, AND INCLUSION. HE MENTIONED CANADA'S SIGNAL CONSTITUTIONAL ACHIEVEMENT OVER 10 YEARS AGO, TO EXPRESS CONSTITUTIONAL PROTECTION OF EQUAL RIGHTS OF PERSONS WITH DISABILITIES IN FIFTEEN OF ITS CHARTERS OF FUNDAMENTAL FREEDOMS. WE SALUTE MR. HANSEN'S VALOR AND ELOQUENCE.

\* PRESIDENT CLINTON HAS ALSO GONE THE EXTRA MILE TO SPEAK OUT FOR THE OPPORTUNITY FOR EVERY AMERICAN WHO WANTS TO WORK TO BE ABLE TO DO SO, REGARDLESS OF DISABILITY.

\* WITH THIS CONFERENCE HELD IN OCTOBER, THE NATIONAL DISABILITY EMPLOYMENT AWARENESS MONTH IN THE U.S., IT IS ENTIRELY FITTING AND PROPER THAT I LET PRESIDENT CLINTON'S ELOQUENT WORDS ON THAT SUBJECT SOUND IN THIS HALL. HIS PROCLAMATION WILL RING WITH SPECIAL RESONANCE IN THIS DISTINGUISHED GATHERING OF INTERNATIONALLY-ORIENTED ADVOCATES AND OTHER LEADERS.

**\* READ WHOLE PROCLAMATION**

"THE UNITED STATES HAS LONG BEEN A CHAMPION OF THE CIVIL RIGHTS OF INDIVIDUALS, AND IT IS ONLY NATURAL THAT WE NOW SERVE IN THE FOREFRONT OF EFFORTS TO ENSURE EQUAL OPPORTUNITY FOR PERSONS WITH DISABILITIES. INSPIRED BY THE ENACTMENT OF THE AMERICANS WITH DISABILITIES ACT ON JULY 26, 1990, OTHER NATIONS HAVE BEGUN TO REEXAMINE THE CHALLENGES FACED BY THEIR CITIZENS WITH DISABILITIES. THE ADA, WHICH PROHIBITS DISCRIMINATION IN EMPLOYMENT, PUBLIC ACCOMMODATIONS, GOVERNMENT SERVICES, TRANSPORTATION, AND COMMUNICATIONS, PROVIDES A PRACTICAL MODEL FOR PEOPLE EVERYWHERE TO ENSURE THAT INDIVIDUALS WITH DISABILITIES WILL NOT BE EXCLUDED FROM THE SOCIAL, CULTURAL, AND ECONOMIC MAINSTREAM.

"TOGETHER WE HAVE BEGUN SHIFTING DISABILITY POLICY IN AMERICA FROM EXCLUSION TO INCLUSION; FROM DEPENDENCE TO INDEPENDENCE; FROM PATERNALISM TO EMPOWERMENT. AND WE HAVE MADE A FIRM COMMITMENT-A NATIONAL PLEDGE OF CIVIL RIGHTS FOR PEOPLE WITH DISABILITIES-TO ENFORCE THE AMERICANS WITH DISABILITIES ACT. WE CANNOT BE SATISFIED UNTIL ALL CITIZENS WITH DISABILITIES RECEIVE EQUAL TREATMENT UNDER THE LAW, WHETHER IN THE WORK PLACE, IN SCHOOLS, IN GOVERNMENT ,

OR IN THE COURTS. WE WILL NOT BE SATISFIED AS A NATION UNTIL WE HAVE FULLY IMPLEMENTED THE LAWS THAT OFFER EQUAL OPPORTUNITY FOR AMERICANS WITH DISABILITIES, INCLUDING THE ADA AND THE REHABILITATION ACT OF 1973.

WE DO NOT HAVE A SINGLE PERSON TO WASTE. CITIZENS WITH DISABILITIES WANT TO LEAD FULL, INDEPENDENT AND PRODUCTIVE LIVES. THEY WANT TO WORK; THEY WANT TO PAY THEIR FAIR SHARE OF TAXES; THEY WANT TO BE SELF-SUPPORTING CITIZENS. AMERICA MUST ENABLE THE 43 MILLION TALENTED AMERICANS WITH DISABILITIES TO CONTRIBUTE BY OFFERING THEM INDIVIDUALIZED TRAINING AND EDUCATION WE OFFER EVERYONE ELSE.

OUR NATION CAN ILL AFFORD TO WASTE THIS VAST AND ONLY PARTIALLY TAPPED SOURCE OF KNOWLEDGE, SKILLS, AND TALENT. IN ADDITION TO BEING COSTLY-OVER \$300 BILLION IS EXPENDED ANNUALLY AT THE FEDERAL, STATE AND LOCAL LEVELS TO FINANCIALLY SUPPORT POTENTIALLY INDEPENDENT INDIVIDUALS- THIS WASTE OF HUMAN ABILITY CANNOT BE RECONCILED WITH OUR TRADITION OF INDIVIDUAL DIGNITY, SELF-RELIANCE, AND EMPOWERMENT. AS WE WORK TO ACHIEVE THOROUGH AND HARMONIOUS IMPLEMENTATION OF THE AMERICANS WITH DISABILITIES ACT, WE WILL OPEN THE DOORS OF OPPORTUNITY FOR MILLIONS OF PEOPLE, THEREBY EXPANDING, NOT ONLY THE RANKS OF

THE EMPLOYED, BUT ALSO THE RANKS OF THE CONSUMERS. THESE INDIVIDUALS AND THEIR FAMILIES WILL THUS BE ABLE TO PURSUE THE REAL AMERICAN DREAM.

I CONGRATULATE THE SMALL BUSINESS AND INDUSTRY LEADERS, LABOR LEADERS, AND COMMUNITY LEADERS FROM ALL WALKS OF LIFE WHO ARE WORKING TOGETHER TO IMPLEMENT THE ADA AND THE REHABILITATION ACT, AND I COMMIT THE RESOURCES AND COOPERATION OF THE FEDERAL GOVERNMENT TOWARD THAT EFFORT. OUR ONGOING PROGRESS ATTESTS TO THE FUNDAMENTAL VITALITY AND OPENNESS OF OUR FREE ENTERPRISE SYSTEM AND TO OUR ABIDING COMMITMENT TO CIVIL RIGHTS FOR ALL. EVERY AMERICAN NEEDS A CHANCE TO CONTRIBUTE. OUR WORK IS FAR FROM FINISHED. AMERICA NEEDS THE CONTINUED LEADERSHIP OF EVERY CITIZEN TO FULFILL THE PROMISE OF THE AMERICANS WITH DISABILITIES ACT AND RELATED LAWS."

IN CONCLUSION, THE PRESIDENT OBSERVED, THAT THE "NATIONAL DISABILITY EMPLOYMENT AWARENESS MONTH IS A SPECIAL TIME FOR ALL AMERICANS TO RECOGNIZE THE TREMENDOUS POTENTIAL OF CITIZENS WITH DISABILITIES AND TO RENEW OUR COMMITMENT TO FULL INCLUSION AND EQUAL OPPORTUNITY FOR THEM, AS FOR EVERY CITIZEN.

NOW THEREFORE, I, WILLIAM J. CLINTON, PRESIDENT OF THE

UNITED STATES OF AMERICA, DO HEREBY PROCLAIM OCTOBER 1993 AS NATIONAL DISABILITY EMPLOYMENT AWARENESS MONTH. I CALL ON ALL AMERICANS TO OBSERVE THIS MONTH WITH APPROPRIATE PROGRAMS AND ACTIVITIES THAT AFFIRM OUR DETERMINATION TO FULFILL BOTH THE LETTER AND THE SPIRIT OF THE AMERICANS WITH DISABILITIES ACT."

THIS REHABILITATION INTERNATIONAL CONFERENCE IS CERTAINLY A FITTING CELEBRATION OF THIS MONTH. IT IS A GOOD TIME FOR ALL OF US TO ENDORSE U.N. EFFORTS TO PURSUE A LONG-TERM STRATEGY TO THE YEAR 2000 AND BEYOND IN THE FIELD OF DISABILITY PREVENTION, REHABILITATION AND EQUALITY OF OPPORTUNITIES.

\* ONE BYPRODUCT OF THIS STRATEGY IS THE INCREASING NUMBER OF REQUESTS FOR ASSISTANCE AND ADVISORY SERVICES FROM OTHER COUNTRIES. (EX., T.A. ON LEGISLATION & LEGISLATION MODELS IN THE CARIBBEAN REGION AND OTHER PARTS OF THE WORLD)

\* WE CAN ALSO RESPOND TO THE NEEDS OF PEOPLE WITH DISABILITIES BY DRAWING ON THE EXPERTISE & EXPERIENCE OF HIGH-LEVEL NATIONAL COORDINATING COMMITTEES, SUCH AS THE PRESIDENT'S COMMITTEE ON EMPLOYMENT OF PEOPLE WITH DISABILITIES, THE NATIONAL COUNCIL ON DISABILITY, AND THE PRESIDENT'S COMMITTEE ON MENTAL RETARDATION. THESE FINE ORGANIZATIONS ARE EXCELLENT VEHICLES FOR ADVOCATING FOR THE

RIGHTS AND NEEDS OF PERSONS WITH DISABILITIES, AND SHARING THE BEST OF U.S. PRACTICE AND LEGISLATION WITH THE REST OF THE WORLD.

\* ADA IS CERTAINLY ONE OF THOSE LANDMARK PIECES OF LEGISLATION TO WHICH THE PRESIDENT IS STRONGLY COMMITTED TO ENSURE ITS FULL IMPLEMENTATION AND ENFORCEMENT. EVEN BEFORE ASSUMING THE RESPONSIBILITIES OF HIS OFFICE, THEN PRESIDENT-ELECT CLINTON EMPHASIZED THAT "IN A COMPETITIVE GLOBAL ECONOMY, OUR COUNTRY DOESN'T HAVE A SINGLE PERSON TO WASTE -- OPPORTUNITY MUST BE OPEN TO EVERYONE." HE IDENTIFIED ADA AS IN THE NATIONAL INTEREST, EXPLAINING THAT "OUR ENTIRE NATION WILL SHARE IN THE ECONOMIC AND SOCIAL BENEFITS THAT WILL RESULT FROM FULL PARTICIPATION OF AMERICANS WITH DISABILITIES IN OUR SOCIETY."

I AM ESPECIALLY PLEASED TO SALUTE JUSTIN DART AND PAT WRIGHT AND OTHERS IN THIS AUDIENCE FOR THEIR GREAT EFFORTS IN THE CREATION AND THE APPLICATION OF ADA. IT IS NOW INCUMBENT ON US TO SHARE OUR EXPERIENCE WITH OTHER NATIONS WHO COME TO US SEEKING TO STRENGTHEN THE LEGAL TOOLS FOR EQUALITY FOR PERSONS WITH DISABILITIES.

\* REHABILITATION ACT -- 20TH ANNIVERSARY ON SEPTEMBER 26, 1973 -LAYING THE GROUNDWORK FOR MANY OF THE CONCEPTS THAT

UNDERLIE THE ADA; SHOWING THE FEASIBILITY OF BALANCING THE INTERESTS OF THE DISABILITY COMMUNITY, THE PUBLIC SECTOR AND THE FEDERALLY ASSISTED ENTITIES IN ENSURING NONDISCRIMINATION FOR QUALIFIED INDIVIDUALS WITH DISABILITIES.

