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AUTHOR Brazeau, Karen; And Others
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ABSTRACT

This report examines the current status and plans for special education, student services, and special projects and studies in Oregon. The first section offers an overview of special education long-range planning in secondary and transition programs, the student population with severe emotional disturbance, low incidence populations, families, the talented and gifted program, early intervention, and supported education. The comprehensive system of personnel development is briefly described. Third, supervision of special education is discussed, including special reviews, complaints and due process, comprehensive reviews, comprehensive application for special education funds, and annual local education agency applications for federal funds. School-based programs for students with mental retardation, severe emotional disturbance, specific learning disability, speech/language impairment, and special gifts and talents are then described. State-operated and state-supported programs examined include hospital programs, regional programs, private agency education programs, the Education Evaluation Center, early intervention and early childhood special education, and Oregon schools for students with blindness and deafness. The section on compensatory education covers the Chapter 1 program, Indian education, programs for limited English proficient children, migrant education, the State Disadvantaged Child Project, civil rights, and homeless children. Also described are the parent education program, the Oregon prekindergarten program, primary programs, the school-age child care project, the child development specialist program, comprehensive guidance and counseling programs, peer counseling/helping, student activities, health services, teen parent and child development program, residential youth care center program, the student accounting system, and home schooling. Four special projects and studies address traumatic brain injury, Very Special Arts, Medicaid and third party billing, and assistive technology. An appendix summarizes findings of the Oregon Follow-Along Project.

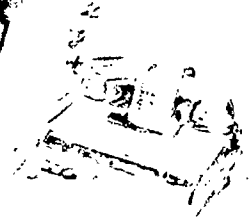
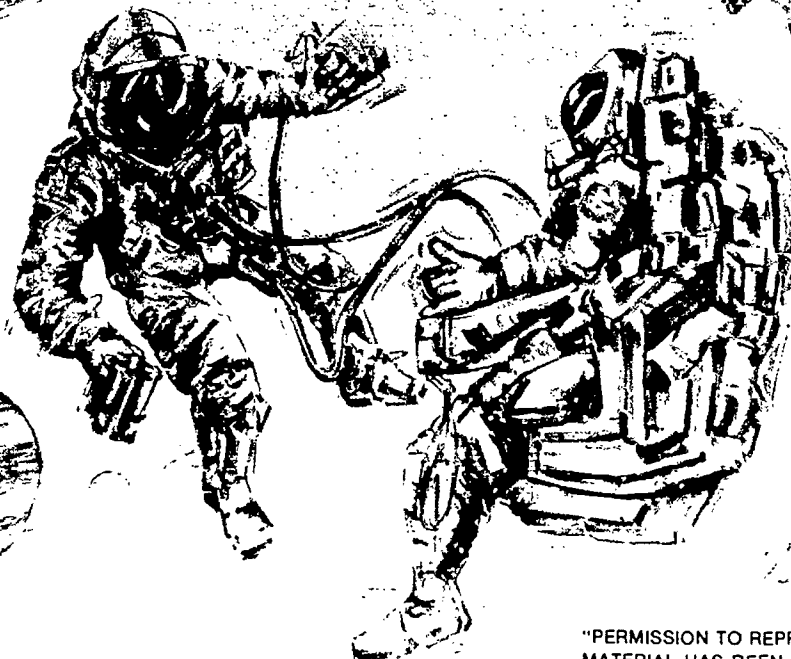
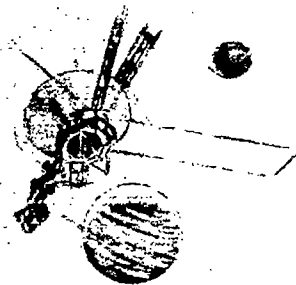
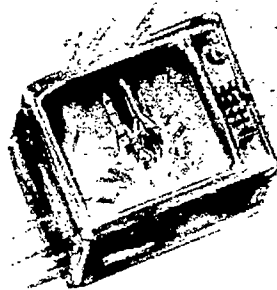
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1992 Status Report on Special Education and Student Services in Oregon

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Special Education and Special Student Services

July 1992

**Karen Brazeau
Associate Superintendent
Office of Special Education**

**Jerry Fuller
Associate Superintendent
Office of Student Services**

**Judy Miller
Assistant Superintendent
Office of Student Services**

**Ardis Christensen
Director
Compensatory Education Programs**

Oregon Department of Education

**State Board of Education
700 Pringle Parkway SE
Salem, Oregon 97310-0290**

About the Cover

The two space voyagers with hearing impairments are conversing in sign language. These astronauts use available technology to communicate with ground control and with other space travellers. One tool is a Telecommunication Device for the Deaf (TDD), available since the mid-twentieth century, which provides telephone communication to people with hearing impairments. The television screen in the picture includes closed captioning, which adds language to the screen as visual information rather than speech. The signed communication is translated as "Oh, I see" or "I understand" perhaps signalling a successful mission.

The cover art portrays a picture of turn-of-the-century realism—the 21st century. The art originally appeared in a poster to promote *World Around You*, the magazine for deaf and hard of hearing teens. The 21st century world is just around the corner, no longer the distant future. Today's students are preparing for this new age. Individuals with disabilities will be full participants living, working and playing within the mainstream of society and beyond.

The original artwork for "The Voyage Ahead" poster was illustrated by Marlise Mason of The Gathering Design Studio. The artwork expresses how today's deaf and hard of hearing students are navigating new territory, and using technology to explore, communicate with, and change the world around them. *World Around You* is published five times a year by the Pre-College Programs at Gallaudet University. For subscription rates or information about other Pre-College publications and services, write to Pre-College Programs, KDES PAS 6, Gallaudet University, 800 Florida Avenue, N.E., Washington, DC, 20002-3695 or call (800) 526-9105 (TDD/V).

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Section I
Special Education

Part 1--Overview of Special Education

Special Education in Oregon

How do Oregon's children with disabilities and Oregon's children with talents and gifts fit into public education today? in the year 2000? in the year 2010? Oregon's State Board of Education demonstrated commitment to a quality education for all children by saying, "We cannot afford to let one student fail in his or her endeavor to become a productive citizen in the 21st century."

Who are these children and what does public education mean for them during this period of change? On December 1, 1991, Oregon counted over 55,367 children with disabilities from birth to 21 years of age who were receiving special education. Most of these children (95%) attended public school in Oregon. Chart I displays the proportion of special education students who attended Oregon school districts. Students who did not attend district programs were enrolled in Oregon's state operated and state supported schools, in early intervention programs for infants and toddlers, or in hospital programs.

