

Date Received: 6/13/94.

Type: AFDC/Medicaid.

Current Status: Pending.

Contact Person: Linda Martin, (803) 737-6010.

Waiver Title: Virginia—Welfare to Work Program.

Description: Statewide, would provide one-time diversion payments to qualified applicants in lieu of AFDC; change first time JOBS non-compliance sanction to a fixed period of one month or until compliance and remove the conciliation requirement; require paternity establishment as condition of eligibility; remove good cause for non-cooperation with child support and exclude from AFDC grant caretakers who cannot identify, misidentify, or fail to provide information on the father; require minor parents to live with an adult guardian; require AFDC caretakers without a high school diploma, aged 24 and under, and children, aged 13-18, to attend school; require immunization of children; allow \$5,000 resource exemption for savings for starting business; and increase eligibility for Transitional and At-Risk Child Care. Also: require non-exempt participants to sign an Agreement of Personal Responsibility as a condition of eligibility and assign to a work site under CWEP for a number of hours determined by dividing AFDC grant plus the value of the family's Food Stamp benefits by the minimum wage; eliminate increased AFDC benefit for additional children born while a family received AFDC; time-limit AFDC benefits to 24 consecutive months; increase earned income disregards to allow continued eligibility up to the federal poverty level; provide 12 months transitional transportation assistance; modify current JOBS exemption criteria for participants; eliminate the job search limitation; and eliminate the deeming requirement for sponsored aliens when the sponsor receives food stamps. In 12 sites, would operate sub-component paying wages in lieu of AFDC benefits and Food Stamps for CWEP and subsidized employment, increase eligibility for transitional Medicaid; plus other provisions.

Date Received: 12/2/94.

Type: AFDC/Medicaid.

Current Status: New.

Contact Person: Larry B. Mason, (804) 692-1900.

Waiver Title: Washington—Success Through Employment Program.

Description: Eliminate 100-hour rule and work history requirements for AFDC-UP cases and subtract client earnings from 55 percent of the State need standard rather than the payment standard.

Date Received: 11/16/93.

Type: AFDC.

Current Status: Pending.

Contact Person: Laurel Evans, (206) 438-8268.

III. Listing of Approved Proposals Since December 1, 1994

Waiver Title: Indiana—Manpower, Placement and Comprehensive Training Program.

Contact Person: James M. Hmurovich, (317) 232-4704.

Waiver Title: Mississippi—A New Direction Demonstration Program.

Contact Person: Larry Temple (703) 538-2440.

IV. Requests for Copies of a Proposal

Requests for copies of an AFDC or combined AFDC/Medicaid proposal should be directed to the Administration for Children and Families (ACF) at the address listed above. Questions concerning the content of a proposal should be directed to the State contact listed for the proposal.

(Catalog of Federal Domestic Assistance Program, No. 93562; Assistance Payments—Research.)

Dated: January 4, 1995.

Howard Rolston,

Director, Office of Policy and Evaluation.

[FR Doc. 95-616 Filed 1-10-95; 8:45 am]

BILLING CODE 4184-01-P

[Program Announcement No. 93631-95-01]

Developmental Disabilities: Request for Public Comments on Proposed Developmental Disabilities Funding Priorities for Projects of National Significance for Fiscal Year 1995

AGENCY: Administration on Developmental Disabilities (ADD), Administration for Children and Families (ACF).

ACTION: Notice of request for public comments on developmental disabilities funding priorities for Projects of National Significance for Fiscal Year 1995.

SUMMARY: The Administration on Developmental Disabilities (ADD), Administration for Children and Families (ACF), announces that public comments are being requested on funding priorities for Fiscal Year 1995 Projects of National Significance.

We welcome specific comments and suggestions on these proposed funding priorities as well as recommendations for additional priority areas which will assist in bringing about the increased independence, productivity, and integration into the community of

individuals with developmental disabilities.

DATES: The closing date for submission of public comments is March 13, 1995.

ADDRESSES: Comments should be sent to: Bob Williams, Commissioner, Administration on Developmental Disabilities, Administration for Children and Families, Department of Health and Human Services, Room 329-D, HHH Building, 200 Independence Avenue SW., Washington, D.C. 20201.

FOR FURTHER INFORMATION CONTACT: Adele Gorelick, Program Development Division, Administration on Developmental Disabilities, 202/690-5982.