\*ON A DAY ON WHICH THE MASSIVE 1300 PAGE AMERICAN HEALTH SECURITY ACT IS INTRODUCED, A TRIBUTE TO OUR COURAGEOUS FIRST LADY IS DUE. IN MARCH 1993, MRS. CLINTON WAS AMONG THE 17 FIRST LADIES PARTICIPATING IN THE WESTERN HEMISPHERIC CONFERENCE ON PERSON WITH DISABILITIES. WITH HER INVOLVEMENT IT IS NOT SURPRISING THAT THE CONFERENCE PRODUCED A VERY SUBSTANTIVE "AGENDA FOR THE FUTURE" THUS, WE ARE ONE OF THE 34 NATIONS IN THIS HEMISPHERE PLEDGED TO:

\*ORGANIZE AND WORK TOGETHER TO ACHIEVE EQUALITY OF OPPORTUNITY AND INDEPENDENCE FOR ALL PERSONS WITH DISABILITIES;

\*PLEDGED TO INSIST ON FULL PARTICIPATION OF PERSONS WITH DISABILITIES IN THE PLANNING AND IMPLEMENTATION OF ALL LEGISLATION, POLICIES, AND SERVICES THAT AFFECT THEIR LIVES;

\*PLEDGED TO ADOPT A GLOBAL PERSPECTIVE WHILE ENCOURAGING CONCRETE ACTIONS AT THE LOCAL LEVEL TO PROMOTE DISABILITY RIGHTS;

\*PLEGGED TO ESTABLISH TECHNICAL ASSISTANCE AND RESOURCE SERVICES THAT CAN HELP EACH NATION ANALYZE ITS LAWS, DETERMINE SPECIFIC NEEDS FOR CHANGE, DEVELOP EFFECTIVE LEGISLATION, AND CARRY OUT THOSE LAWS PERTAINING TO PERSONS WITH DISABILITIES.

AS MRS. CLINTON NOTED IN THE PREFACE TO THIS WESTERN HEMISPHERIC CONFERENCE, "THE CHALLENGE WILL BE FOR EACH COUNTRY TO MOVE FORWARD WITH A PLAN TAILORED TO ITS OWN UNIQUE NEEDS AND POSSIBILITIES, AND FOR OTHER COUNTRIES TO JOIN IN PROVIDING SUPPORT AND ASSISTANCE WHERE POSSIBLE."

AND IN ACCEPTING THIS AGENDA, PRESIDENT CLINTON UNDERSCORED HEMISPHERIC CONCERNS THAT "FOCUSED NOT ONLY ON PROVIDING OPPORTUNITIES FOR ALL PERSONS WITH DISABILITIES BUT ALSO ON MAINTAINING THE DIGNITY AND WORTH OF EACH PERSON WHO ACTS ON THOSE OPPORTUNITIES." HE CONCLUDED WITH THESE WORDS,

"I LOOK FORWARD TO A CONTINUED CONTRIBUTION OF THE UNITED STATES IN A HEMISPHERIC PARTNERSHIP THAT WILL PROVIDE BETTER LIVES FOR ALL OUR CITIZENS WITH DISABILITIES."



THERE ARE SO MANY WAYS, LARGE AND SMALL, FOR THIS COUNTRY TO CONTRIBUTE TO SIMILAR PARTNERSHIPS AROUND THE GLOBE:

**1. LEADERSHIP:** YOU WILL SHORTLY HEAR FROM DR. CHATER, OUR SOCIAL SECURITY COMMISSIONER & NATIONAL SECRETARY OF USCIR, TALKING ABOUT PARTNERSHIP. OUR APPOINTEES BRING DEEP RESERVOIRS OF EXPERIENCE AND PASSION TO THE INTERNATIONAL DISABILITY FIELD SUCH AS ASSISTANT SECRETARY JUDY HEUMANN IN EDUCATION AND BOB WILLIAMS IN ADD. MY GOOD FRIEND, ASSISTANT SECRETARY HEUMANN WILL BE SHARING HER KNOWLEDGE OF INDEPENDENT LIVING CENTERS AND OTHER TOPICS WITH CONFERENCE TOMORROW.

**2. HUMAN RIGHTS REPORTING.**

AS PART OF THE STATE DEPARTMENT'S MONITORING FUNCTIONS, HUMAN RIGHTS REPORTS BY COUNTRY DUE OUT JAN. 1994-- FOR THE FIRST TIME, EMBASSIES AROUND THE WORLD HAVE BEEN INSTRUCTED TO COLLECT INFORMATION ON HOW THE HUMAN RIGHTS OF PERSONS WITH DISABILITIES ARE BEING RESPECTED

**3. FULBRIGHT FELLOWSHIPS.**

IN AN EARLIER LIFE, I WAS FORTUNATE ENOUGH TO SPEND A YEAR AS

A FULBRIGHT IN TEL AVIV RESEARCHING HUMAN RIGHTS AND MENTAL DISABILITY, CONSULTING ON REFORM LEGISLATION AND HELPING TO CREATE A DYNAMIC ADVOCACY OFFICE FOR PERSONS WITH DISABILITIES. THE GOOD NEWS ABOUT MY WORK SITE WAS ITS PROXIMITY TO THE MEDITERRANEAN, THE BAD NEWS WAS ITS PROXIMITY TO SADDAM HUSSEIN'S SCUD MISSILES. IN SOMEWHAT MORE TRANQUIL SETTINGS, FULBRIGHTS IN PRAGUE, IN BUDAPEST AND ELSEWHERE HAVE FURTHERED RESEARCH AND TEACHING ABOUT DISABILITY ISSUES.

**4. OVERSEAS FELLOWSHIPS THROUGH WORLD INSTITUTE ON DISABILITY AND THE INTERNATIONAL EXCHANGE OF EXPERTS IN REHABILITATION PROGRAMS.** THE INSTITUTE HAS HAD NEARLY 60 FELLOWSHIPS, WHILE THE INTERNATIONAL EXCHANGE OVER ITS LONG SPAN HAS HAD OVER 150 FELLOWS. DIANE WOODS AND MANY OF THESE INTERNATIONALLY RECOGNIZED EXPERTS ON YOUR PROGRAM THIS PM. THEIR SUPERBLY USEFUL PROJECTS HAVE HELPED US TO DISCOVER THE BEST PRACTICES IN THE WORLD AND TO BRING THIS LEARNING HOME. (EX. FROM SWEDEN WE CAN LEARN HOW TO REPLACE GUARDIANSHIPS AND BUILD SYSTEMS OF PERSONAL SUPPORTS.)

**5. HUMANITARIAN AND REFUGEE PROGRAMS**

THESE PROGRAMS INEVITABLY TOUCH ON DISABILITY; WE PROCESS APPLICATIONS FOR REFUGEE STATUS WITHOUT DISCRIMINATION

BASED ON DISABILITY STATUS; OUR OVERSEAS ASSISTANCE PROGRAMS AT REFUGEE CAMPS THAT SEEK TO AMELIORATE DISABILITIES CAUSED BY WAR, DROUGHT, FAMINE OR ALL OF THE ABOVE. IN ASIA WE SUPPORT "HANDICAP INTERNATIONAL," THAT IN CAMBODIA IS DEALING WITH THE VICTIMS OF WAR, AND THE TRAGIC MAIMING OF CHILDREN AND ADULTS BY LAND MINES THAT HAVE BEEN SOWN IN THE PAST--- EFFORTS TO SECURE PEACE WHETHER IN MIDDLE EAST OR IN OTHER HOT SPOTS, ARE ONE MEANS OF THE WAYS OF PREVENTING DISABILITY.

**6. RESEARCH-- HOST OF TECHNOLOGY AND SCIENCE  
PROTOCOLS OVERSEAS.**

IN INDIA 76 MILLION RUPEES OVER 5 YEARS TO DEVELOP MODELS FOR REHABILITATION FOR PEOPLE WITH DISABILITIES IN RURAL AREAS. AT THE UNIVERSITY OF LJUBJANA, IN SLOVENIA. THE UNITED STATES IS SUPPORTING A THREE YEAR TECHNICAL TRAINING PROJECT TO DEVELOP TECHNOLOGY TO IMPROVE ELECTRICAL STIMULATION TO ENHANCE BODY LOCOMOTION

**7. SUPPORTING EMERGING LEADERS IN THE DISABILITY FIELD  
PRAGUE PROGRAM---(SEE COMMENTS BELOW FROM ONE OF THOSE  
STUDENTS.)**

RUSSIAN PROGRAM THROUGH WID & WORLD LEARNING TO DEVELOP LEADERSHIP, INDEPENDENT LIVING CENTERS, MEDIA AWARENESS, AND TECHNICAL ASSISTANCE IN THE LAND OF FORMER FOES. THOSE OF US WHO TAKE PART IN "PARTNERSHIPS FOR INDEPENDENCE" OFTEN COME AWAY INSPIRED BY OUR OVERSEAS COLLEAGUES. AFTER SPENDING A WEEK THIS SPRING IN PRAGUE AS FACULTY MEMBER AT THE JDC TRAINING INSTITUTE, I WAS DEEPLY MOVED BY THE HERCULEAN EFFORTS BY REHABILITATION PROFESSIONALS TO CREATE DISABILITY SERVICES IN AN ENVIRONMENT THAT FORMERLY SHUNNED OR PUT AWAY PEOPLE WITH DISABILITIES. ONE OF THE STUDENTS HAD TO LEAVE HER PROFESSION AS A SURGEON TO CREATE FROM SCRATCH A SCHOOL AND COMMUNITY SUPPORTS FOR A CHILD LIKE HER SIX YEAR OLD SON. MAY I SHARE A PART OF HER RECENT LETTER WITH ITS PLAY OF LIGHT AND SHADOW. [EXTRACT FROM MOVING LETTER READ ABOUT BUILDING DISABILITY SERVICES FROM SCRATCH IN BRNO].

WE MUST TAKE UP THEIR INVITATION. I WILL NEVER FORGET REHABILITATION PROFESSIONALS LIKE HANA

**8. TECHNICAL ASSISTANCE -- WE HAVE OAS EXPERTISE TO SHARE, ESPECIALLY LEGISLATIVE. RECOGNIZED NEED FOR THE SHARING OF INFORMATION, RESOURCES, AND EXPERIENCE ONE TOPIC: HUMAN AND CIVIL RIGHTS OF PERSONS WITH DISABILITIES MUST BE LEGISLATED IN ORDER TO SUPPORT THE PROCESS OF AWARENESS AND**

CHANGE." OAS REPORT AT 10.

ESPECIALLY CARIBBEAN GROUP SEEKING "PERSONS QUALIFIED TO DRAFT LEGISLATION, PERSONS W/DISABILITIES, PARLIAMENTARIANS KNOWLEDGEABLE IN DISABILITY LAW, PARENTS OF PERSONS WITH DISABILITIES, AND OTHERS.." iD AT 12

OAS ESTIMATES 80 MILLION PERSONS WITH DISABILITIES ALL POTENTIAL CONTRIBUTORS TO THE INTER-AMERICAN ECONOMY.

WE SHOULD FIND WAYS TO HEED THESE CALLS, TO SHARE THE HARD-WON EXPERIENCE AND SWEAT-STAINED PRODUCTS OF OUR DOMESTIC LABORS.

IN SUMMARY, THE US HAS A LONGSTANDING INTEREST IN DISABILITY RIGHTS AND THE INCLUSION OF CITIZENS IN EVERY MODE OF LIFE. THAT COMMITMENT FLOWS FROM THE DEMOCRATIC PRINCIPLES AND HUMAN RIGHTS IMPERATIVES THAT HERALD THE VERY BIRTH OF THIS NATION. PRESIDENT WILLIAM JEFFERSON CLINTON DRAWS INSPIRATION FROM THE WORDS OF ANOTHER JEFFERSON, "WE HOLD THESE TRUTHS TO BE SELF-EVIDENT THAT ALL MEN ARE CREATED EQUAL." IT IS NOW PAST TIME TO ENSURE THAT MEN AND WOMEN WITH DISABILITIES IN THIS COUNTRY AND ABROAD SHARE FULLY IN THE INALIENABLE RIGHTS OF PERSONHOOD -- TO LIFE, TO LIBERTY AND TO THE PURSUIT OF HAPPINESS."

THANK YOU FOR YOUR EFFORTS TO REALIZE THOSE RIGHTS.