All children should have the opportunity to develop their unique abilities regardless of circumstance.

(Education First!, State Board of Education, Spring 1991)

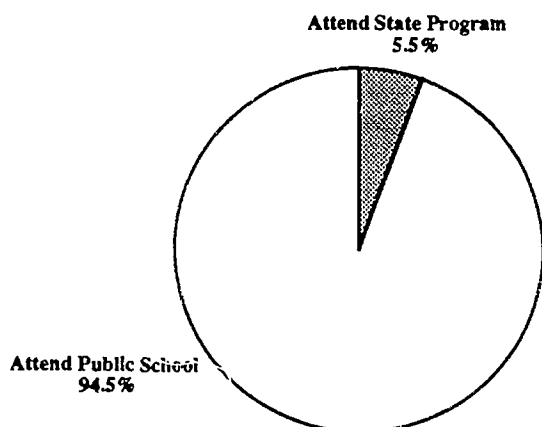


Chart I - Oregon Children with Disabilities, Percent in Public Schools and State Programs (0-21 years, IDEA & PL 89-313)

(N = 55,367)
Special Education Child Count 12/01/91

Of the 51,939 children with disabilities who attend district programs, approximately 81% or 42,000 of these students have mild disabilities. They are expected to meet the same benchmarks as their fellow students without disabilities, when provided with special education and related services. These students have unique learning challenges. Chart II displays the proportion of school-age children with mild disabilities that are attending public schools. Most of these students have a speech and language impairment or a specific learning disability.

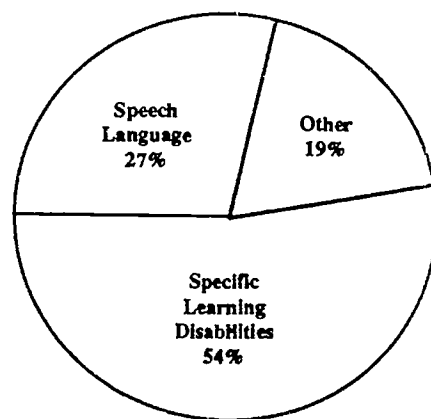


Chart II - School-Age Students with Mild Disabilities (5-21 years) Attending Public Schools (N=51,939)

OTHER = Mental Retardation, Hearing, Vision, Severe Emotional Disturbance, Health, Orthopedic, Autism

During the past 15 years, the state of Oregon has developed special educational programs and services for students who are talented and gifted. The Oregon Legislative Assembly adopted enabling legislation in 1987 and required that all schools have appropriate programs by the 1992-93 school year. This has resulted in the identification and initiation of services for approximately 8% of the state's school-age children. These students are receiving programs and services in a variety of educational settings including regular classroom modifications, specially designed classes, advanced level courses, and accelerated programs. In addition, many schools are offering supplemental services such as academic competitions, recognition programs and community involvement activities.

*The mission of
the State Board
of Education is
to assure
excellent and
equitable
educational
opportunities ...*

The Talented and Gifted Education program is resulting in programs and services that are appropriate for eligible students' special abilities, and contributes to the overall improvement of instruction in schools.

Students with disabilities and with talents and gifts who attend schools in Oregon are full members of the education program. In the classroom, on the playground and in the cafeteria, they are seldom distinguishable from other students.

Brief History

Today, Oregon is aggressively redesigning education to meet the challenges of the 21st century. These efforts were initially launched in the United States with the adoption of the National Education Goals and were extended and enriched in Oregon through the Oregon Progress Board's *Oregon Benchmarks* in January 1991. In the spring of 1991 the Oregon State Board of Education provided a foundation for the revitalization of education with the adoption of its mission and the publication of *Education First!* In addition, Oregon's *Education Act for the 21st Century* (HB 3565) brought education reform to life in Oregon through the efforts of the 21st Century Schools Council.

Children with disabilities in Oregon have been assured of a free appropriate public education since Congress passed the Education for the Handicapped Act (EHA), 1975. This Act has since been reauthorized as the Individuals with Disabilities Education Act (IDEA, PL 101-476). Special education in Oregon preceded this landmark federal legislation. Over the last twenty years, schools and school districts in Oregon have taken increasing responsibility for all of the students residing within their boundaries. Today, the State Board of Education sustained Oregon's dedication to all students in *Education First!* when it expressed its commitment "to guarantee each and every child in Oregon a quality education." Quality in education for special needs students requires that the instruction they receive constantly challenge their learning and demand excellence in their work. Only through an educational system that focuses on the unique potential of each of its students can we meet the challenges of the 21st century.

The State Board of Education identified its task as follows: "to revitalize the institution of public education to meet the challenges of the 21st century." In noting that some of Oregon's students fail to receive an education that will prepare them to be citizens in an increasingly complex world, the State Board of Education expressed its concern that the failure of "any" student "is too many." Revitalizing public education and improving the quality of education for all students is a priority in Oregon and in the nation. In order to succeed as a state and a nation we cannot afford to lose even one child.

Projecting Special Education into the 21st Century

The Oregon Progress Board in its publication *Human Investment Partnership* (November 1991) proposed ambitious goals for Oregon and recommended dramatic actions to accomplish those goals. Among the Progress Board's central principles, the following three contain language that will have an impact on special education in Oregon over the next two decades.

2. We cannot afford to leave anyone behind: neither disabled Oregonians, seniors, women, racial and ethnic minorities, nor any other group historically under-represented in high skill occupations of the self-reliant population.

4. We believe that we must change the focus of human resource programs from "helping the needy" to "investing in people."
5. We are committed to making investments in Oregonians today which will avoid the need for costly remedial and corrective programs in the future. We believe in creating family environments that allow every child to grow up with the opportunity to reach his or her full potential.

Each of these principles has direct implications for special education. If we cannot afford to leave anyone behind in achieving skilled occupations and self-reliance, then the supports provided to students with disabilities during their schooling must continually improve. Special education must deliver results that allow each child to become a productive adult citizen. Likewise, the provision of special education and programs for the talented and gifted must increasingly translate into an "investment in the person." Special education must avoid fostering dependence or helplessness. Effective special education programs prepare individuals for the future and decrease the costs of corrective or remedial programs. In turn, investment in programs for talented and gifted students is an investment in a human resource with great potential for economic and cultural growth.

Such approaches in special education have already drastically reduced residential and institutional care for individuals with disabilities. Through supported education, transition, and supported employment programs students with disabilities have found meaningful and gainful employment, a smoother transition from school, and more fulfilling adult lives. Special education is riding on the crest of dynamic change. Programs will need to work hard to keep pace with the advances that exemplify the move toward the 21st century.