SUPPLEMENTARY INFORMATION:

Part I. Background

A. Goals of the Administration on Developmental Disabilities

The Administration on Developmental Disabilities (ADD) is located within the Administration for Children and Families (ACF), Department of Health and Human Services (DHHS). Although different from the other ACF program administrations in the specific constituency it serves, ADD shares a common set of goals that promote the economic and social well-being of families, children, individuals and communities. Through national leadership, we see:

- Families and individuals empowered to increase their own economic independence and productivity;
- Strong, healthy, supportive communities having a positive impact on the quality of life and the development of children;
- Partnerships with individuals, front-line service providers, communities, States and Congress that enable solutions which transcend traditional agency boundaries;
- Services planned and integrated to improve client access; and
- A strong commitment to working with Native Americans, individuals with developmental disabilities, refugees and migrants to address their needs, strengths and abilities.

Emphasis on these goals and progress toward them will help more individuals, including those with developmental disabilities, to live productive and independent lives integrated into their communities. The Projects of National Significance Program is one means through which ADD promotes the achievement of these goals.

Two issues are of particular concern with these projects. First, there is a

pressing need for networking and cooperation among specialized and categorical programs, particularly at the service delivery level, to ensure continuation of coordinated services to people with developmental disabilities. Second, project findings and successful innovative models of projects need to be made available nationally to policy makers as well as to direct service providers.

B. Purpose of the Administration on Developmental Disabilities

The Administration on Developmental Disabilities (ADD) is the lead agency within ACF and DHHS responsible for planning and administering programs which promote the self-sufficiency and protect the rights of individuals with developmental disabilities.

The 1994 Amendments (Pub. L. 103-230) to the Developmental Disabilities Assistance and Bill of Rights Act (42 U.S.C.6000, *et seq.*) (the Act) supports and provides assistance to States and public and private nonprofit agencies and organizations to assure that individuals with developmental disabilities and their families participate in the design of and have access to culturally competent services, supports, and other assistance and opportunities that promote independence, productivity and integration and inclusion into the community.

The Act points out that:

- Disability is a natural part of the human experience that does not diminish the right of individuals with developmental disabilities to enjoy the opportunity for independence, productivity and inclusion into the community;
- Individuals whose disabilities occur during their developmental period frequently have severe disabilities that are likely to continue indefinitely;
- Individuals with developmental disabilities often require lifelong specialized services and assistance, provided in a coordinated and culturally competent manner by many agencies, professionals, advocates, community representatives, and others to eliminate barriers and to meet the needs of such individuals and their families;

The Act further finds that:

- Individuals with developmental disabilities, including those with the most severe developmental disabilities, are capable of achieving independence, productivity, and integration and inclusion into the community, and often require the provision of services, supports and other assistance to achieve such;

- Individuals with developmental disabilities have competencies, capabilities and personal goals that should be recognized, supported, and encouraged, and any assistance to such individuals should be provided in an individualized manner, consistent with the unique strengths, resources, priorities, concerns, abilities, and capabilities of the individual;
- Individuals with developmental disabilities and their families are the primary decision makers regarding the services and supports such individuals and their families receive; and play decision making roles in policies and programs that affect the lives of such individuals and their families; and
- It is in the nation's interest for individuals with developmental disabilities to be employed, and to live conventional and independent lives as a part of families and communities.

Toward these ends, ADD seeks to enhance the capabilities of families in assisting individuals with developmental disabilities to achieve their maximum potential; to support the increasing ability of individuals with developmental disabilities to exercise greater choice and self-determination; to engage in leadership activities in their communities; as well as to ensure the protection of their legal and human rights.

Programs funded under the Act are:

- Federal assistance to State developmental disabilities councils;
- State system for the protection and advocacy of individual rights;
- Grants to university affiliated programs for interdisciplinary training, exemplary services, technical assistance, and information dissemination; and
- Grants for Projects of National Significance.

C. Description of Projects of National Significance

Under Part E of the Act, demonstration (and in some cases, cooperative agreement) grants and technical assistance contracts are awarded for projects of national significance that support the development of national and State policy to enhance the independence, productivity, and integration and inclusion of individuals with developmental disabilities through:

- Data collection and analysis;
- Technical assistance to enhance the quality of State developmental disabilities councils, protection and advocacy systems, and university affiliated programs; and
- Other projects of sufficient size and scope that hold promise to expand or

improve opportunities for individuals with developmental disabilities, including:

- technical assistance for the development of information and referral systems;
- educating policy makers;
- Federal interagency initiatives;
- the enhancement of participation of racial and ethnic groups in public and private sector initiatives in developmental disabilities;
- transition of youth with developmental disabilities from school to adult life; and
- special pilots and evaluation studies to explore the expansion of programs under part B (State developmental disabilities councils) to individuals with severe disabilities other than developmental disabilities.