# Arkansas

## DEPARTMENT OF EDUCATION

4 STATE CAPITOL MALL • LITTLE ROCK, ARKANSAS 72201-1071 • (501)682-4475  
John H. Fincher, Interim Director, General Education Division

August 16, 1993

TO: Carol Rasco  
Special Assistant to the President  
for Domestic Affairs

FROM: *Diane* Diane Sydoriak  
Associate Director, Special Education

SUBJECT: Annual Meeting of the National Association of  
State Directors of Special Education (NASDSE)

Thank you for agreeing to be the keynote speaker at the opening session of the NASDSE meeting to be held here in Little Rock. The opening session is scheduled to begin at 1:00 PM on Sunday, November 14, 1993. My best guess is that the first 20-30 minutes will be the preliminary welcomes by the president of the association, Arkansas Department of Education's Director, Governor (if possible), etc. I anticipate that you will be on at approximately 1:20-30. You are scheduled for one (1) hour.

As we discussed earlier, it will be absolutely wonderful if you can get a taped welcome and message from the President. Just let me know what type of equipment will be needed to show it.

As background information the concerns that I am hearing from my colleagues in education is that it appears that the role of education has taken a back seat to the other issues surrounding the individuals with disabilities. I think that it would be helpful if you can reinforce the Administration's commitment to the education of individuals with disabilities as well as the commitment to independent living, supported employment, rehabilitation services and long-term health care. We have invited Judith Huemann to address the group on either Monday or Tuesday at her convenience. We have also reserved time on the program for representatives from the Office of Special Education Programs to address the group.

If there is anything I can do to assist you prior to this meeting, please let me know.

STATE BOARD OF EDUCATION: Chairman - ELAINE SCOTT, Little Rock ♦ Vice Chairman - RICHARD C. SMITH, JR., Tillar  
Members: CARL E. BAGGETT, Rogers ♦ WILLIAM B. FISHER, Paragould ♦ JAMES M. LEWELLYN, JR., Fort Smith ♦ JAMES A. MCLARTY III, Newport  
♦ RAE RICE PERRY, Arkadelphia ♦ SHERRY WALKER, Little Rock ♦ NANCY M. WOOD, Little Rock  
An Equal Opportunity Employer

September 22, 1993

TO: Carol H. Rasco

FROM: Bill Galston

SUBJ: Elementary and Secondary Education Act

Attached, as we discussed earlier today, you will find the introduction to the Department of Education's narrative summary of the administration's proposed reauthorization of the Elementary and Secondary Education Act. As you'll see, the entire bill is organized around five principles:

- o high standards for all
- o a focus on teaching and learning
- o more local flexibility and less federal regulation
- o parental and community involvement
- o targeting of resources to areas of greatest need

# INTRODUCTION

The reauthorization of the Elementary and Secondary Education Act is about a \$10 billion-a-year investment in America's future. It's about reshaping that investment—by far the federal government's largest in K-12 education—so that *all* children in America will develop the knowledge, skills, and habits of mind we once expected of only our *top* students. It's about supporting the conditions to make GOALS 2000 a reality by improving America's schools, particularly those that serve disadvantaged children. Through upgrading instruction, professional development, and accountability, and aligning these elements with high standards, federal resources can provide the support that teachers, other school staff, and parents will need to enable all children to become effective learners.

Whether we succeed or fail will make a world of difference. For our children, it will mean the difference between finding doors open or closed to them when they are adults—doors to high-wage jobs, doors to participation in our democratic society, doors to personal fulfillment and quality lives. For our nation, it will mean the difference between economic prosperity and world leadership, or a decline in our standard of living and influence around the globe. That is what is at stake in this eighth reauthorization of the Elementary and Secondary Education Act (ESEA).

## WHAT ESEA DOES

Established in 1965 as part of President Lyndon Johnson's War on Poverty, ESEA offered federal support, for the first time, to schools in low-income communities. It opened a new era of federal involvement in education—an era where federal assistance would focus on students who stand to gain the most from it: poor children.

Over the years, Congress amended and expanded the Act seven times, creating programs to help children who speak little English, migrant children, neglected and delinquent youngsters, and other special children. Over time, other programs were added to support school improvement that would benefit all students throughout the country. The early 1980s witnessed a consolidation of dozens of small categorical grant programs into a block grant for fostering school improvement. Other programs were launched to improve math and



science instruction and to free schools from drugs. Smaller programs were offered over the years to promote school desegregation and to unleash innovation.

Over nearly 30 years, ESEA has contributed to improvements in American education. The needs of at-risk children, once ignored, are now recognized; and the academic achievement of these children has improved, particularly in basic skills. Public awareness about the role of schools in combating illegal drug use has grown, and most schools have curricula and policies to prevent drug abuse. Professional development opportunities have expanded, as has support for instructional innovation.

Yet despite these promising developments, the hopes for ESEA have not been realized to anyone's satisfaction. Evaluations indicate that ESEA resources have seldom triggered the kinds of transforming changes that our schools need—particularly in economically disadvantaged communities. These evaluations also suggest why: funds are spread thinly, instead of being targeted where the needs are greatest. Resources are used to address narrow categories of need, instead of addressing the broad learning needs of children. Federally-supported projects tend to operate in isolation, instead of as an integral part of the whole school. Professional development is superficial, rather than part of a strategy to improve teaching and learning. Too often, schools go it alone, instead of enlisting parents and the community in addressing problems. In short, the traditional add-on programs supported under ESEA are not powerful enough to help Americans reach the National Education Goals.

Research confirms these findings. And it points to how American education must change.

## HOW AMERICAN EDUCATION CAN CHANGE UNDER OUR PROPOSAL FOR ESEA

We want to foster an "ethic of learning" across America. This ethic begins with a straightforward premise: *high standards will replace minimum standards—high standards for ALL children.*

Somehow we got the idea, years ago, that children must learn simple skills before using those skills to think and to solve problems. Today we know that isn't the case. Research has demonstrated that content-rich instruction is indispensable for all children, at every stage of intellectual development. Yet many children, particularly low-income and low-achieving children, fill out endless drill-and-practice worksheets while their more advantaged peers read novels, create stories, tackle multi-step math problems, and design and conduct science experiments. The latter is the kind of learning we want for all children in America. ESEA will insist that all children get it, so that all children both master the basics and learn how to solve problems.

*To help all children reach high standards, all parts of school systems will be aligned to the challenging standards states are developing.* We've learned from decades of reform that piecemeal reform doesn't work. We've also learned a lesson from other countries—the ones whose students keep outperforming ours in mathematics and science. Those countries build their tests and curricula around high, clear standards. They tie teacher preparation, certification, and ongoing professional development to those standards. They target their resources to achieve those standards. In short, high expectations—clear definitions of what all students need to know and be able to do—drive their whole education systems. If the U.S. is to become an education superpower, ESEA must encourage that kind of "systemic" reform, so that all parts of the system—at every level, including *the federal government*—work together to move all students toward high standards. Under our proposal for ESEA, Title I, bilingual education, and dozens of other federal programs will become integral to, not separate from, state and community education reforms that center on high standards.

*To help all teachers teach to high standards, professional development will be intensive, ongoing, and part of every teacher's job.* If we expect all children to reach world-class levels of performance, we must offer serious professional development opportunities for the adults who must help them get there: teachers. Professional development around the best of an array of high-performance instructional strategies—individual and team learning, team teaching, writing across subject areas, interdisciplinary instruction, in-depth and long-term projects, new technologies, and many more—must be available to teachers across the country. It won't happen under the current haphazard, short-term approach to staff development. That approach must be replaced by substantial, in-depth, and continuing opportunities for teachers to develop the knowledge and skills they need—opportunities that ESEA will encourage and support.

*Schools alone cannot ensure that every child reaches high standards. It's going to take parents, working much more closely with schools.* Many parents want schools to offer practical guidance about what they can do to help their children learn well and succeed in school. Schools must see it as part of their job to supply that information and to assist all parents in becoming partners in their children's education. Both schools and parents must be encouraged to reach out to each other, for the sake of children.

*Schools also must work closely with other partners in the community.* For many schools and communities in low-income areas, it's going to take a particularly intensive effort. More of our children than ever live in poverty, in unstable families and communities, in conditions that militate against reaching the National Education Goals. Many of these children and their families need help. They need health and social services that are coordinated, not fragmented. To provide such services—and to strengthen families—communities must create integrated systems of support. That requires new partnerships—partnerships not only among *local* agencies and within communities, but among communities, their state, and the federal government.

*Partnerships must be based on a premise: government at all levels will offer opportunity in exchange for responsibility, expanded flexibility in exchange for better accountability.* There have to be goals and a consensus driving the hard work of transforming schools. And the vision must be embraced by the people who must do the hard work—teachers, parents, and others who work with children daily. That's why decisions about a particular school are best left in the hands of the principal, teachers, and parents of that school. This is what our ESEA proposal aims to promote.

*To ensure clear accountability, information on performance will be built into efforts at all levels.* Assessments of student learning must focus on high standards, not the minima of norm-referenced multiple-choice tests. Rather than having *separate* accountability systems for federal purposes, states must be able to use results from their high-standards assessment systems to fulfill federal accountability requirements. Schools must use assessment results to continually improve. And there must be consequences for their performance—recognition for exemplary progress, and assistance when schools are stalled. Also, schools must keep parents and the community informed about how well they are reaching their goals. These kinds of accountability are essential to ESEA.

These changes are important for all children, but particularly for children who have the farthest to go to reach high standards—children who are poor or have special needs.

The federal government contributes only 6 percent of America's elementary and secondary school dollar, most of it under ESEA. For this small contribution to advance equity and excellence, federal dollars must offer leadership and a partnership to achieve cutting-edge improvements.

Our proposal will do that. It emphasizes changing whole schools and school systems, not just federal programs. It targets resources to schools and children that have the farthest to go toward—but the most to gain by reaching—world-class levels of achievement. It encourages real changes for millions of teachers, parents, children, and others. Change is hard. But our proposal makes it possible through a new kind of partnership among schools, communities, states, and the federal government to ensure that America's children reach world-class levels of achievement.

## FIVE DIRECTIONS FOR ESEA

If we are to reach the National Education Goals and if all our children are to learn what they need to know and be able to do, ESEA must set five clear priorities:

**1. HIGH STANDARDS FOR ALL CHILDREN—WITH THE ELEMENTS OF EDUCATION ALIGNED, SO THAT EVERYTHING IS WORKING TOGETHER TO HELP ALL STUDENTS REACH THOSE STANDARDS.**

Children seldom learn more than we expect of them—yet ESEA programs often emphasize low-level basic skills. It is time to break the conspiracy of low expectations. It is time for states and communities—in concert with families and educators—to create and *use* high standards as the starting point for improving school and student performance. And it is time for the largest federal effort in education, ESEA, to encourage them to do so.

We've learned that...

- *We can expect much more of students, particularly poor children.*

Asian parents and children are more likely than Americans to say that effort and hard work, rather than innate ability, determine how well a child does in school.<sup>1</sup> Our children get the message: if innate talent matters more than effort, why work hard at learning? No children suffer more from this myth than poor children, who are the most likely to struggle against the undertow of low expectations.

The Commission on Chapter 1 concluded that:

the *low* expectations in our suburban schools are *high* in comparison to expectations in urban schools and rural schools with concentrations of children in poverty. And...this absence of challenge, of rigor, is dulling the minds and dashing the hopes of millions of America's children. Our low expectations are consigning them to lives without the knowledge and skills they need to exist anywhere but on the margins of our society and consigning the rest of us to forever bear the burden of their support.<sup>2</sup>

"The fact is," the Commission continues, "that we know how to educate poor and minority children of all kinds...to high levels." Elementary school teachers overwhelmingly say that their Chapter 1 students *are capable* of learning the material they're supposed to be taught.<sup>3</sup> And research on effective schools shows that, when schools serving disadvantaged children set high expectations, students produce tremendous results.

In New York City, the Mohegan School offers many low-income children a "classical education" with hands-on learning. Fifth graders read *Treasure Island*, not just to do another book report, but to act out the trial of Long John Silver. Second graders study Egypt and dramatize the mummification process, with one child playing the role of the priest while another carries jars of oils and sings. Children pick up a paintbrush to imitate Monet and learn about Rembrandt. As a result, reading scores climbed 10 percent; student and teacher attendance rose; and suspensions dropped to zero.