Oregon Benchmarks

In their November 1991 publication, the Progress Board included two benchmarks that form substantive targets for special education in Oregon at the turn of the century:

Percentage of children entering kindergarten meeting specific developmental standards for their age.

Percentage of students with disabilities who successfully and productively make the transition from school to the adult world.

Although numerous intermediate goals will need to be met in order to have a significant impact on these two milestones, they provide a clear vision of the direction to be taken.

In This Report

Special education in Oregon has accomplished a great deal since 1975. Students with severe disabilities were once isolated in hospital-like wards with only custodial care. Today these children live in their local communities and usually attend their neighborhood schools. They play on the playground, eat lunch in the cafeteria and often attend classes with their nondisabled peers.

At one time very few preschool-age children with disabilities received special services. As recently as five years ago secondary students with disabilities were likely to drop out of school without even the hope of a productive future. Today, the situation has changed. It also describes Oregon community-based transition

A good track record provides assurance that special education is ready to meet and conquer the challenges of the future.

teams that help coordinate the transition from high school to adult life, assist students in identifying personal goals, and expedite the search for meaningful work.

While there have been giant strides forward in these areas, it is not possible to now sit back and simply reap rewards. A good track record provides assurance that special education is ready to meet and conquer the challenges of the future. This status report is the pivot point, the marker between the past and the future. The report provides both a statement of what we have accomplished to date and a baseline measure with which to gauge future progress.

“An increasing percentage of our future work force will come from those population groups currently least likely to succeed academically within the existing educational system.”

(Education First!, State Board of Education, Spring 1991)

1. THE LONG RANGE PLAN

Introduction

Oregon's current Long Range Plan for Special Education had its inception during the fall and winter of 1988 by the State Advisory Council for Special Education. The intent was to create a planning document that would guide the development of the 1991-1994 State Plan. The State Plan is the document that the Department submits to the federal Office of Special Education Programs every three years to generate federal funds for Oregon's special education programs. In addition, the Long Range Plan serves as a structure for the Oregon Department of Education's role in special education on which to base fiscal allocations, policy development, program improvement and personnel development activities. It also provides a stimulus for the field to influence development in priority areas.

A Six-Step Planning Process Guided the Creation of the Long Range Plan

The first step was for the State Advisory Council for Special Education to identify several priority issues that required improvement in the special education area. The areas targeted were:

Low Incidence Populations (Low In)	Families (Fam)
Seriously Emotionally Disturbed (SED)	Talented and Gifted (TAG)
Secondary Outcome (Sec)	Early Intervention (EI)
Supported Education (Sup Ed)	

The State Advisory Council went on to write a mission statement for each area. Each mission statement was focused on an outcome for 1994.

The second step was to organize focus groups to study each issue and to develop four to five goals for each priority area. The organization of these groups was accomplished by the State Advisory Council and the ODE staff. Agencies, organizations and persons from across the state were identified as significant contributors for involvement in the focus groups. Over 70 individuals were identified and invited to participate.

The third step involved bringing the focus groups together for a two-day workshop to accomplish the tasks of studying each issue and developing the goals for each priority area. State Advisory Council members and Department staff served as facilitators for the conference.

The fourth step was to have the State Advisory Council and Oregon Department of Education staff review the products developed by the focus groups.

The fifth step required the development of strategies for each goal identified for each priority area. This was completed by Department staff. For each strategy, the date to be accomplished, agency/person responsible and the cost were indicated. This completed the development of the Long Range Plan.

The sixth step involved incorporating the completed plan into the Department's 1991-1994 State Plan for Special Education.

Relationship to the National Education Goals and Oregon's Education Act for the 21st Century

Oregon's State Board of Education set forth its mission and goals for public education in a document titled *Education First! A Bold Commitment for Oregon's Future* (Spring 1991). This document reflects the commitment of the State Board of Education and the Superintendent to guarantee each and every child in Oregon a quality education. This document expresses the belief that "all children should have the opportunity to develop their unique abilities regardless of circumstance." As Oregon reforms and restructures education, it joins with the nation in focusing on the National Education Goals. As noted in Table 1, below, three goals are specifically addressed within the Long Range Plan for Special Education:

Table 1 - Long Range Plan for Special Education		
National Education Goals	Education Act for 21st Century--Activities	Long Range Plan For Special Education--Goals
<p>Goal 1: Readiness for School. By the year 2000, all children in America will start school ready to learn.</p>	<p>Non-graded Primary Integration of Social Services</p>	<p>Early Intervention Families</p>
<p>Goal 2: High School Completion. By the year 2000, the high school graduation rate will increase to at least 90 percent.</p>	<p>Certificate of Initial Mastery (CIM) Middle Level Extended Day/Year Site-Based Decision Making</p>	<p>Secondary Outcomes Serious Emotional Disturbance Talented and Gifted Supported Education Low Incidence Populations</p>
<p>Goal 3: Student Achievement in Citizenship. By the year 2000, American students will leave grades 4, 8 and 12 having demonstrated competency in challenging subject matter including English, mathematics and geography; and every school in America will ensure that all students may be prepared for responsible citizenship and productive employment in our modern economy.</p>	<p>Alternative Learning Environments Employment of Minors Integration of Social Services Certificate of Advanced Mastery (CAM) School Choice</p>	<p>Secondary Outcomes Serious Emotional Disturbance Talented and Gifted Supported Education Low Incidence Populations</p>