Section 162(c) of the Act requires that ADD publish in the **Federal Register** proposed priorities for grants and contracts to carry out Projects of National Significance. The Act also requires a period of 60 days for public comment concerning such proposed priorities. After analyzing and considering such comments, ADD must publish in the **Federal Register** final priorities for such grants and contracts, and solicit applications for funding based on the final priorities selected.

The following section presents the proposed priority areas for Fiscal Year 1995 Projects of National Significance. We welcome specific comments and suggestions as well as suggestions for additional priority areas. We would also like to receive suggestions on topics which are timely and relate to specific needs in the developmental disabilities field.

Please be aware that the development of final funding priorities is based on the public comment response to this notice, current agency and departmental priorities, needs in the field of developmental disabilities and the developmental disabilities network, etc., as well as the availability of funds for this fiscal year.

Part II. Fiscal Year 1995 Proposed Priority Areas for Projects of National Significance

ADD is interested in all comments and recommendations which address areas of existing or evolving national significance related to the field of developmental disabilities.

ADD also solicits recommendations for project activities which will advocate for public policy change and community acceptance of all individuals with developmental disabilities and families so that such

individuals receive the culturally competent services, supports, and other assistance and opportunities necessary to enable them to achieve their maximum potential through increased independence, productivity, and integration into the community.

ADD is also interested in activities which promote the inclusion of all individuals with developmental disabilities, including individuals with the most severe disabilities, in community life; which promote the interdependent activity of all individuals with developmental disabilities and individuals who are not disabled; and which recognize the contributions of these individuals (whether they have a disability or not), as such individuals share their talents at home, school, and work, and in recreation and leisure time.

No proposals, concept papers or other forms of applications should be submitted at this time. Any such submission will be discarded.

ADD will not respond to individual comment letters. However, all comments will be considered in preparing the final funding solicitation announcement and will be acknowledged and addressed in that announcement.

Please be reminded that, because of possible funding limitations, not all of the proposed priority areas listed below may be published in the final funding solicitation for this fiscal year.

Comments should be addressed to: Bob Williams, Commissioner, Administration on Developmental Disabilities, Department of Health and Human Services, Room 329-D HHH Building, 200 Independence Avenue SW., Washington, D.C. 20201.

Proposed Fiscal Year 1995 Priority Area 1: ADD andACYF Family and Youth Services Bureau (FYSB) Collaboration Between Youth Service Providers and Disabilities Advocates To Enhance Services to Youth With Developmental Disabilities

The Family and Youth Services Bureau within the Administration on Children, Youth and Families (ACYF) and the Administration on Developmental Disabilities (ADD), Administration for Children and Families (ACF), have established a Memorandum of Understanding (MOU) designed to foster collaboration between grantee programs to provide improved access to services for youth with developmental disabilities who are at-risk of running away or becoming involved in delinquent behavior. Access to supports and services lead to self-

actualization, self-determination, and independence through employment.

An important goal of the MOU is to fund projects that demonstrate the need for and effectiveness of collaborations between the ADD and FYSB grantee programs to enable at-risk youth with developmental disabilities to achieve their full potential and grow to be successful, independent adults. Employment is an important outcome for at-risk youth with developmental disabilities. It is proposed that FYSB and ADD will jointly fund three grants in FY 1995, each for a three-year project period and each at a level of \$150,000 per year.

Applicants must document that the proposed project will be designed and implemented through collaborative efforts by FYSB and ADD funded grantees. Successful applicants would propose projects to:

- Improve coordination of services through information-sharing and networking efforts;
- Enhance service delivery through the identification of existing barriers to service provision, and
- Improve service provision through the identification of appropriate training materials and the development of collaboration strategies for comprehensive service provision to at-risk youth.

Proposed Fiscal Year 1995 Priority Area 2: Americans With Developmental Disabilities and the Criminal Justice System

Individuals with developmental disabilities (especially mental retardation), both as victims and those accused and convicted of committing crimes, are becoming increasingly involved in the criminal justice system. Moreover, these individuals often face unequal justice at the hands of police and the courts precisely because the current system is not educated or prepared to respond or adapt to their disabilities and self-advocates have not been considered as essential elements of the educational process.

According to a recent Justice Department report, youth in general are at physical and emotional risk in most facilities where they are held. Nearly one-half of the facilities surveyed exceeded their design capacity and only 20 to 26 percent had adequate bed space, health care, security, or suicide control. Youth with developmental disabilities are especially unprepared and unprotected in this stressed environment.