- *Using standards to drive changes in curriculum, instruction, assessment, and other elements of education can make a powerful difference in student performance.*

In the mid-70s, schools across America went back to the basics and focused on low-level skills. Instruction and tests were aligned with "minimum competence" standards. The result: many poor and minority students attained those standards and improved their basic skills.<sup>4</sup> But now we need to set our sights higher. The skills needed in the 1970s are insufficient for the jobs and challenges of the 21st century.

Other countries, particularly those where students outperform ours, use high standards to guide the development of instruction, assessment, teacher development, incentives for student and school performance, and more. Many states are moving forward with new curriculum standards, performance levels, and assessments to monitor progress in reaching these standards (Exhibit 1).

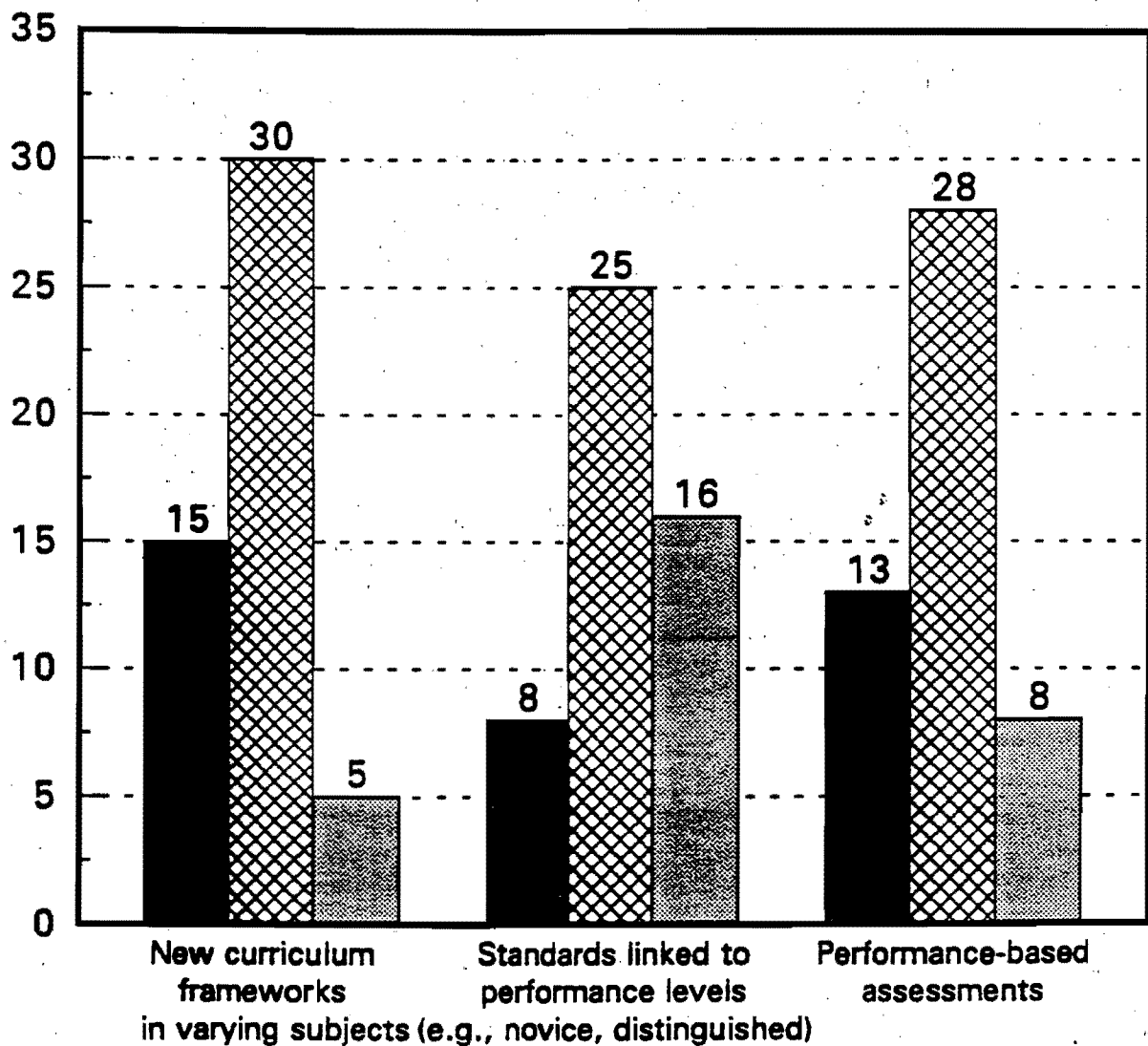
*Under our proposal, schools would raise standards for all students. And the educational pieces, including federal programs, would work together to help all children reach those standards.*

- > Schools, school districts, and states would use ESEA funds to help students reach the high standards being developed by states. States would submit plans establishing challenging standards for all children and two high-performance levels—proficient and advanced—to determine whether children, including those served by federal programs, have met those standards. If the state is participating in the GOALS 2000: Educate America Act, its standards for ESEA would be the same as those the state has developed through GOALS 2000. These standards identify essential knowledge and skills and would be informed by the voluntary national standards. These same high standards would apply to students served through all programs: Title I, migrant education, Indian education, bilingual education, and others. States would define in their plans standards that would drive changes in all the components affecting teaching and learning—curriculum, instruction, professional development, school leadership, student assessment, parent involvement, and more.

**Exhibit 1.**

**States are moving forward with new curriculum frameworks, standards, assessment, and state monitoring systems.**

Number of States



Note: Data are for the 50 states, the District of Columbia, and Puerto Rico. In some cases, no information was available, so the totals do not sum to 52.

Source: Status of New State Curriculum Frameworks, Standards, Assessments, and Monitoring Systems (Pechman & LaGuarda, 1993).

- > For example, new provisions in the Indian Education program would support high standards for Indian students—the same as for all students—by requiring school districts to specify in their applications for Indian Education funds the performance goals for Indian students, how federal, state and local programs will address their needs, and how student progress will be assessed. States would be given new roles and responsibilities for ensuring adequate provisions in the education of Indian children and adults, and new funding for those with approved plans.
- > Supporting high standards for teaching and learning would apply as well to educational programs in state juvenile facilities. In the Title I program for Neglected and Delinquent Youth, juvenile correctional institutions would need to provide at least 20 hours of weekly instruction as a condition for receiving federal funds. This would double the amount of instruction now required, bringing instruction in juvenile facilities more in line with what local school districts offer.
- > Federal accountability requirements would be integrated with each state's reform plan to support teaching and learning to high standards. This would focus assessment on what matters—what students need to know and be able to do—rather than on what students across the country actually knew several years ago.

## 2. A FOCUS ON TEACHING AND LEARNING.

In the past, opportunities for the professional development of teachers and other school staff have been haphazard, short-term, and ineffective. It's time to make professional development a vehicle for reform. If teachers are to help all students reach high standards, and if principals are to lead schools and communities in creating conditions that enable all students to reach those standards, federal programs can help.

We've learned that...

- *Opportunities for professional development today are inadequate.*

Current ED programs fund much professional development; however, the *amount* provided to each teacher, and especially the *design* of professional development experiences, are often inadequate to equip participants for teaching to ambitious standards. Professional development typically is brief, unconnected to reform efforts affecting the entire school, and lacking in follow-up.

Although the Eisenhower Math and Science Program has reached at least a third of teachers responsible for math and science, on average it supports, according to the most recent evaluation, only six hours of inservice development per teacher yearly—hardly enough to help math teachers teach to the voluntary national math standards, for instance. Title I staff development is generally limited to short

workshops that cover multiple topics superficially, topics that are often disconnected from the instruction students get in the regular classroom.

Research suggests that to support real changes in teaching and schooling, professional development must be much more intensive and long-term. A study of successful change efforts in urban high schools found that teachers received at least 30 days of professional development and assistance during a school year, over a three- or four-year period.<sup>5</sup>

- *We can build on existing professional development efforts that are intensive, systemic, long-term, and well-designed.*

Effective professional development creates learning opportunities for most or all of the school staff, gives teachers more say in school decisions, and helps teachers develop intellectual tools for solving problems that arise.<sup>6</sup> Furthermore, in order to teach to high standards, many teachers must develop a more comprehensive knowledge of their subject matter and learn new strategies of teaching students, assessing their performance, managing the classroom, and working with parents.<sup>7</sup>

Teacher networks and special institutes have helped teachers deepen their knowledge of subjects they teach, as have professional associations in recent years. These efforts stand in stark contrast to the "packaged" workshops offered by many school districts, which can contribute little to the more ambitious reform agenda of continuous improvement.<sup>8</sup>

The New Stanley School in Kansas City, Kansas builds time for teacher development into the school year. Students come to school for 10 weeks, on average, and then are dismissed for a week—four times a year—so that teachers can learn new approaches and prepare together for the next 10 weeks of instruction.

*Under our proposal, teaching and learning would take center stage.* For example:

- > Federal programs would create opportunities for school staff renewal. District and school plans for Title I programs, for instance, would describe how teachers and other staff will engage in sustained and intensive high-quality professional development. To improve the design and operation of schoolwide programs, the bill would institute a state-designed system of school support teams of experienced teachers and others who are knowledgeable about the research on effective instructional strategies and ways to put them into practice. These teams would help schools design and implement schoolwide programs that focus on reforming



instruction and addressing the needs and raising the performance of all disadvantaged children.

- > A transformed Eisenhower program would support sustained, intensive, high-quality professional development to enable teachers to teach to state content standards in all the core academic areas. Greater funding could be available through consolidation of the existing Chapter 2 program with Eisenhower.

"Thematic maps" are a powerful tool for asking questions about the patterns of birthrates, water quality, or any other phenomenon across the country or world. That's why several dozen Tennessee teachers learned to make such maps this summer at a two-week Geography Institute. After the institute, teachers not only apply the new skills in their own classroom; they also make presentations about those skills to their colleagues. In addition, many will attend at least one of the eight half-day workshops held across Tennessee during the school year on problems that geography can help unlock—problems such as water quality, natural preservation in Latin America, and others. Each workshop draws up to 200 teachers (since 1986, 500 have participated). The workshops and institutes are part of Tennessee's Geographic Alliance, which boasts some 3,500 teacher members. Similar Geographic Alliances have been formed to improve geographic teaching and learning in every other state.

- > Federally funded technical assistance would support school-based professional development. It would provide direct access to new ideas through technology and would encourage the expansion of professional networks of teachers and other school staff. A system of regional technical assistance centers would promote coordination and coherent strategies across federal programs, and would assist states and communities in implementing improvements.
- > School staff would become partners in implementing change, through professional networks and school support teams for Title I schoolwide programs. Distinguished educators and schools would provide assistance and serve as mentors for Title I schools. Schools would encourage and help *parents* to become full partners in the education of their children.
- > A new technology program, along with the extension of the Star Schools program for distance learning, would support innovative uses of technology to assist teachers and schools in expanding learning opportunities to help students reach high standards.

- > A new Fund for the Improvement of Education, replacing the old Fund for Innovation in Education, would provide national support for reform efforts, including the development of curricula and assessments keyed to high standards, and the recognition of successful schools and programs.
- > A new Arts in Education program would support the development of curricula and instruction in the arts, to be included among the core subjects in Goal Three of the National Education Goals.

### ***3. FLEXIBILITY TO STIMULATE LOCAL SCHOOL-BASED AND DISTRICT INITIATIVE, COUPLED WITH RESPONSIBILITY FOR STUDENT PERFORMANCE.***

Too much energy around federal programs goes into complying with regulations instead of improving the quality of teaching and learning. Radical improvements require radical changes in the way everyone does business, including the federal government.

We've learned that...

- *Decentralized decision-making in the context of clear goals is key.*

Excellence in education cannot be remote-controlled from Washington. Decisions about a school's staffing, budget, instructional resources—all the means for helping students in that school reach high standards—are best left to adults who work with those students daily: the school's teachers, principal, and parents. But making school-site decision-making work takes knowledge and skills that many teachers, principals, and parents do not have. And it requires a level of support most states and local school systems lack the capacity to provide. All this points to new roles and new ways of doing business at all levels of government. The *quality of teaching and learning* must become the focus of monitoring and assistance. And there must be incentives for reaching higher levels of performance.