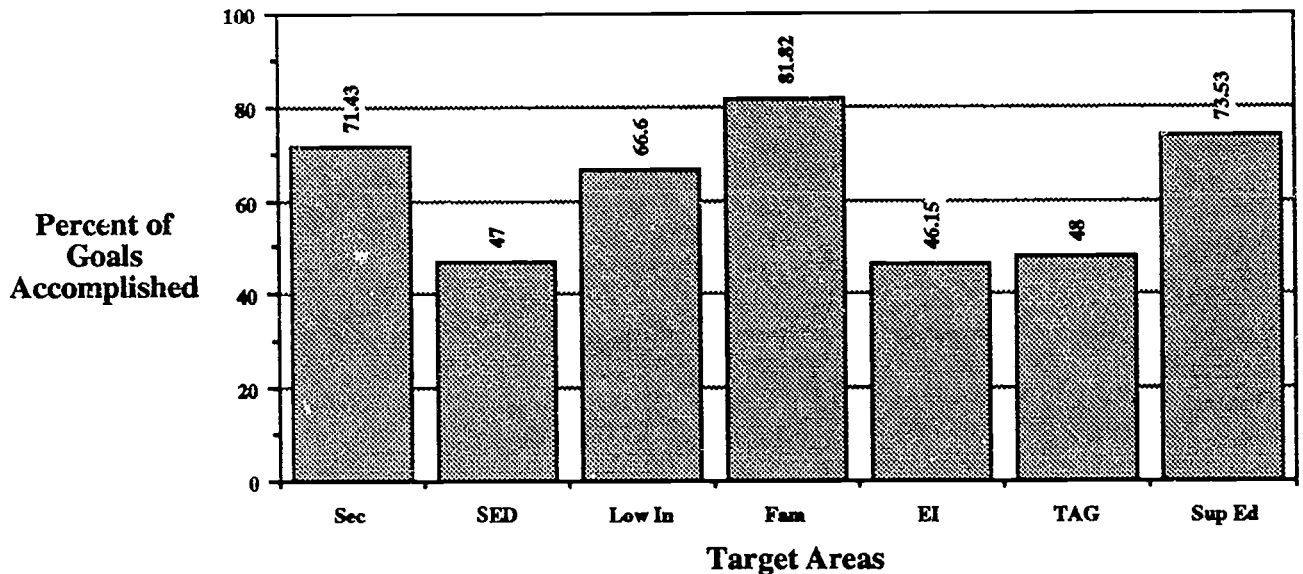
The State Board of Education points out that "An increasing percentage of our future work force will come from those population groups currently least likely to succeed academically within the existing educational system." Among these are students with disabilities, students who need "to receive an education that will prepare them to be competitive, productive citizens in an increasingly complex, information-oriented, technology-based world." The Long Range Plan for

Special Education in Oregon establishes goals to support students facing unique challenges and their families. This plan provides concrete support to the State Board of Education's commitment to guaranteeing "each and every student in Oregon a quality education."

Progress Summary

The Long Range Plan for Special Education in Oregon is beginning the fourth year of implementation. The Plan began its first year during the 1989-1990 school year. Significant progress has been made on each goal and objective.

Chart III - The Long Range Plan for Special Education



*Oregon's
Community
Transition
Teams develop
team building,
needs
assessments,
program
planning,
program
implementation
and program
evaluation in a
statewide
network.*

SECONDARY AND TRANSITION PROGRAM

Mission

The mission of the Secondary Special Education and Transition Program is to assure that educational programs have the capacity to provide instructional opportunities and outcomes for students with disabilities which address persistent life functions and needs. School districts with assistance from the Office of Special Education will be able to facilitate the necessary collaboration among adult agencies, service providers, employers, parents and other key stakeholders in order to provide disabled students with a successful transition from school to adult life. Secondary Special Education and Transition is one of the programs receiving high priority within the Office of Special Education. In addition, on October 1, 1990, transition services were mandated in the reauthorization of federal legislation, PL 101-476, IDEA.

Objectives

To accomplish the Secondary Education mission, the following objectives have been developed and are being implemented.

Objective 1: Transition teams and/or community advisory groups will be established, facilitated, and maintained, representing key local resources and

including students as part of the planning process to address the needs of persons with disabilities in the community.

Objective 2: School leaver outcomes will be monitored regularly through the statewide option of an appropriate follow-along strategy.

Objective 3: All secondary students with disabilities will have transition plans that address the major dimensions of life including: basic needs, vocational activities, social/family relationships, medical needs, post-secondary education, residential and independent living in integrated settings.

Objective 4: Year-round, paid placement/competitive work experience will be established that is financed through state and local special education, community colleges, Adult and Family Services, Job Training Partnership Act, Vocational Rehabilitation Division, Employment Division, and local businesses for all secondary schools. In the student's final year of school, job placement services will be established by the local Vocational Rehabilitation Division, Employment Services, and the district special education program.

Objective 5: Curriculum and programs will be developed, revised and continually assessed for diverse student needs so that students can successfully move from high schools to post-secondary opportunities.

Objective 6: Training workshops and inservice training will be established for secondary personnel, parents and students in areas of post-secondary opportunities and survival programs such as Social Security, welfare, food stamps and subsidized housing.

Relationship to 21st Century Schools

Students with disabilities have been included in the state's effort to enact the "21st Century Schools" reform and national "America 2000" goals. All of the stated goals have a direct relationship to the reform program initiated by the Oregon Department of Education.

Accomplishments

Community Transition Teams. Statewide coverage has been attained with 38 community transition teams being initiated and maintained in each county. A computerized information system has been installed at the ODE to manage all of the functions of the transition team networks: team building, needs assessment, program planning, program implementation and program evaluation. Community Transition Teams are located in the following areas:

Baker	Deschutes	Josephine	Polk County
Beaverton	Douglas County	Klamath County	Redmond SD
Burns	Estacada	Lake County	Springfield
Central Point	Eugene	Lincoln County	Tigard SD
Clatsop County	Gilliam County	Linn County	Tillamook County
Columbia County	Grant County	Malheur County	Umatilla/Morrow
Coos County	Hood River	Marion County	Union/Wallowa
Corvallis	Jackson County	N. Clackamas	Wasco County
Crook County	Jefferson County	Oregon City	Yamhill County

Transition teams and/or community advisory groups address the needs of persons with disabilities in the community.

Oregon's Community Transition Team model is being replicated by the states of Arizona, Idaho, Iowa, Nevada, and in New South Wales, Australia.

Oregon Follow-Along Study. The ODE, in collaboration with the University of Oregon, is exploring transition, employment and quality of life issues for students with disabilities. Findings of the Follow-Along Study came from information collected while students were still in school and also for two additional years after they left school.

The major research findings are presented through a series of topical reports. The following five reports are currently available in both full and brief report formats. See the Appendix for sample reports and information about obtaining copies of these documents.

Planning for Transition
Vocational Instruction and Student Performance
Academic Instruction and Student Performance
Social Problems Experienced by Students in High School
Job Experiences of Students with Disabilities During
Their Last Two Years of School

Reports on the following topics will be available early in 1993:
Related Services
Independent Living Instruction and Student Performance
Personal/Social Instruction and Student Performance

Individual Education Programs (IEP) Which Address Major Dimensions of Life. Recent federal legislation mandates that transition services be included on the IEP of all 16-year-old students with disabilities, and, if appropriate, for 14-year-old or younger students. The Office of Special Education has provided inservice training and technical assistance to parents, school districts and other key stakeholders about transition services.

Oregon Administrative Rules and policies for implementing federal transition requirements are being drafted.