The Americans with Disabilities Act requires police departments to take steps, including educating and

providing information dissemination when necessary, to avoid discriminatory treatment on the basis of disability. However, to date, States and localities have received little direction on how to carry out these provisions with respect to Americans with developmental and other disabilities who get caught up in the criminal justice system.

Hence, a much more focused effort must be made toward identifying and replicating best and promising practices in this area. This is especially true if the critical concept of "community policing" is going to be applied to individuals with disabilities in a fair and effective manner throughout our Nation.

Much greater emphasis must be placed on providing current police and new recruits with the education and information needed to afford individuals with disabilities who are victims or alleged perpetrators of crime with equal justice under the law. All interrogations involving individuals whose disabilities affect comprehension and communication should be electronically recorded. This is not being done on a uniform basis. Nor is the concept of competency to stand trial being regularly applied through an evaluation of the ability to help one's lawyer prepare a defense and to understand the proceedings and the possibility of punishment.

The input and participation of individuals with developmental and other disabilities is crucial for familiarizing police and others with the unique range of needs and abilities of this population.

Additional training is needed to better prepare individuals with disabilities to avoid conduct that might place them at risk of becoming victims or perpetrators of criminal activities and to negotiate in the criminal justice system should they become involved with it. An understanding of Miranda rights and responses is crucial.

ADD is particularly interested in national, State, and local self-advocacy networks, with the capacity to work collaboratively with the developmental disabilities network, service providers, law enforcement officials, criminal justice agencies, the civil rights community, and others, that would be able to spearhead such efforts and develop culturally competent, ongoing programs with measurable outcomes.

Proposed Fiscal Year 1995 Priority Area 3: First Jobs—Introducing Young Persons With/Without Developmental Disabilities to the World of Work and Community Service

Nationally, the employment outlook for young Americans with developmental disabilities is bleak. Some progress has been made in supporting individuals with significant disabilities in real jobs, but the following facts speak for themselves: only about 10 percent of students with developmental disabilities graduating from school go on to competitive or supported employment; only about one-half of individuals with developmental disabilities surveyed indicated they had any choice in what job they held; and 90 cents of every Federal dollar, and 80 cents of every State dollar, spent on providing services to individuals with developmental disabilities during the day is spent on keeping individuals in segregated, nonproductive settings.

The cultural change that needs to occur is a redirection of the efforts of service providers and a shifting of focus onto the abilities and skills of individuals with disabilities. First-time job support can result from partnerships with young people without disabilities. This emphasis on inclusion provides mutual benefit as young people in their first community service or employment experiences benefit from the resources of diversity.

ADD is proposing to fund research and demonstration projects that develop strategies for first jobs that will lead to second jobs and ultimate career paths. Research should include assessments of current practices and of necessary supports, such as transportation, adaptive technology, and personal assistance services.

Collaborative linkages among service/support providers should be explored as well as matches with individuals with developmental disabilities and those without disabilities in job settings. Strategies for success should include consumer choice and empowerment as essential approaches in the development and implementation of projects that will be culturally competent, ongoing, and have measurable outcomes.

ADD is particularly interested in collaborative projects including State Welfare/JOBS programs, the AmeriCorps program of the Corporation for National and Community Service, and other private nonprofit agencies and organizations that would be able to establish ongoing working relationships with Head Start, Vocational Rehabilitation, the Job Training

Partnership Act program, and other relevant community resources. Every effort will be made to coordinate the activities under this priority area with the Office of Family Assistance and other Federal agencies such as the Social Security Administration.

Proposed Fiscal Year 1995 Priority Area 4: Child Care and Early Intervention: Linkages for Successful Inclusion of Young Children With Disabilities

The Administration on Developmental Disabilities is interested in funding projects which will increase the capacity of child care and development programs to meet the needs of young children with disabilities. Child care services need to be included among the essential partner agencies in the provision of early, continuous, intensive and comprehensive child development and family support services to children with disabilities and their families. The primary goals of projects to consider would be increasing access to quality child care services for children with disabilities birth through age 5 and increasing the delivery of early intervention and related services to children in natural and inclusive environments.

Although inclusion of children with disabilities within child care is not a new occurrence, few formal mechanisms support effective coordination between the child care and disability communities. These systems remain separate and apart even as they are called upon to provide services to the same children and families. Families of young children with disabilities continue to rank child care among the highest of their unmet needs and early findings of the Part H Early Intervention Program for infants and toddlers show no significant number of young children receiving these services within child care or other natural environments outside the home.