Chapter 1 monitoring continues to concentrate on reviewing documentation, not on reviewing the quality of instruction, professional development, and parent involvement. In one state monitoring guide, the words "teaching" and "learning" do not appear once in over 100 lines of text.<sup>9</sup>

- *To improve teaching and learning, schools need flexibility to craft whole school approaches.*
- > Research shows that effective schools are characterized by an ethos of learning, positive expectations for all children, and effective school leadership. Research

documents further that when the target of change is the entire school, not just the poorest performing children, schools serving even the most disadvantaged can succeed. The flexibility and school-level accountability accorded to Title I schoolwide programs can help create a climate that encourages whole school transformation, particularly in schools that serve concentrations of poor children.

***Under our proposal, schools and communities would have greater flexibility—and greater responsibility for student performance.*** For instance:

- > A broad waiver authority would permit the Secretary to remove federal obstacles standing in the way of state and community efforts to design and deliver comprehensive services and bring about systemic reforms. Those efforts would have to promote the purposes of the law, and civil rights regulations could not be waived.
- > A state could submit a single coherent plan to the U.S. Department of Education—instead of multiple, uncoordinated plans—showing how the state aims to use all federal programs to move itself and its communities toward the National Education Goals and high standards for all students.
- > A state developing an accountability system based on high standards could use that system to satisfy federal accountability requirements. Rather than testing *all* students for Title I programs, as the law currently requires, states would test children at several key grade levels. This would eliminate duplicative and sometimes wasteful testing. It would mean less red tape and paperwork, more attention to the improvement of teaching and learning. And it would provide a meaningful context for states to offer *real incentives* to schools for improving student performance, as well as require remedies to correct failure.
- > Under Title I, schools and school districts would be subject to corrective actions for continuous failure to make adequate progress. Rewards would also be available for success.
- > More high-poverty schools would be encouraged to adopt schoolwide approaches in Title I, by lowering the eligibility threshold from 75 percent poverty to 65 percent in 1995, and to 50 percent in the subsequent years. In schools where at least half the children are poor, an appropriate aim for this federal program is to strengthen the whole instructional program.
- > Whole-school approaches would be expanded under Title I to allow inclusion of funds from other federal programs without requiring burdensome recordkeeping. For example, professional development, a key component of school improvement, would not have to be accounted for separately. This would provide flexibility in operating

programs, in return for better achievement among children those programs aim to serve.

- > A public charter schools initiative would encourage teachers, parents, and others to create their own high-performance schools, schools within schools, or clusters of schools, outside the constraints of certain rules and regulations.

When it opened in September 1992, City Academy was the first state-sanctioned charter school in the nation. The "charter" status of this public school frees it from most state rules and regulations, so teachers can offer flexible, innovative instruction to some 30 St. Paul, Minnesota students who were not succeeding in traditional schools. Classes are small, individualized, and held four days a week—on Mondays, Wednesdays, Thursdays and Fridays. On Tuesdays, students build homes, work at the zoo, or perform some other community service, which is required at the Academy. On Thursdays, they listen to guest speakers and participate in various activities. After only one year of operation, the school will see 15 of its 17 graduates go on to postsecondary institutions.

City Academy is one of a handful of charter schools permitted under a Minnesota bill approved in 1991. Since then, five other states have passed similar laws. Each is allowing a limited number of public schools to sweep away virtually all state rules and regulations—except requirements for civil rights, health and safety, and financial audits—in exchange for better results in student learning.

- > Schools and districts with large concentrations of students with limited English proficiency (LEP) would be eligible for bilingual "comprehensive school" and "comprehensive district" grants. These grants would enable schools and districts to include all their teachers in staff development geared toward teaching LEP students.
- > Whole-school approaches would be phased into the Jacob K. Javits Gifted and Talented Education Program. The aim is to develop the talents of all students in participating schools, particularly students in low-income communities.
- > In programs for neglected and delinquent youth, institutions would pool Title I and other federal (and state) education funding to operate institution-wide education programs. Such efforts, which might include vocational education, would focus on preparing youngsters for life outside the institution.

#### **4. LINKS AMONG SCHOOLS, PARENTS, AND COMMUNITIES.**

National polls indicate that teachers, parents, principals, and the public feel that they are not working together on behalf of children.<sup>10</sup> Too many parents see education as solely the school's responsibility. Too many schools don't ensure communication between parents and teachers. Too many social services are delivered through a maze of federal, state, and local programs—all with different funding sources, different missions, and different (and sometimes conflicting) eligibility requirements.

It's time to take to heart an African proverb: "It takes an entire village to educate one child." It's time to support parents and integrate services to help the whole child and the whole family.

We've learned that...

- *Schools alone cannot ensure that all students reach high standards, particularly schools in high-poverty communities.*

All parents can help their children do well in school by creating an environment supportive of learning at home. Many parents want to do so, but sometimes they don't know how. Research points to at least four ways that all parents can influence their children's learning: by keeping tabs on how children spend their leisure time, by monitoring youngsters' TV-viewing, by encouraging children to do their best in school and on homework, and by creating a climate at home that is conducive to learning. Research also shows that fewer parents in low-income communities, compared with parents in middle- and upper-income communities, do those things. Schools can do something about this. They can act on the assumptions that parents are true partners in education and that virtually all parents want to help their children do well in school. They can recognize with parents their mutual responsibilities to support children's learning. They can provide parents with specific suggestions, on an ongoing basis, about ways to encourage learning at home. And schools can work with other partners in the community to see that families get additional help if they need it.

Low-income communities face special challenges. According to their teachers, children in high-poverty schools are much more likely to have health or hygiene problems, and they are less likely than children in other schools to get enough nutrition and rest. So it is no wonder that children in high-poverty schools, according to teachers, are more likely to experience poor concentration, emotional problems, and difficulty following directions. Absenteeism and truancy, which are often precursors to dropping out, are also more prevalent in high-poverty schools. Again, it is no surprise that 10th grade students in high-poverty schools are more than twice as likely to drop out as students in schools with little poverty. We must change these trends.

*Under our proposal, parents would be enlisted to help their children do well at school. And schools and communities would coordinate services in ways that make a difference in the learning and lives of children and families.* For example:

- > Schools that receive Title I funds would enter into *compacts with parents* that spell out the goals, expectations, and shared responsibilities of schools and parents as partners in student success. Compacts would form the basis of teacher-parent conferences, where parents and teachers would discuss the progress of the child and how better performance can be encouraged. Title I schools and local educational agencies would be required to inform parents about the National Education Goals, about the state content and performance standards, and about how the Title I program will be linked to the state standards. Parents would be provided training opportunities, including literacy training if necessary, to assist their children in meeting higher standards.
- > The Even Start Family Literacy Program would strengthen targeting of services to families most in need and extend eligibility for this intergenerational literacy program to teen parents, who are among the most needy.
- > The renamed Safe and Drug-Free Schools and Communities Act would expand authorized activities to include violence prevention. It would promote comprehensive drug and violence prevention strategies for making schools and neighborhoods safe and drug-free.
- > Title I services would be coordinated with other educational services, particularly with Head Start and other early childhood programs—as well as school-to-work programs—to enhance the impact of those programs. School districts also would be encouraged to coordinate and integrate Title I, to the extent feasible, with health and social services supported through other funding.
- > In high-poverty elementary schools, Title I could support health screenings, serving as the funding source of last resort.

In the portable classrooms at the edge of its playground, Hamilton Elementary School is participating in a quiet revolution. Here, five "family service advocates," representing as many agencies, are brokering services for families of children attending Hamilton, the school with the highest mobility rate in San Diego. The effort, "New Beginnings," was launched two years ago with a clear mission: to strengthen and support families. The advocates and their agencies carry out that mission by offering families a seamless system of integrated services. They have shifted from solving single problems to helping whole families.

**5. RESOURCES TARGETED TO WHERE NEEDS ARE GREATEST AND IN AMOUNTS SUFFICIENT TO MAKE A DIFFERENCE.**

Federal support is spread too thinly across too many schools. It's time to turn that around. ESEA programs must target communities and schools that have the least capacity, and the greatest need, to create conditions for high-performance teaching and learning.

We've learned that...

- *Obstacles to learning tend to be concentrated in schools where poverty is concentrated. Concentrating federal resources in impoverished areas helps poor schools and communities remove those obstacles.*

In schools serving many children who live in poverty, academic performance tends to be low, and obstacles to raising performance tend to be great. Over half the students in schools with the highest concentration of poverty are low achievers, compared with only 8 percent of students in schools with the least poverty. Achievement of the "average" student in high-poverty schools is lower than the achievement of Chapter 1 students in low-poverty schools.<sup>11</sup> Moreover, the achievement gap widens from the early elementary grades into junior high school (Exhibit 2).

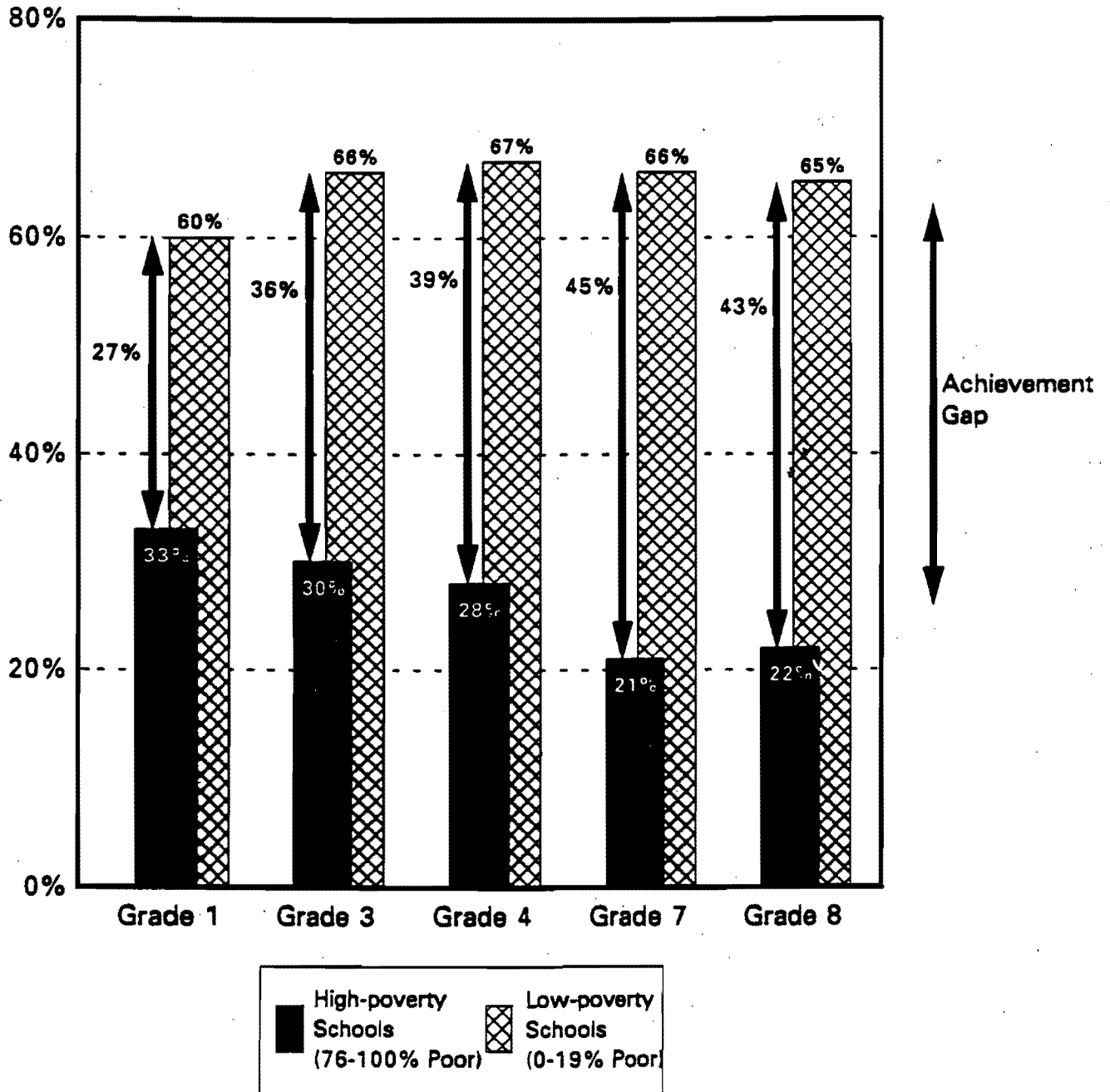
- *If we continue giving a little to everyone, resources will not be concentrated in amounts sufficient to make a difference.*

Two-thirds of all public schools receive Chapter 1 funding, including almost half of the least needy schools in America. Meanwhile, many poor schools cannot serve all their low-performing children. In fact, a third of the children in the highest-poverty schools who score in the bottom third on reading tests do not receive Chapter 1 services.