Cooperative Work Experience Programs for Students with Disabilities. The Office of Special Education Division is collaborating with the Vocational Rehabilitation Division (VRD), Mental Health Division, adult service providers, employers and school districts to develop and implement job training and placement programs utilizing natural supports in the workplace for high school students with severe disabilities.

The Youth Transition Program (YTP), a cooperative VRD, ODE and school district job training and job placement program for disabled students who do not need long-term support, has been expanded to 13 sites in the state. These sites are located in Springfield, Beaverton, Hillsboro, North Clackamas, Redmond, Grants Pass, Umatilla/Morrow Counties, Portland, Stayton, Eugene, Greater Albany, Jackson County and Klamath County.

Expansion of the YTP to another 1,000 students in 13 additional school districts is supported by the Office of Special Education. The expansion is a proposed VRD budget item under job skills preparation in the Oregon Benchmarks. If approved by the Governor's Work Force Council and the legislature, the YTP would use a combination of approaches including individualized services with transitioning students, increasing awareness of technology in public schools, purchasing needed technology, and training/technical assistance with VRD and school district staff.

The primary focus for the Secondary Special Education and Transition Program is on a functional community-based curricula.

Curriculum and Program Development. Activities for curriculum development are being closely related to the Oregon Follow-Along Program, the Youth Transition Program, Supported Education, and programs developing natural supports in the workplace. The primary focus is on functional community-based curricula with emphasis on interdependent living, employment, social/personal development and other community living needs.

Several "Friends of . . . Clubs," which create a social network revolving around individuals with disabilities, have been initiated in the state. Technical assistance to expand this successful concept has been requested.

Training Workshops and Inservice Training. Regional Supported Employment workshops and Summer Transition Institutes have been held for the purpose of establishing collaborative employment and transition services for students with disabilities.

A competitive grant proposal was submitted to the federal Office of Special Education Programs for funding. Oregon's application was successful. The 5-year grant will provide the state of Oregon with \$2.5 million for program development and training.

An Ed-Net series, which focuses upon secondary school programs, employment and transition, will be presented during the 1992-1993 school year. The series will include the following sessions:

- Planning Transitions from School to Adult Living and the IEP
- Understanding Department of Labor, SSI and other Rules and Regulations
- What are these things called MAPS and CIRCLES
- Collaborating with Families for Transition
- Developing Business Partnerships and Natural Supports
- Job Development Strategies to Support Students With Disabilities

Future Plans and Issues

1. Expand the Youth Transition Program to 13 additional school district sites. This is a proposed Oregon VRD budget item (Special Oregon Benchmarks Package) subject to approval of the Governor's Work Force Council.
2. Develop Oregon Administrative Rules, policies and guidelines for compliance with PL 101-476, Transition Services, regulations.
3. Design and implement procedures for individualized planning in schools and adult services.
4. Recruit and select demonstration sites for successful transition practices.
5. Provide training and technical assistance in a range of issues related to secondary schools and transition services.
6. Design and implement a statewide follow-along system which includes ongoing use of the transition outcome information.

A 5-year grant will provide the state of Oregon with \$2.5 million for program development and training.

SEVERE EMOTIONAL DISTURBANCE

Mission and Objectives

The mission for this Long Range Plan focus area has been that *all school districts in Oregon will know and understand the characteristics and needs of students who have severe emotional disturbances and a continuum of appropriate services will be implemented statewide for such students. School-based staff, families and other service providers are viewed as essential partners in the education of students with severe emotional disturbances.*

Objectives and accomplishments during the 1991-92 school year include:

- 1.0 The Department of Education will provide support for ongoing staff development for teachers and support staff providing services to seriously emotionally disturbed students. In addition to workshops, training will include site visitations and on-site consultations.

Workshops and consultation provide school districts with assistance in developing programs and procedures which provide students with a ready access to appropriate services.

Accomplishments: After conducting a statewide needs assessment, the Department sponsored four regional workshops for school teams (administrators, teachers and support staff) on supporting students with emotional and behavioral disorders in school. Thirty-two school teams participated in the workshops and many other teams expressed interest in attending. Twenty-eight of the participating teams reported significant building-level changes as a result of the workshops. The workshop will be repeated next year using the Ed-Net satellite system to incorporate more teams in the training.

In addition to the regional workshops, Department staff provided ongoing consultation/in-service visits to Oregon school districts as a provision of assistance in this area.

- 2.0 The Department of Education will work to ensure that all school districts develop and implement a policy, plan and procedures for providing services to seriously emotionally disturbed students which includes components in: 1) staff development, 2) schoolwide student management, 3) special programs (to include a social skills curriculum), and 4) school-community collaboration.

Accomplishments: In 1989 the Department published *A Resource Guide for Oregon Educators on Developing Student Responsibility* which consists of a series of recommendations to guide schools in developing policy and procedures as described in this objective. This has been the focus document for the Department's workshops and consultation with school districts on the topic of student management and service provision.

- 3.0 Policy collaboration and cooperation among students, school staff, parents, and agencies/service providers will be promoted.

Accomplishments: In conjunction with the Integration of Social Services Task Force of the 21st Century Schools Council, the Department has actively promoted school/home/agency collaboration through: 1) workshops and consultation with school districts, 2) participation in planning efforts with other agencies at the state level, and 3) support to Higher Education and specific counties in their efforts to secure federal grants for the development of projects in this area.

- 4.0 Students who have an elevated risk of school failure will be able to access services as needed to help them with problems of learning and adjustment.

Accomplishments: The "Continuum of Services" model as outlined in the *Resource Guide for Oregon Educators on Developing Student Responsibility* has been consistently promoted by the Department in workshops and consultation with school districts as an effective model for providing services to at-risk students in a logical and cost-efficient manner. Workshops and consultations have been provided to school districts to assist them in developing programs and procedures which provide students more ready access to appropriate services such as:

- Peer Tutoring
- Behavior Contracting
- Developmental Recess
- Schoolwide Behavior Management Processes
- Formal Problem Solving
- Teacher Assistance Teams

Future Plans and Issues

As a result of Measure 5, financial reductions may mean the loss of a key position in the Office of Special Education. The responsibilities of this position are implementation and follow-up with the activities described above. While some technical assistance will be continued through the Ed-Net presentation format, much of the on-site consultation assistance provided to school districts will no longer be possible. The Department will facilitate ongoing consultation and technical assistance to schools by serving as a service broker to link school districts with private consultants with whom those districts may contract for assistance.