Access to quality child care services for children with disabilities was significantly strengthened and is protected by the passage of the Americans with Disabilities Act in July 1992. The ADA explicitly prohibits discrimination of children with disabilities in public and private child care settings. The Act describes the protections available to children with disabilities and their families and also describes the child care providers' legal responsibility and required steps to make accommodations which ensure access and opportunities for full participation.

While the ADA opens many doors and provides the legal protections to

assure access to children with disabilities, this prohibition of discrimination, in and of itself, is limited in its ability to increase the capacity of child care programs to successfully include children with disabilities. Even when providers understand their obligations under the ADA, they continue to need ongoing access to training, technical assistance, mentorship, and consultation to implement meaningful and inclusionary policies and programs.

Furthermore, the linkages between childhood disability and poverty have long gone unnoticed and unaddressed. The number of children with disabilities living in poverty is significant. Their needs, as well as those of their parents, for quality child care are great. Nearly 8 percent of children on AFDC have disabilities. Without intervention and support, children in poverty are also at risk for disability.

New approaches to strengthening America's families and providing services to its youngest and most vulnerable children require the commitment and combined effort of multiple delivery systems. The foundation for collaborative approaches is evident in recent Federal legislation addressing the needs of children and families.

ADD is particularly interested in local and Statewide projects that promote a seamless interagency approach to better serve children with disabilities, and especially those children with disabilities who live in poverty. To develop child care services which are responsive to the needs of young children with disabilities and their families, the protections of the ADA must be joined with best practices in the field of early childhood education, early intervention, and family support services. Projects should address the significant training needs of the child care community, providers, and parents of children with disabilities regarding the ADA and its protections and obligations.

Projects should identify or develop strategies and mechanisms which support and expand training opportunities across systems. Strategies should encourage the sharing of resources and expertise, as well as establishing opportunities for ongoing mentorship and technical assistance.

Overall, formal and informal linkages developed through these projects should increase the knowledge, awareness, and access to resources and services among families, child care providers, early childhood educators, disability service providers, and others who work with

children with disabilities and their families.

ADD is interested in funding projects reflecting these values in culturally competent, inclusive, family-centered and measurably outcome-oriented approaches that can establish ongoing relationships.

In addition, ADD is interested in joint efforts of projects such as the Americorps program of the Corporation for National and Community Service and the JOBS program, whereby young adults with disabilities may participate in jobs and community service as personal assistants and inclusion aides.

Proposed Fiscal Year 1995 Priority Area 5: Building a Multi-Cultural Network Within the Developmental Disabilities System

The reality of an American society in which racial and ethnic cultural minorities are increasing in numbers and influence is becoming more evident each day. There are more than three million American children and adults with developmental disabilities, including a large number who are members of racial and ethnic minority groups. Many of these individuals and families from culturally diverse backgrounds remain outside of the various disability systems designed for their benefit; they are unable to gain access to the service systems, let alone fully participate in or benefit from them. Successful individuals of color with disabilities are often not encouraged or identified to serve as role models for other individuals having disabilities. In large part, the developmental disabilities network does not reflect this new multicultural reality—not among faculty, planners, staffs, trainees, or advocates. As a first step in addressing this situation, ADD established a multicultural committee with the mission of advising and providing resources to the Commissioner of ADD on all matters that may influence the implementation of a culturally competent service system for persons with disabilities.

Therefore, ADD is proposing to fund projects that will enable the developmental disabilities network to gain and maintain the knowledge, skills, and competencies necessary to serve a culturally diverse constituency. These projects should assist the components of the developmental disabilities network (Developmental Disabilities Councils, Protection and Advocacy Agencies, and University Affiliated Programs) in obtaining appropriate tools to identify areas of need and to develop action strategies that will address not only current needs but have as a goal

institutionalizing cultural competency in every aspect of our programs. For some components, assistance in cultural competence should be implemented at the community or policy/advocacy level while other programs will need assistance at a more basic internal/programmatic level. Within and outside the developmental disabilities system are existing resources, both material and human, that these projects should collect and utilize through a cadre of consultants with expertise in this area.

At the local level, building linkages or connections among and between the Developmental Disabilities Councils, P&As, and UAPs with cultural/ethnic organizations that are representative of community demographics will be essential as these components of the developmental disabilities network develop and implement action strategies. Therefore, ADD is particularly interested in fostering State-level coalitions between Developmental Disabilities Councils, Protection and Advocacy Systems, University-Affiliated Programs, and Historically Black Colleges and Universities (HBCUs) and other institutions of higher education with high minority student enrollment, major civil rights organizations, and cultural/ethnic associations. Without the involvement of these types of organizations, the ability and capacity to understand and thus serve individuals and families from different racial/ethnic backgrounds would be severely hindered.