## Exhibit 2.

The gap in reading achievement between high- and low-poverty schools widens from the early elementary grades into junior high school

Percentile



Source: Prospects (Abt Associates, 1993).



*Under our proposal, resources would be redirected to where needs are greatest and in amounts sufficient to make a difference.* For example:

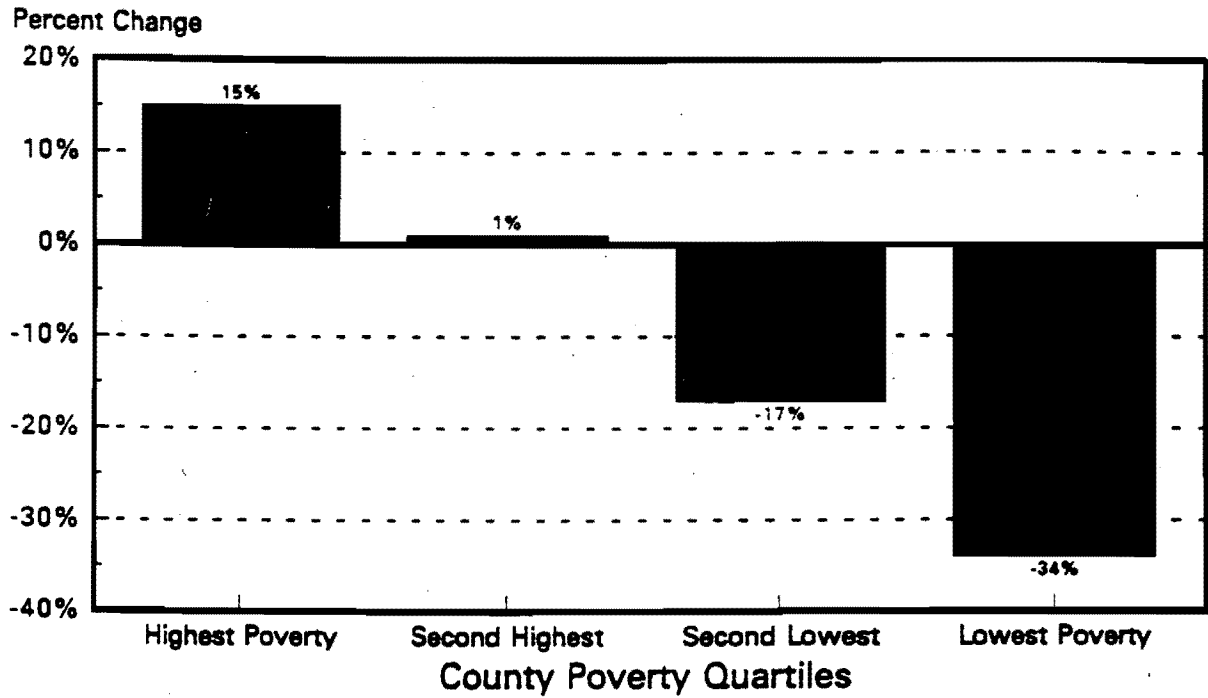
- > Title I dollars would be better targeted through a revision of the allocation formula to deliver more dollars to the neediest students in the neediest schools in the neediest districts. Fifty percent of the funds (compared with the current 10 percent) would be allocated through revised concentration grants to districts with a poverty rate above 18 percent or that enroll more than 6,500 poor children. A 2 percent "absorption provision" would also direct more funds to counties at or above the national poverty average. At the proposed 1995 authorization level, this would move approximately \$500 million to counties in the highest poverty quartile. The poorest counties would receive a 15 percent increase in Title I funds, while the lowest poverty counties would lose 34 percent of their funds (Exhibit 3).

The counties in the highest poverty quartile, which have 45 percent of the nation's poor school-age children, would see their share of total Title I funds rise from 43 percent to 50 percent. Poor urban and rural counties would both benefit.

- > Our proposal for the Migrant Education Program (MEP) would target services to the most mobile children to help ensure that those children receive adequate services through MEP and in coordination with other federal efforts. The population counted for funding purposes and eligible for services would, for the most part, be limited to children who have moved within the previous two years.
- > The transformed Eisenhower program would require that 80 percent of local funds go to support professional development of teachers and other staff at individual schools to encourage more in-depth and sustained staff development in areas where the needs are greatest.
- > Safe and Drug-Free Schools and Communities funds would be better directed toward areas most affected by drugs and violence. Half of the monies, allocated by formula to states and their LEAs, would be allocated on the basis of the Title I distribution of funds. States would also designate a limited number of high-need districts to receive 30 percent of local grant funds. This would concentrate resources on places hardest hit by violence and drugs.
- > In the Inexpensive Book Distribution Program, priority would be given to projects serving children with special needs by phasing out funding of projects that do not serve such children.

**Exhibit 3.**

**The proposed improvements in targeting would result in the highest-poverty counties receiving a 15 percent increase in Chapter 1 funding, while the lowest-poverty counties would lose 34 percent of their Chapter 1 funds.**



Source: Office of Policy and Planning

*Other programs and provisions would promote greater fairness in enabling all students to benefit from enriching and challenging curriculum and instruction:* For example:

- > A reauthorized Magnet School program would assist desegregation efforts by promoting the development of new magnet schools and programs. It would support programs that encourage greater interaction between students participating in the magnet program and other students at the schools and that serve a wide range of students.
- > A reauthorized Women's Educational Equity Act program would support strategies at the local level that enhance equal educational access for women and girls and encourage their participation in math, science, and other fields in which females have historically been under-represented.
- > A new authority would allow for the provision of technical assistance to states and local communities working toward more equitable allocation of resources.

*What  
didn't  
call*

# The Power of Spirituality

For 20 years, says Robert L. Woodson Sr., he had been observing the phenomenon but not really seeing it. "People, including me, would check out the successful social programs—I'm talking about the neighborhood-based healers who manage to turn people around—and we would report on such things as size, funding, leadership, technique.

"Only recently has it crystalized for me that the one thing virtually all these programs had in common was a leader with a strong element of spirituality."

Woodson, founder and president of the National Center for Neighborhood Enterprise, still isn't sure where to go with his insight. He gets nervous over the idea of government funding religion, and he fears that some private funders might be seduced into backing programs that, though run by religious people, have no chance of producing results.

"I'm not saying the spiritually based programs always work, only that the

successful programs almost always have a spiritual base," he said.

Furthermore, he's known it—or should have known it—for a long time.

"Several years ago when I was working with [Philadelphia's] Sister Fatah, who was doing such a wonderful job with gangs, I kept trying to figure out how she could compete so successfully with the traditional programs, government or private, that were able to offer jobs and other benefits," he said.

"Then I started asking the kids themselves. I'll never forget this one youngster, a reformed gang leader, who told me 'Sister Fatah taught me the meaning of life.'

"When I asked him what he was talking about, he told me: 'She set an example by the kind of life she led. She was always available for me—for family funerals, when my mother was sick, on a Friday night at 10 o'clock when I was feeling frustrated. I put her through some things, but you know even when I rejected her she

light came on.'"  
It is that light that intrigues Woodson. He has seen it come on in the drug-ridden neighborhoods of Detroit, where the Rev. Lee Earl does his rescue work. He has seen it in the eyes of the young Cleveland fathers who, thanks to the influence of Charles Ballard, have assumed responsibility for their out-of-wedlock children, often marrying the mothers of those children. He acknowledges that programs designed to deliver specific services can work without regard to the deeper motivations of the service providers. His interest is in the community-based workers who can trigger the life-changing experience—the light that comes on.

"The thing I'm talking about may or may not be specifically religious," Woodson says. "It can happen with people who don't even go to church. But it's spiritual, and the people who are touched by it know it. I should have known it, too, but it took me a long time to see it. You see I was trained as a social worker, and part of our training is professional separation—don't get emotionally involved. You must always remain in charge. That seems to be the essence of the professional relationship."

But not for the spiritual ones. Woodson remembers asking Carl Hardrick, who used to be known as "the mayor of the ghetto" in Hartford, Conn., what he got out of his work with young people. Hardrick recalled the time when his own brother was brutally beaten in a gang assault that left him paralyzed for life. He explained the situation to the young men he'd been working with, armed himself, and was about to go looking for the attackers.

Then, according to Woodson, this kid who had been a gang leader spoke up. "If what you've been teaching us doesn't mean anything, I'll get a gun and come with you," he said. "If it does, let's call the police."

That's spiritual, says Woodson, and it's profoundly effective. But it doesn't get mentioned in the surveys and evaluations and requests for funding. There are no blanks on the forms for spirituality—only for technique and resources and credentials. And what the forms don't provide for is dismissed as insignificant, even by those who know better.

What are the implications of Woodson's insight for social service programs? "I'm not sure I know yet," he admits. "I do know that the hunger I sense in America is not a hunger for things but a search for meaning. We don't yet have the scales to weigh the ability some people have to supply meaning—to provide the spiritual element I'm talking about.

"I don't know how the details might work themselves out, but I know it makes as much sense to empower those who have the spiritual wherewithal to turn lives around as to empower those whose only qualification is credentials."

*From  
CCPaseu*

*WP  
12-7-88*

*16*



# Arkansas DEPARTMENT OF EDUCATION

4 STATE CAPITOL MALL • LITTLE ROCK, ARKANSAS 72201-1071 • (501)682-4475  
GENE WILHOIT, Director, General Education Division

FAX COVER  
FAX # (501) 682-4313  
SPECIAL EDUCATION OFFICE

TO: Carol Rasco Urgent  
FROM: Diane Sydorak  
SUBJECT: NASDSE Commitment, Mission, Objectives  
DATE: 11/12/93

# OF PAGES (INCLUDING COVER SHEET) 3

### M E S S A G E

Carol -  
Hope you're recovering! ☺ Sorry  
I keep missing you. Yesterday I met  
with seven of "our communities" - yes - the  
Phoenix is alive and well!!  
Am anxious to see you - several of the  
Policy Councils plan to be there Sunday. Have  
a safe trip in - Tell Namp Happy 20<sup>th</sup>!  
See you Sunday! Many thanks -  
Diane

If you do not receive all documents or if you have any questions, please call (501) 682-4221

### Commitment for the '90s

The National Association of State Directors of Special Education (NASDSE) is committed to facilitate the achievement of the following by the Year 2000:

*Goal 1 - Obj.*  
The needs of ALL children are identified and met without reference to assigned labels or categories of severity of disability;

Schools will provide learning that is never ending, including:

- Community volunteer programs
- Life-long learning options
- Cross-generational learning environments

that make education a life-long experience for ALL learners.

*Art. Service Workers training*

Schools will provide family-focused, one-stop support that includes multi-agency responsibility for:

- Information, referral and follow-up systems
- Comprehensive health-care, child care and intervention services
- Effective preschool learning opportunities

to support ALL infants, toddlers, young children and their families

*CBI IEP for all MINN the Paperwork*

Schools will provide multi-agency community-based services, including:

- Counseling
- Recreation
- Rehabilitation

so that the learning environment will be a safe place for ALL learners.