LOW INCIDENCE POPULATIONS

Mission and Objectives

"Low incidence disabilities" include children birth through 21 years with vision impairments, hearing impairments, severe orthopedic impairments, severe health impairments, autism, dual sensory impairments, moderate/severe/profound mental retardation, multiple disabilities, and isolated students who are the only one in their district with a given disability.

These students and their families need to feel less isolated. They also need to receive their education including special education and related services from staff who are adequately trained. They need to have advocacy and case management, interagency coordinated services and access to best practices in service delivery. The mission therefore has been to ensure that these students will have access to appropriate education and related services regardless of geographic location and severity of disability.

The following goals were established to implement the stated mission:

Goal 1: Programs will coordinate across agencies to minimize duplication of services and simplify family/child access by providing family-focused service planning for all children.

Accomplishment: Individual Family Service Plans will be developed for children under the age of five. This is a result of procedures

Isolation of students with low incidence disabilities will be reduced by establishing effective communication mechanisms.

Goal implementation for the low incidence population program will integrate closely with the 21st Century Schools goals.

developed to implement the federal requirements for early intervention services.

Goal 2: Every school will have access to a nurse who can deal effectively with health services protocols to ensure that children with severe health needs attend school safely.

Accomplishment: Consulting nurses were added to the regional program services to work with districts to ensure a safe educational environment for children with severe health needs.

Goal 3: Isolation of students with low incidence disabilities will be reduced by establishing effective communication mechanisms.

Accomplishment: Augmentative communication specialists were added to the regional program structure to develop communication systems for students with autism or with severe orthopedic impairments. These specialists, in cooperation with district and other regional staff, were trained to train other staff in how to develop communication skills for students who are non-speaking and require augmentative systems. Several workshops were held during both years of the biennium to train local staff in this area.

Goal 4: Services to low incidence disabilities will be improved through inservice/preservice training in state-of-the-art methods and technology.

Accomplishment: The Office of Special Education, through a federal technology training grant has collaborated with other agencies in the state to develop the TALN Project, which is Technology Access for Life Needs. The project includes inservice training, an equipment lending bank and a resource library. A half-time position provides statewide coordination for technology use with students who are receiving special education.

Relationship to 21st Century Schools

Each of the goals and activities to accomplish the four goals provides strategies that ultimately assist each of the students with low incidence disabilities to increase their skills and knowledge. This will allow many of these students to complete both the certificates of initial and advanced mastery. Those students, who are unable to reach those levels, will be provided access to alternative learning environments which ultimately will increase the likelihood of future employment and some level of independent living. Each of the task forces addresses areas that are of concern to students with low incidence disabilities. The challenge will be to ensure that as HB 3565 is implemented, it is done in such a way that it meets the education and future needs of these students.

Future Plans and Issues

A broad-based representative group should meet to determine the future goals to be addressed by education for students with low incidence disabilities. The ODE should continue to refine the work that is taking place in the areas of technology, communication access, and nursing services for students with severe health needs.

Intensive effort is needed to implement the goal for comprehensive, coordinated, unduplicated, family focused services. Future goal implementation should integrate closely with the goals of the 21st Century Schools Reform.

FAMILIES

Mission

Families will be active participants in establishing state and local educational policy as well as the planning and implementation of their children's individual educational program (IEP).

Goals

- 1.0 Parents will become more active participants in educational programs through being better informed in matters concerning the education of their children with disabilities.
- 2.0 Parents will become more active participants in special education by receiving increased training and support.
- 3.0 Parents will become more active participants in special education through broader participation in the development of policy and planning for special education.

Relationship to 21st Century Schools

The Oregon Legislature supported the inclusion of families in their children's education with the passage of the 21st Century Schools bill. The bill specifically mentions that services should be designed to support and strengthen the family and that services should be coordinated and comprehensive to address the most urgent needs.

The Oregon Department of Education has developed a group of task forces, all of which include parents, to address various components of the legislation. Also, an Early Childhood Council made up of the ODE staff was developed to research issues around early childhood education and family involvement.

Accomplishments

1. A parent's rights brochure was published in English and Spanish.
2. Parents continue training opportunities.
3. The Office of Special Education assists in the development of parent-to-parent support groups.
4. School districts are provided with training opportunities on how to include parents more effectively in their special education programs.
5. Parents are involved in many state advisory councils and task force groups.

In addition, families were the single most effective lobby in the passage of legislation involving the establishment of early intervention and early childhood special education programs in Oregon. The future for continuing early intervention looked bleak as the session began. Legislators were faced with the need to look at massive cutbacks in the wake of the passage of Measure 5. Due to the strong parent lobby, the legislature took on the responsibility to fund early intervention and early childhood special education. The Office of Special Education is now responsible for the provision of these programs.

Future Plans and Issues

Projects still to be completed include the following:

- 1) Revise the Parent Information Packet
- 2) Develop and present workshops on the Parent Information Packet.

*Families
continue to be
partners in the
development
of an
individualized
family service
plan.*

It will be important for families to be involved in supporting the continuation of early intervention and early childhood special education. It also is important for families to continue to take an active role in their child's education. Families continue to be partners in the development of their child's Individual Family Service Plan and are encouraged to be involved in determining their child's services.

TALENTED AND GIFTED PROGRAM

Mission

The mission for the talented and gifted education program is to initiate and improve the special education programs and services appropriate to talented and gifted students' learning abilities.

Objectives

The programs and services for children and young adults identified as talented and gifted were mandated during the 1987 Oregon Legislative Session. This requirement provides for special educational programs and services beginning 1991-92 for students identified during the 1990-91 school year.

The requirements for educating students identified as talented and gifted resulted from two philosophical positions.

- The organization of instruction for students identified as talented and gifted is student centered and described in terms of outcomes.
- The content of instruction for talented and gifted students is directly linked to the academic instructional programs required of schools in the state-adopted school standards.

The selection of the best options for delivering advanced and accelerated instruction is critical to district and building level decision making. These decisions, though, will open the range of program options offered from self-contained classes to fully integrated mainstream programs. Regardless of which options are used by a school, advanced levels and accelerated rates of learning are the expected outcomes.

These outcomes are the focus of the objectives for the Talented and Gifted component of Oregon's Long Range Plan for Special Education.

Accomplishments

Part 3 of this document highlights the accomplishments in the area of Talented and Gifted education.

EARLY INTERVENTION

Mission and Objectives

Early Intervention in Oregon will provide flexible and creative services to children with special needs and their families. This individualized approach will ensure the successful participation of each child and family in community life.

Advanced levels and accelerated rates of learning are the expected outcomes.