Key to the operation and long-term effect of these projects is the dissemination of knowledge, best practices, materials, and experiences between the networks and beyond. This needs to occur not only during the length of the projects but at the end as well. ADD is interested in dissemination activities that would maintain and share ongoing information, existing resources of consultants/experts, curriculum/materials with funded projects and within the network. At a national level the experiences of these projects should be shared with the developmental disabilities network and the disability field, as well as with major civil rights organizations, other minority organizations, and institutions of higher education such as HBCUs, leading to further collaboration and partnership at the State level in the continued development of cultural competency.

Of particular interest are projects that have as a focus the professional recruitment and retention of individuals who are from culturally diverse backgrounds with disabilities into all aspects of the three components of the DD network, especially in research,

training, policy, and administration. Only in this way will people with developmental disabilities be empowered and the system made to reflect their vision.

Proposed Fiscal Year 1995 Priority Area 6: Accessing Telecommunication Services for Persons With Developmental Disabilities

With the advancement in technology as it relates to the telecommunication information superhighway, the availability of service information for individuals with disabilities has become more accessible. This accessibility opens up the possibility for greater utilization of services to families and individuals with developmental disabilities through the use of computer technology.

Consumers and their families need, along with the private sector, to be apprised of the services that are available. Computer bulletin board service providers such as Internet, Compuserve, Prodigy, and others are mechanisms which provide a wealth of information. These services also have the ability to enable individuals with disabilities to access information on governmental programs serving their population, available treatment facilities, medical breakthroughs, best practices, and the sharing of concerns on issues regarding disabilities.

Therefore, ADD is interested in funding projects to develop strategies which would reach individuals with developmental disabilities and their families, and underserved individuals using computer linkages. ADD is also interested in funding projects that will provide information and other assistance to organizations that want to set up telecommunication systems that link advocacy groups, service providers, consumers, and parents on a national basis. ADD is aware that a number of computer bulletin boards already exist, but which ones are targeted to developmental disabilities consumers and their families is unknown. In addition, how individuals with disabilities would access and utilize information from these systems is not known.

Proposed Fiscal Year 1995 Priority Area 7: Meeting the Mental Health Needs of Individuals With Developmental Disabilities

Meeting the mental health needs of individuals with developmental disabilities is a "quality of life" goal, but, often community service personnel neither have the skills nor the desire to effectively treat individuals with developmental disabilities who have

mental health needs. In addition, these consumers are often caught between two service delivery systems (mental health and developmental disabilities) where the type and continuity of resources required for effective treatment and improved life quality are inefficient, ineffective or non-existent. Improving the adequacy and availability of such resources will depend on better training for both specialized and generic service providers.

The challenge of the 1990s is to provide for a coordinated, collaborative human service delivery system that will enable individuals with developmental disabilities to receive services in an expeditious and coordinated manner. The creation of such a system will allow for full community integration and inclusion of individuals with developmental disabilities who also need mental health services.

ADD is interested in projects which demonstrate the potential for creative and humanizing approaches to designing, implementing and evaluating projects which assist community agencies in coordinating efforts in the mental health and developmental disabilities service systems; train mental health professionals and paraprofessionals on developmental disabilities issues; educate family members, advocates, individuals with developmental disabilities and service providers on state-of-the-art practices in the field of mental illness and developmental disabilities; and develop and disseminate methods for working with the mental health and developmental disabilities networks to promote full inclusion and membership in the community.

Proposed Fiscal Year 1995 Priority Area 8: Children at Risk: The Impact of Abuse and Violence on Children with Disabilities

Children with disabilities have been found to be abused at two to ten times the rate of children without disabilities. Most perpetrators of the abuse are well known to the victim. They have been service providers, including teachers, doctors, administrators, therapists, and bus drivers, but most have been family members. Many were abused themselves as children, alcoholism is more prevalent, and low income, unemployment, and poor health are significant factors. Maltreatment can include physical, sexual, and emotional abuse and physical, educational, and emotional neglect.

A significant percentage of developmental disabilities are caused by abuse. Victims of child neglect sustain such permanent disabilities as mental

retardation and learning and cognitive disabilities. Over half the fatalities related to child abuse occur from 0 to 1 year and 90 percent of such fatalities occur in children under 5 years of age.