Federal, state and local governments provide adequate funding to meet the needs of ALL students.

*Our Emp Home Health Emp Zones Enterp Cities Other*

Schools will provide comprehensive preparation for adult life which includes:

- Internship and mentorship programs
- Multi-levels of school-exit points that are outcomes-based
- Educational attendance options, e.g., unlimited educational leave

to prepare ALL students for existing and potential post-secondary options.

*School to Work*

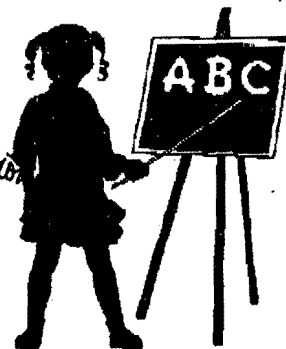
### Mission

NASDSE operates for the purpose of providing services to state agencies to facilitate their efforts to maximize educational outcomes for individuals with disabilities.

Schools will treat diversity as a strength by including:

- Parents as full partners in the education of their children
- Mastery learning in outcomes-based curricula
- Full range of technology support so that instruction is adapted to the natural variability of ALL learners.

*Goals 2000 Fam. Participation ESEA*



**Association Objectives**

All NASDSE activities relate to the following objectives:

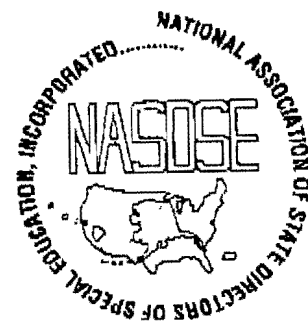
1. To expand the capabilities of state education agencies to assure successful adult outcomes for individuals with disabilities.
2. To provide effective leadership in the development of national policy related to services which produce those successful outcomes.
3. To be the best national source of information regarding education for individuals with disabilities.
4. To create and maintain a productive and supportive work environment for NASDSE staff through an organizational plan designed to meet NASDSE priorities.
5. To become financially stable and develop resources sufficient to provide essential services to the membership and to achieve our mission and goals.

*For more information:*

*National Association of  
State Directors of Special Education  
1800 Diagonal Road, Suite 320  
Alexandria, VA 22314  
Telephone: (703) 519-3800  
TDD: (703) 519-7008  
FAX: (703) 519-3808  
SpecialNet: NASDSE*

**National  
Association of  
State  
Directors of  
Special  
Education**

***A Commitment to  
Strategic Action***



***January, 1993***



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

November 10, 1993

Note to Patrick Lester

This is to follow up on your conversation with Tom Hehir regarding Ms. Rascoe's speech at the conference of the National Association of State Directors of Special Education in Little Rock. The group will be very interested in hearing from Ms. Rascoe, both from the perspective of a parent of a child with a disability as well as the head of the Domestic Policy Council. I have included a few bullets regarding the major issues in the Office of Special Education Programs that would complement the remarks of Judy Heumann and Tom Hehir.

Inclusion

- o This Administration believes that persons with disabilities should be full participants in all aspects of community life consistent with the Americans with Disabilities Act. The Individuals with Disabilities Education Act has a strong preference for educating children with disabilities in regular classes with appropriate support services.
- o The Office of Special Education and Rehabilitative Services will be providing leadership to ensure that children with disabilities are educated in regular classes, in the school they would attend if not disabled, and as close to home as possible, unless the child's IEP requires another arrangement.

IDEA Reauthorization

- o The Individuals with Disabilities Education Act is a good law, one that Administration strongly supports. During the reauthorization we will be looking at ways to make the law work better.
- o Since its implementation we have seen enormous progress in ensuring that all students with disabilities are identified and have individual education plans. But now, as education reform is taking place in States and local communities, it is critical that the education of students disabilities be an

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

*Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.*



integral part of those efforts.

- o We will be looking for ways to link IDEA with Goals 2000 and the Elementary and Secondary Education Act reauthorization to promote a unified education system. Our goal is to achieve better outcomes for students with disabilities.

Compliance Monitoring

- o The Department has a responsibility to monitor States for compliance with IDEA. The Office of Special Education Programs is considering ways to improve its monitoring system to correct some of the longstanding implementation problems.
- o OSEP is also thinking about how its technical assistance grantees can be linked with States to provide assistance in the areas of identified deficiencies.

Please let me know if I you would like additional information or I can be of assistance in any way. I can be reached at 205-5507.

Patty Guard *Patty Guard*  
Deputy Director, OSEP

## **CLINTON EDUCATION AGENDA:**

### **Goals, Standards, Comprehensive Local Reform, Parents and Results**

#### ***Let's Get Serious About Children and Education ... Our Future***

- ◆ *Help all students across America achieve higher standards ... "stretch" their learning to the maximum.*
- ◆ *Reinvigorate schools and colleges to provide improved opportunities for our students to achieve these higher standards ... get results.*
- ◆ *Enlist parents, educators, citizens, neighbors and business in building a learning ethic ... a nation of learners.*
- ◆ *With your help, the Clinton education legislative agenda will begin to move us from "A Nation At Risk" to "A Nation On The Move" ... to make American education great again.*

#### **GOALS 2000: EDUCATE AMERICA ACT**

- ◆ Establishes, for the first time in American history, challenging voluntary world-class academic and occupational skill standards, and makes the National Education Goals an official focus for the Year 2000.
- ◆ Within framework of goals and challenging standards, states and local communities will design their own comprehensive initiatives with the help of grant monies -- systemic reform strategies.
- ◆ The U.S. Department of Education will act as a convener, facilitator, disseminator of promising practices, and will monitor progress, not minutia, cutting unnecessary regulations.

#### **SCHOOL-TO-WORK OPPORTUNITIES ACT (with Department of Labor)**

- ◆ Incorporates work-based learning and workplace mentoring.
- ◆ Includes school-based learning and a program of study that meets challenging academic standards developed under GOALS 2000.
- ◆ Provides connecting activities that are essential to matching students with employers and work.

#### **REINVENTING THE \$10 BILLION FEDERAL INVESTMENT IN K-12 REMEDIAL EDUCATION INTO A NEW "IMPROVING AMERICA'S SCHOOLS ACT"**

- ◆ High standards for all children, including children in poverty.
- ◆ A focus on teaching and learning instead of paperwork.
- ◆ Flexibility to stimulate local school reform, coupled with responsibility for student performance for all students.
- ◆ Better linkages between schools and parents and the community.
- ◆ Resources targeted to where needs are greatest and in amounts sufficient to make a difference.

#### **MORE ACCESS FOR QUALIFIED STUDENTS TO POSTSECONDARY EDUCATION**

- ◆ Providing National Service for students to solve community problems and to repay part of their loans.
- ◆ Pay off the Pell grant shortfall -- the basic college aid lifeline for low income students to go to college.
- ◆ Streamlining the costly and complicated student loan program (direct lending).

#### **OTHER IMPORTANT COMPLEMENTARY INITIATIVES**

- ◆ Health care reform and work with Health and Human Services.
- ◆ Early childhood development and education (Headstart, WIC, immunization).
- ◆ Safe Schools Act and work with the U.S. Justice Department on violence prevention.
- ◆ Extended learning time in housing projects and work with Housing and Urban Development.
- ◆ Education as a piece of empowerment zones and the enterprise community initiatives.

***Call 1-800-USA-LEARN To Get Your School And Community Involved.***

## THE NATIONAL EDUCATION GOALS PROCESS

- All children in America will start school ready to learn.
- The high school graduation rate will increase to at least 90 percent.
- American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter, including English mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
- U.S. students will be first in the world in science and mathematics achievement.
- Every adult in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.



Arkansas

DEPARTMENT OF EDUCATION

4 STATE CAPITOL MALL • LITTLE ROCK, ARKANSAS 72201-1071 • (501)682-4475  
GENE WILHOFF, Director, General Education Division

FAX COVER  
FAX # (501) 682-4313  
SPECIAL EDUCATION OFFICE

TO: Rossalyn Miller Urgent  
FROM: Diane Ayderick  
SUBJECT: NASDSE AGENDA  
DATE: 11/10/93  
# OF PAGES (INCLUDING COVER SHEET) 3

MESSAGE

Rossalyn -  
Sorry this didn't get sent.  
Call if it is not legible or if  
Carol needs more.  
Thanks -  
Diane

If you do not receive all documents or if you have any questions, please call (501) 682-4221.

**Friday - Nov. 12**  
 9:30 - 5:00 p.m. NASDSE Board Meeting  
*Doyle Rogers Room*

**Saturday - Nov 13**

9:00 - 5:00 p.m. NASDSE Board Meeting  
*Doyle Rogers Room*  
 9:00 - 5:00 p.m. New Directors' Meeting  
 Leaders: Jeffrey Osowski, N.J. SEA  
 Fred Smokowski, CO SEA  
 Smokey Davis, NASDSE  
*-Lallorpe Room*  
 9:00 - 5:00 p.m. Cooperative Action Seminar  
 •Topic: Assistive Technology  
*-LaSalle Room*  
 1:00 - 5:00 p.m. Registration - *Balcony Area*  
 9:30 p.m. to Midnight NASDSE Hospitality Suite

**NASDSE**  
*Hospitality Suite*  
**Schedule**

*Saturday 9:30 p.m. to Midnight*  
*Sunday 9:00 p.m. to Midnight*  
*Monday 9:15 p.m. to Midnight*  
*Tuesday 10:45 p.m. to Midnight*

**Sunday Nov 14**  
 9:00 - 5:00 p.m. Registration Open -  
*Balcony Area*  
 9:00 - 11:15 a.m. Academy and Orientation to  
 NASDSE for New State Directors  
 of Education  
 •Chair - John Heskett  
 •Moderator - Martha Fields, NASDSE  
*-Arkansas Tennis Hall of Fame*  
 Past Presidents' Council Meeting  
 •Chair - Tom Gillung, CT, SEA  
 •Moderator - Smokey Davis, NASDSE  
*-LaSalle Room*  
 9:00 - 11:15 a.m. Break  
 11:15 - 11:30 a.m. Luncheon for NASDSE Board,  
 NASDSE staff, Arkansas staff,  
 Past Presidents, & NASDSE  
 1984-85 Board  
*-Lallorpe Room*  
 11:30 - 12:45 p.m. Break  
 12:45 - 1:00 p.m. First General Session  
 1:00 - 2:30 p.m. •Welcome  
 •Introductions  
*-Salon A*  
 1:30 - 2:30 p.m. Keynote Speaker  
 •Carol Rasco, Assistant to the  
 President for Domestic Policy  
*-Salon A*  
 2:30 - 2:45 p.m. Break  
 2:45 - 5:30 p.m. Second General Session  
 Annual Business Meeting  
 •President opens  
 •Roll Call of States  
 •NASDSE Honor Roll  
 •Review and Approval of 1992  
 Minutes  
 •Fiscal Report  
 •Committee Reports  
 •Presentation slate of Officers  
*-Salon A*  
 5:30 - 7:30 p.m. Exhibits Open  
*-Governor's Hall I,  
 Statehouse Convention Center*  
 8:00 p.m. - Midnight NASDSE Hospitality Suite