- 1.0 State policy and local services will support and build on each family's unique strengths.
- 2.0 Children will be identified, evaluated and referred for services at the earliest possible time.
- 3.0 Interagency agreements will be developed to assure coordinated planning and implementation of services in a cost effective and efficient manner.
- 4.0 Children and their families will receive services in their home communities and in settings with children without disabilities.
- 5.0 Personnel training needs will be met through a coordinated system involving community colleges, higher education, state agencies and other organizations.

Relationship to 21st Century Schools

The early intervention section of the Long Range Plan fits directly with the goals associated with the 21st Century Schools Reform, specifically the section of the legislation dealing with non-graded primary. A task force of professionals and parents in the early childhood and early intervention realm was developed at the Department to study the feasibility of implementing non-graded primary programs throughout the state of Oregon. A predominate issue to arise from the task force has been the use of developmentally appropriate practices. The task force has included in its scope early childhood special education as well as other early childhood and primary programs. It supports the use of individualized instruction, developed in a developmentally appropriate manner to all children involved in early childhood and early childhood special education programs.

Accomplishments

The following activities were completed during the past two years regarding the Early Intervention section of the Long Range Plan:

- Children who are eligible and in need of services are receiving appropriate services across the state.
- Statutes developed to ensure Oregon's compliance with HB 1146.
- Oregon Administrative Rules written to implement the statutes.
- Establishment of Early Intervention Interagency Coordinating Councils in most Oregon counties and Indian reservations.
- A process for developing and implementing an Individual Family Service Plan (IFSP) for each family.
- Implementation of a newborn screening and tracking system at all hospitals with a pediatric section.
- A system for families to access Early Periodic Screening Diagnosis and Treatment (EPSDT).
- A fixed point of referral in each county in Oregon.
- A referral mechanism in order to find children birth to school-age who have a disability or are suspected of having a disability.
- Inservice training for personnel regarding appropriate assessments and assessment procedures for young children and families
- Interagency agreements at the state level between the Child Development and Rehabilitation Center and Head Start.

An individualized approach will ensure the successful participation of each child and family in community life.

Future Plans and Issues

The state of Oregon will continue to work towards meeting compliance of the Individuals with Disabilities Education Act (IDEA) for children with disabilities three to five years of age. During the next biennium, issues to address include:

- Developing a screening program for children who don't qualify for EPSDT.
- Developing a service coordination system for families of young children with disabilities.
- Developing interagency agreements at the local level for the provision of services.
- Developing funding mechanisms to assure that children with disabilities and their families are receiving appropriate and necessary services.
- Providing inservice training to providers regarding integration of young children with disabilities into programs serving children without disabilities.
- Developing model programs in Oregon which integrate young children with disabilities into programs for children without disabilities.
- Establishing a working group to review preservice planned courses of study at institutions of higher education and community colleges in Oregon regarding curriculum for children with disabilities.
- Developing a list of necessary competencies for personnel working in early intervention.
- Conducting a needs assessment of early intervention personnel across the state to determine training needs.

SUPPORTED EDUCATION

Mission and Objectives

The Office of Special Education has been involved in the "Supported Education Project" over the past two years. The intent of this project is to provide support to districts which are moving from a separate, segregated system of special education with limited opportunities for interaction with general education to one system that is merged or integrated with special education being an integral part of general education. With the passage of the Oregon 1991 legislation, "Oregon Education Act for the 21st Century," education reform is a primary focus for many school communities. This project is instrumental in supporting a number of districts throughout the state to begin the change process, in creating a system which values outcomes for all students regardless of diversity.

The mission of the project is to operationalize a new service delivery system for special education in which students with disabilities attend regular classes in their neighborhood schools. To accomplish this, the project focuses on methods to build structures within schools to support students and staff. The project incorporates ongoing technical assistance to communities, schools and families as they move through the change process. The project includes activities at the awareness, implementation and institutionalization levels.

Objective 1: To increase awareness of supported education among regular and special education teachers, administrators, and related services staff, infusing the values, vision, and innovative models of inclusion.

As a result of the project goals and objectives students are being provided new educational opportunities in their neighborhood schools.

Objective 2: To assist 20 school districts to implement supported education opportunities for students with disabilities in regular classrooms and neighborhood schools.

Objective 3: To establish a Teacher Cadre to provide on-site technical assistance to local building teams and for expansion of supported education to other buildings or districts.

Objective 4: To expand supported education to other buildings within the district and/or other districts.

Accomplishments

The Department is working with 26 school districts to change the service delivery system for students with disabilities. The districts involved in the project range from those in small rural communities to large urban communities. All project goals and objectives have been developed and are continually refined to meet the needs of the field. As a result of the project goals and objectives students are being provided new educational opportunities in their neighborhood schools. There is no one model to facilitate this change; therefore, each district is implementing change based on the culture of its schools and community. Some districts have moved from center-based service models for special education to the provision of services at each student's neighborhood school, while others are changing services on a student-by-student basis. Successful districts are tying changes to their strategic planning.

Future Plans and Issues

There is a continued need for staff development at the awareness, implementation and institutionalization levels. The development of a cadre of professionals will assist in a greater understanding of supported education and the process of change. This cadre will support districts in an ongoing way throughout the process of change. They also will support the current 26 districts as they continue to reflect on and improve their practices. The Department will provide the leadership to facilitate these activities over the course of the next two years.

2. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD)

All states are required by Federal Law 101-476, IDEA, to develop a comprehensive system of personnel development (CSPD) (34 CFR 300.380 - 300.387). The CSPD plan, submitted in the state plan for approval by the federal office, must include:

- Identification of inservice training of general and special education instructional, related services and support personnel.
- Procedures to ensure that all personnel necessary to carry out the purposes of the Act are qualified.
- Effective procedures for acquiring and disseminating to teachers and administrators of programs for children with disabilities, significant information derived from educational research, demonstration and similar projects, and for adopting promising practices and materials developed through those projects.

If educational reform is to be successful, staff development will play a significant role.

The intent is to ensure that all students are successful.

Funding for the CSPD is made available through PL 101-476 funds, federal and State Education Agency (SEA) Inservice Funds, and federal discretionary funds targeted for research, training and model development.

The Cooperative Personnel Planning Council (CPPC) is an advisory board to the Oregon Department of Education (ODE) which is responsible for advising the ODE in the development of the CSPD. CPPC members are appointed by the State Superintendent of Public Instruction and represent the various educational agencies.

The Comprehensive System of Personnel Development is a system for organizing the service delivery world so that adequate numbers of competent people are available to serve children and youth with disabilities. The intent of the system is to produce change for the better by understanding and dealing with influences in the environment. By successfully planning for and dealing with environmental influences, educational services can be continually modified to meet the complexity of changing needs of students with disabilities.