Clearly, there is an epidemic—3 million cases in 1993. Public awareness as well as professional intervention are urgently needed. Because in four out of five cases, the perpetrators have been the child's parents, a family-centered approach is appropriate, including intergenerational resources, as is cross-disciplinary and cross-network training and collaboration.

ADD is interested in funding one or more State demonstration projects for development and implementation of a Statewide collaboration/coordination strategy to reduce the incidence of abuse and neglect of children with disabilities and reduce the incidence of abuse and neglect of children which causes or contributes to the development of disabilities.

Such a strategy would involve developing a Statewide strategy for a multi-agency, multi-system approach to address the problem of maltreatment of children with disabilities. This coordination and collaboration strategy should involve all pertinent State agencies/programs, including Child Welfare Services, Education, the Developmental Disabilities Protection and Advocacy Agency, Developmental Disabilities Planning Council, Child Care, any State Head Start Coordinator, Health (including mental health and substance abuse, maternal and child health), Welfare (AFDC, Medicaid, etc.), Mental Retardation, the criminal justice system, and any other pertinent entities. The project should involve appropriate State Councils/planning bodies including those for Family Preservation and Support, State Interagency Coordinating Council for Part H, IDEA, and other public and private programs/resources including the Developmental Disabilities University Affiliated Program in the State and consumer agencies such as the United Cerebral Palsy Association (UCPA) and the Association for Retarded Citizens (ARC).

The strategy should include the following components:

(1) the development of a plan to conduct interdisciplinary training in both the field of child abuse and neglect and the field of disability, simultaneously, which is designed for State and local agency personnel and other providers on the risk, investigation, reporting, assessment, intervention and follow-up of cases of maltreatment involving children with disabilities including training on how to

work collaboratively on an ongoing basis.

(2) a design for formation of interdisciplinary teams which include disability specialists to assess and treat cases of abuse and neglect involving children with disabilities, including consideration of the nature of the child's disability (e.g., osteogenesis imperfecta, self-injury).

(3) the development of ongoing interagency agreements to facilitate coordination and collaboration of all relevant agencies/programs concerned with maltreatment cases involving children with disabilities.

(4) a plan for providing comprehensive community-based services for the treatment of abuse and neglect involving children with disabilities.

(5) a design for prevention activities to reduce incidence of maltreatment cases involving children with disabilities, including family support programs, child abuse and neglect training for families of children with disabilities and such training for children with disabilities.

(6) mechanisms to promote implementation of this same multi-agency/multi-system approach in local communities in the State.

Applications for funding for demonstration projects and models of prevention and intervention should include an inventory of resources and best practices, plans for replication and dissemination, and methods for the evaluation of outcomes. They should reflect cultural competency and an understanding of legal issues as well as the political realities of decentralization of service delivery and empowerment of community-based efforts.

Proposed Fiscal Year 1995 Priority Area 9: Technical Assistance Projects

Under current contractual arrangements, ADD will be awarding funds to provide technical assistance to improve the functions of the Developmental Disabilities Councils, Protection and Advocacy Systems, University Affiliated Programs, and to provide additional technical assistance to the developmental disabilities field in the areas of community-living, multi-cultural issues, accessibility and accommodations, leadership and policy development.

(Federal Catalog of Domestic Assistance Number 93.631 Developmental Disabilities—Projects of National Significance)

Dated: January 4, 1995.

Bob Williams,

*Commissioner, Administration on
Developmental Disabilities.*

[FR Doc. 95-615 Filed 1-10-95; 8:45 am]

BILLING CODE 4184-01-P

Administration on Children, Youth and Families; Statement of Organization, Functions, and Delegations of Authority

This notice amends Part K of the Statement of Organization, Functions, and Delegations of Authority of the Department of Health and Human Services, Administration on Children and Families (ACF) as follows: Chapter KB, Administration on Children, Youth and Families (ACYF) (56 FR 42336), as last amended, August 27, 1991; and KH, Office of Family Assistance (OFA) (56 FR 42343), as last amended, August 27, 1991. This reorganization will establish the Child Care Bureau within the ACYF to administer the child care policy and operational presently administered within ACF.