**Monday Nov 15**  
 7:15 - 8:45 a.m. Continental Breakfast  
*-Governor's Hall I*  
 7:30 - 8:30 a.m. NASDSE in the States: Sharing  
 Promising Practices  
 •Early Intervention - *hard Room*  
 Facilitator: Kay Lund, AZ SEA  
 •SMHRCHY - *Miller Room*  
 Facilitator: John Heskett, MO SEA  
 •Severely Emotionally Disturbed &  
 Troubling Behaviors - *Orange Room*  
 Facilitator: Paul Ash, IN SEA  
 •Monitoring - *Pope Room*  
 Facilitator: Deborah Barnett, SD SEA  
 •Personnel Preparation - *Caddo Room*  
 Facilitator: Dr. Phyllis Kelly  
 Kansas State Board of Education  
 8:00 - 5:00 p.m. Registration Desk Open  
*-Balcony Area*  
 8:00 - 9:00 a.m. Networking and Open Exhibits  
*-Governor's Hall I*  
 9:00 - 9:45 a.m. Third General Session  
 Keynote Speaker - Judith Heumann  
 Assistant Secretary  
 Office of Special Education and  
 Rehabilitative Services - *Salon A*  
 Break  
 9:45 - 10:00 a.m. Fourth General Session  
 10:00 - 12:15 Reauthorization Hearing  
 •Members present testimony on  
 reform & reauthorization of IDEA  
 Moderator: Myma Mandlawitz,  
 NASDSE - *Salon A*  
 12:30 - 2:00 p.m. Luncheon - *Salon C*  
 •Dynamic Digits, AN School for  
 the Deaf  
 •Presentation of Awards  
 Break  
 2:00 - 2:30 p.m. Fifth General Session  
 2:30 - 3:45 p.m. Small Groups - Convene To  
 Discuss Reauthorization Issues  
 •Group A - *Pope Room*  
 •Group B - *Miller Room*  
 •Group C - *hard Room*  
 •Group D - *Caddo Room*  
 •Group E - *LaSalle Room*  
 •Group F - *Lallorpe Room*  
 3:45 - 4:00 p.m. Break  
 4:00 - 5:00 p.m. Small Groups Report Out - *Salon A*  
 5:00 - 6:00 p.m. Networking & Visit Exhibits  
*-Governor's Hall I*  
 7:00 - 9:00 p.m. President's Reception  
*-Old Statehouse, Supreme Court Ray*

**Tuesday - NOV 16**

7:00 - 9:00 a.m. Breakfast Buffet  
*-Fulton Room - Convention Center*

7:30 - 9:30 a.m. RRCs Convene Their Regions  
 •Northeast RRC-*Miller Room*  
 •MidSouth RRC-*Izard Room*  
 •South Atlantic RRC-*Pope Room*  
 •Great Lakes RRC-*LaSalle Room*  
 •Mountain Plains RRC-*LalHarpe Room*  
 •Western RRC -*Arkansas Tennis Hall of Fame*

8:00 - Noon Registration Desk Open -  
*Bakony Area*

9:30 - 10:00 a.m. Break

10:00 - 11:50 a.m. Sixth General Session  
 Coordination of National Assistance  
 •Resource Roundtables - *Salon A*

11:50 - Noon Break

12:00 - 2:00 p.m. Luncheon - *Salon C*  
 •Keynote Speaker - Dr. Thomas Hehr, Director, Office of Special Education Programs  
 •Recognition of State Directors  
 •*Singing Fingers - Arkansas School for the Deaf*

2:00 - 2:30 p.m. Break

2:30 - 3:30 p.m. Small Groups -  
 Discuss SEA technical assistance needs & strategies for coordination  
 •Group A - *Miller Room*  
 •Group B - *Izard Room*  
 •Group C - *Pope Room*  
 •Group D - *LaSalle Room*  
 •Group E - *LalHarpe Room*  
 •Group F - *Arkansas Tennis Hall of Fame*

3:30 - 3:45 p.m. Break

3:45 - 5:00 p.m. Seventh General Session - *Salon A*  
 Annual Business Meeting (cont.)  
 • Small groups report out  
 • Business Meeting - Election of Officers

3:45 - 4:30  
 4:30 - 5:00

5:00 - 6:00 p.m. Open Exhibits & Networking  
*Governor's Hall 1*

7:00 - 10:30 p.m. Arkansas Night - Silent Auction  
*Riverfront Park*

10:45 p.m. - Midnight NASDSE Hospitality Suite

**Wednesday NOV-17**

7:15 - 8:30 a.m. Continental Breakfast - *Bakony Area*  
 NASDSE and the World  
 •Moderator: Judy Smith-Davis  
 Austin Tuning, Virginia SEA  
 Joan Jordan, Georgia SEA

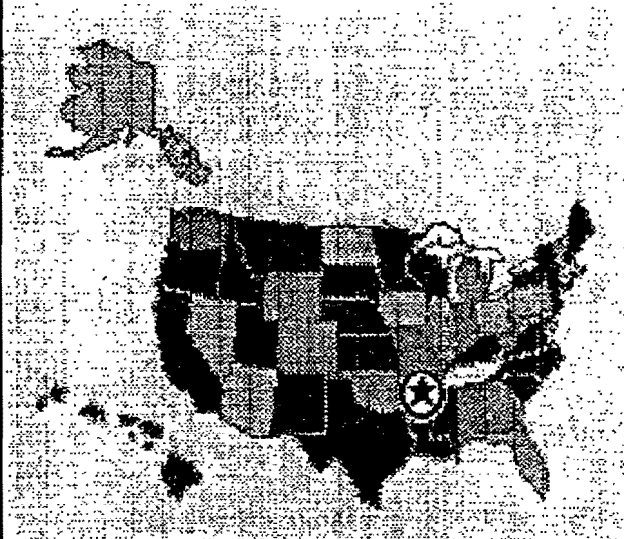
8:45 - 9:00 a.m. Break

9:00 - 11:30 a.m. Eighth General Session - *Salon A*  
 Annual Business Meeting (cont.)  
 Installation of 1993/94 Board of Directors - Passing of the Gavel  
 •Steve Kukic - Past President  
 •"Leading and Managing for Performance": Partnerships Are Critical. What Do I Do?

9:00 - 9:15 a.m.

9:15-11:30 a.m.

11:30 a.m. Adjournment



**NASDSE  
 1993 ANNUAL MEETING  
 LITTLE ROCK,  
 ARKANSAS**

*National  
 Association of  
 State  
 Directors of  
 Special  
 Education*

*1993 Annual Meeting  
 November 14 - 17, 1993  
 Excelsior Hotel  
 Little Rock, Arkansas*

TO: Carol  
FROM: Roz  
DATE: 11/12/93  
RE: Photo for U.S. News

I have arranged for Charlie Archanbalt to contact you while in Little Rock. He has numbers for the hotel (where he too will probably stay), Hunan's restaurant, and your SKYPAGE.

He has been told that the best time for this photo op is Saturday during the dinner party or Sunday after the speech.

## ASHA Responds to Clinton Plan

On September 22, 1993, President Clinton unveiled his health care reform plan to a Joint Session of Congress and to the American people. In a powerfully moving speech, he spoke of bringing security to all Americans—including the 37 million currently uninsured who live in fear of illness.

The American people in general, and ASHA members in particular, should regard the Clinton plan as a first draft. Details and clarifications will be hammered out with Congress in the months to come.

ASHA worked energetically, particularly over this past year, to ensure that people with communication disorders would have access to the quality services they need, and also that the autonomy of the audiology and speech-language pathology professions would be recognized.

The Clinton health care reform plan takes positive steps in this direction. First and foremost, the plan brings into the health care system the 37 million currently uninsured Americans. That means there will be a whole new population who will be eligible to receive our services for the first time. Second, the plan calls for "routine ear examinations." If that can be clarified to signify "routine hearing evaluations," it would be a genuine advance in hearing health care.

ASHA did, however, have some concerns about the plan in its present form. Within a week, ASHA President O'Toole wrote to Ira Magaziner, senior advisor to the President, and to Mike Lux, special assistant to the President for public liaison, expressing those concerns. The text of the letter is as follows:

Dear Mr. Magaziner:

The American Speech-Language-Hearing Association (ASHA) has carefully reviewed the information contained in the draft of President Clinton's health care reform plan. ASHA continues to applaud the President's work and the principles used in developing the plan. We do, however, have a number of concerns we would like to raise regarding speech, language, and hearing services.

1. ASHA believes that the outpatient rehabilitation benefit requirement indicating that there is coverage "only for therapies used to restore functional capacity or minimize limitations on physical or cognitive functions as a result of an accident or illness" appears to contradict a principal tenet of the plan. The plan is intended to create security by ensuring that no person will be denied enrollment in a health plan because of health status. The "accident or illness" qualification discriminates against children with congenital or developmental disorders and denies them access to necessary rehabilitation speech, language and audiology services. To eliminate a pre-existing condition clause, but prohibit the services needed by individuals based on pre-existing conditions, is contradictory and confusing. ASHA urges that the Administration clarify its position and ensure coverage for important rehabilitation services that can provide functional improvement for all persons in need of rehabilitation.
2. ASHA is especially concerned about the effect of the health care reform plan on mandatory Medicaid services. We recommend including in the plan the benefits provided under the current Medicaid Early and Periodic Screening, Diagnosis and Treatment Program (EPSDT) for children—such as speech, language pathology services, audiology services, hearing aids, and augmentative and assistive communication devices. What will happen to EPSDT services in states that opt to eliminate Medicaid and establish different programs? We think it is vital that this protection be continued.
3. ASHA requests that the plan include coverage of hearing aids for children as is currently provided through the Medicaid EPSDT program. Hearing is a vital part of speech, language, cognitive, educational, and psychosocial development of children with hearing impairments. A hearing aid is an essential prosthetic device that enhances communication capability for children who have mild to profound degrees of hearing loss. ASHA urges the Administration to reconsider the listing of hearing aids with such designated exclusions as adult eyeglasses and contact lenses, and such clearly elective procedures as cosmetic surgery, in vitro fertilization services, and sex change surgery. Use of a hearing aid is not elective but necessary for children who have hearing loss. The Administration proposal supports providing children with appropriate vision correction. Similar coverage should be extended to children who need hearing aids.
4. A definition of "routine ear examination" is needed. ASHA urges that the definition include comprehensive audiologic evaluations of hearing function. We also believe that an audiologist is the appropriate professional to provide hearing evaluation services.



5. Universal hearing screening services should be included in the routine hearing examinations coverage. As ASHA noted in our April 23rd letter to Mrs. Clinton, a 1993 National Institutes of Health (NIH) consensus panel recently endorsed in-hospital screening for all newborns. The scientific and medical communities acknowledge that is the best way to ensure identification and treatment of infants with hearing loss. NIH noted that the cost per screening has been reduced significantly. This service must be an important component of the prevention benefits of the health care reform plan, because it will reduce the need for and costs of rehabilitation.
6. ASHA would like to verify that speech-language pathology and audiology services will be available in community-based settings. We note that the plan includes coverage of speech-language services in a number of other settings, including hospitals, rehabilitation hospitals, home health agencies, and hospices. ASHA recommends that speech-language pathologists and audiologists who work in private practice or in community clinics be able to participate in the plan. This is important in maximizing access to and choice of providers for individuals with communication disorders.
7. ASHA recommends that the limitation of a 60-day re-evaluation under the outpatient rehabilitation benefit be clarified so that 60-day period is not interpreted as being a limit or cap on services. Speech-language pathologists report that the current federal qualifications for health maintenance organizations promote limiting rehabilitation services even though the regulation is a minimum of 60 days of treatment.
8. Speech-language pathology services should be described as including speech, language, and related services. The benefit should cover restoration and attainment of or compensation for speech, language, and swallowing disorders. These are consistent with the speech-language pathology services coverage in Medicare, Medicaid, and private health plans.
9. The speech-language pathologist should be identified as the professional who performs the assessments called for in the plan for patients with speech, language, reading, and swallowing disorders. The speech-language pathologist is the professional who can determine whether services continue to be necessary.
10. A statement should be included about coordinating services for children who also receive rehabilitation services in schools. As you may be aware, public schools are billing Medicaid for services rendered by school-based rehabilitation professionals such as speech-language pathologists. Any reform of health care should create a meaningful relationship between health care services covered by health insurance and those services provided in schools and health care settings.
11. Another major concern relates to priority projects. The Institute of Medicine reported to Congress (March 1990) that the demand for speech-language pathology services would increase 34% by the year 2000. We strongly recommend that the speech-language pathology and audiology professions are among the targeted health professions included in the primary care student loan program. We also recommend that other forms of student financial assistance be available under priority projects.

ASHA appreciates your consideration of these issues and looks forward to receiving clarification on these points. We would be pleased to provide relevant documentation if you wish more information.

Sincerely,



Thomas J. O'Toole  
ASHA President