1. Amend Chapter KB as follows:

a. KB.00 Mission. Delete in its entirety and replace with the following:

KB.00 Mission. The Administration on Children, Youth and Families (ACYF) advises the Secretary, through the Assistant Secretary for Children and Families, on matters relating to the sound development of children, youth, and families by planning, developing and implementing a broad range of activities. It administers state grant programs under titles IV-B and IV-E of the Social Security Act; administers child care programs authorized under Title IV-A of the Social Security Act; manages the Adoption Opportunities program and other discretionary programs for the development and provision of child welfare services; and administers discretionary grant programs providing Head Start services and facilities for runaway youth. ACYF administers the Child Abuse Prevention and Treatment Act and the Child Care and Development Block Grant. It supports and encourages services which prevent or remedy the effects of abuse and/or neglect of children and youth.

In concert with other components of ACF, the ACYF develops and implements research, demonstration and evaluation strategies for the discretionary funding of activities designed to improve and enrich the lives of children and youth and to strengthen families. It administers Child Welfare Services training and Child Welfare services research and demonstration programs authorized by

title IV-B of the Social Security Act; administers the Runaway and Homeless Youth Act authorized by title III of the Juvenile Justice and Delinquency Prevention Act; and manages initiatives to involve the private and voluntary sectors in the areas of children, youth and families.

b. KB.10 Organization. Delete in its entirety and replace with the following:

KB.10 Organization. The Administration on Children, Youth and Families is headed by a Commissioner who reports directly to the Assistant Secretary for Children and Families and consists of:

Office of the Commissioner (KBA)
Division of Program Evaluation (KBB)
Head Start Bureau (KBC)
Program Operations Division (KBC 1)
Program Support Division (KBC 2)
Children's Bureau (KBD)
Child Welfare Division (KBD 1)
Family and Youth Services Bureau (KBE)

Program Operations Division (KBE 1)
Program Support Division (KBE 2)
National Center on Child Abuse and Neglect (KBF)

Program Policy and Planning Division (KBF 1)

Clearinghouse Division (KBF 2)

Child Care Bureau (KBG)

Program Operations Division (KBG 1)
Policy Division (KBG 2)

c. Delete paragraph D2. "Child Care Division" in its entirety.

d. Add paragraph G. Add the following to establish paragraph G:

G. Child Care Bureau serves as the principal advisor to the Commissioner on issues regarding child care programs. It has primary responsibility for the operation of all child care programs authorized under Title IV-A of the Social Security Act including AFDC Child Care, Transitional Child Care and At-Risk Child Care; the Child Care and Development Block Grant (CC&DBG); and the Dependent Care Planning and Development Grant. It develops legislative, regulatory and budgetary proposals; presents operational planning objectives and initiatives related to child care to the Office of the Commissioner; and oversees the progress of approved activities. It provides leadership and coordination for child care within the ACF. It provides leadership and linkages with other agencies on child care issues including agencies within DHHS, relevant agencies across the federal, state, local governments and tribal governments, and non-government organizations at the federal, state and local levels.

1. The Program Operations Division develops, collects and maintains a data

base of grantee reports on the operation of the child care programs; monitors grantee programs in coordination with the regions; provides technical assistance to regional offices, States, Tribes and Territories concerning child care program operations; tracks financial and budget information relating to the child care programs; establishes partnerships with public and private entities to improve access to quality child care; tracks child care research; and compiles the annual report to Congress.

The Program Operations Division develops and maintains a resource center for child care information; prepares background material, fact sheets, and articles to provide information to regional offices, grantees and the general public; acts as a national clearinghouse for child care information; responds to requests for information about child care; plans conferences; coordinates the identification and dissemination of successful/best practices for the Child Care Bureau; and coordinates program activities with other government and non-government agencies.

2. The Policy Division develops, interprets and issues national policies, regulations, and standards governing child care programs administered by the Child Care Bureau. The Policy Division provides clarification of the statutes, regulations and policies; issues action transmittals and information memoranda; recommends and drafts legislative proposals; prepares briefing materials for hearings and testimony; updates the child care plan preprints; reviews and acts on annual applications from States, Tribes and Territories in coordination with the regions; maintains a data base of grantee plans; researches child care policy issues; coordinates policies and procedures with other agencies such as HCFA, IRS and FNS; and provides policy training, guidance and clarification to Regional Offices in carrying out policy functions.

2. Amend Chapter KH as follows:

a. KH.00 Mission. Delete in its entirety and replace with the following:

KH.00 Mission. The Office of Family Assistance (OFA) advises the Secretary, through the Assistant Secretary for Children and Families, on matters relating to public assistance and economic self-sufficiency programs. The Office provides leadership, direction, and technical guidance to the nationwide administration of the following programs: Aid to Families with Dependent Children (AFDC), Aid to the Aged, Blind and Disabled in Guam, Puerto Rico and the Virgin Islands, the Emergency Assistance