The Oregon CSPD was developed through a collaborative process with input from Higher Education, local education districts and the state education agency. Activities are identified using a variety of needs data collected from school district personnel and families of children with disabilities. These data are shared with Higher Education pre-service programs and are used by the ODE to design inservice training opportunities. Technical assistance is offered to local school districts by the ODE and in collaboration with Higher Education to support districts developing new or improved services to students with special education needs. Best educational practices are disseminated to all local school districts via inservice training workshops, conferences or the Special Education newsletter.

In addition, the ODE monitors the supply and demand of special education personnel in Oregon by collecting and reviewing personnel census data. This information also is shared with Higher Education teacher preparation programs. All activities are evaluated for effectiveness and monitored to ensure successful outcomes for students.

With Oregon entering the era of educational reform, a well developed CSPD is critical as the Department faces the challenges of ensuring adequately trained personnel. If educational reform is to be successful, staff development will play a significant role. Teachers, administrators, support personnel, and even families must learn new strategies and system processes in order to prepare students for the 21st century.

The Oregon CSPD has been developed around seven priorities that support the educational reform efforts of the Oregon Education Act for the 21st Century. The staff development activities are providing a framework for creating systems change in which all students can be successful. As education becomes more individualized and relevant to each student, there will be an increase in positive outcomes for all students, including those with special needs. It is more crucial than ever that staff development becomes a priority to produce these outcomes. The relationship between the Office of Special Education priorities and the Oregon Education Act for the 21st Century is important to note.

House Bill 3565, Oregon Education Act for the 21st Century, addresses the restructuring of education for all students. The intent is to ensure that all students are successful including those students with unique challenges. The bill calls for increased applied academics, greater opportunity for real work experiences prior to leaving secondary programs, and business partnership with schools. It requires

increased parent participation and authentic partnership. All of the following special education priorities support these outcomes:

- Supported Education
- Secondary Educational Outcomes
- Low Incidence Populations
- Students who have a Severe Emotional Disturbance or are At-Risk
- Early Intervention
- Talented and Gifted
- Family/School Partnership

All CSPD activities and/or projects focus on one of the above priorities and provide training or support to improve or develop new educational services to students with disabilities and their families.

During the 1991-92 school year, the Office of Special Education, through the CSPD, provided direct inservice training to over 2000 educators and families. It is estimated that another 5,000 educators have benefited indirectly from the training. A variety of formats have been used including regional workshops, a statewide conference, summer institutes, local district technical assistance, and best practices materials dissemination. In addition, the Office of Special Education introduced inservice training over Oregon Ed-Net which proved to be very successful. Table 2 highlights many of the training activities sponsored by the ODE-Special Education:

Table 2 - The ODE Training Activities 1991-92

Format	Topic	Trained Personnel
Regional	Parents and Professionals: Making Things Work	125
	Augmentative Communication Systems- Creative Technology Facilitating Interaction	150
	Supported Education Forums:	
	Just What is Supported Education Anyway?	89
	Supporting Students with Behavioral and/or Emotional Challenges in the Regular Classroom	180
	Adaptive Input for the Macintosh Computer	35
	Strategies for Serving Students with Autism	75
	Statewide Seminars/ Conferences	Quality Education for All
Multi-Level Teaching		50
Strategies for Inclusion		250
Individual Planning Sessions and Circles of Support		70
Educational Reform for All - Annual CPPC Conference		180
Supporting Students with Challenging Behavior		75
Management Issues and Supported Education		45
Oregon Ed-Net	Transition: Creating New Opportunities for Students with Disabilities	140
	Understanding Students with Traumatic Brain Injury	220
	Understanding Attention Deficit/Hyperactivity Disorders	340
	Individualized Education Programs - Process A-Z	125

In addition to training opportunities, the Office of Special Education has sponsored small incentive grants to local districts to conduct inservice training on needs identified by local district personnel. The grants are awarded on a competitive basis with those showing a strong correlation to 21st Century Schools

receiving priority for funding. Twenty-two grants were funded for the 1992-93 school year.

The Office of Special Education also distributes a variety of educational publications to local school districts including a quarterly newsletter, SAIL (Special Alternatives in Learning). SAIL provides information on best educational practices, identifies resources that are available through a lending library, and announces upcoming opportunities for training.

With the recommendations of the CPPC, the Office of Special Education has expanded its CSPD for the 1992-93 school year to include the following events:

- | | |
|--------------------------|---|
| Summer Institutes | Creative Strategies for Building Change in the 90s
IEP Development Using Technology
Supporting Students with Emotional/Behavioral Challenges in the Regular School Environment
Special Education Services for Incarcerated Youth |
| Conferences | Access Now
Strategies for Including All Students
Supported Education: Quality Education for All
Annual CPPC Conference |
| Workshops | New Administrators Workshop
Assistive Technology for Students with Special Needs: Requirements of IDEA and Effective Decision Making - Regional Workshops
Strategies for Implementing EI Services - Regional Workshops
MAPS and other Planning Processes
Oregon Crackerbarrel: Collaboration with Social Service Agencies
Psychological Assessment of Students with Traumatic Brain Injury |
| Oregon Ed Net | Implementing Early Intervention Services
Strategies for Implementing EI Services
Effective Strategies for IEP Development
Census Workshop
ADHD and/or CBM Training
Transition Issues for Secondary Students with Disabilities
Strategies for Supporting All Students in the Neighborhood School
Understanding Traumatic Brain Injury
Supporting Students with Emotional/Behavioral Challenges in the Regular School Environment and Follow-up Broadcast
Understanding Augmentative Communication |
| Other | Supported Education Networking Meetings
Facilitator Training: MAPS and Recording Processes (Level II)
Strategies in Early Intervention: OAEYC Conference Strand |

3. GENERAL SUPERVISION OF SPECIAL EDUCATION

Federal regulations (34 CFRs 300.134; 300.600) and state statutes (ORS 343.035 to 343.980) hold the Oregon Department of Education (ODE) responsible for a comprehensive system of supervision of education agencies and school districts which provide special education services to students. This system must include procedures for collecting and evaluating information sufficient for determining the extent to which policies, procedures and practices of educational agencies

provide a free appropriate public education for students with disabilities. In addition, the system of general supervision must respond to information from all sources which might indicate the need for corrections when special education services appear to be incomplete or when interpretations of the requirements of Individuals With Disabilities Education Act (IDEA) are incorrect.

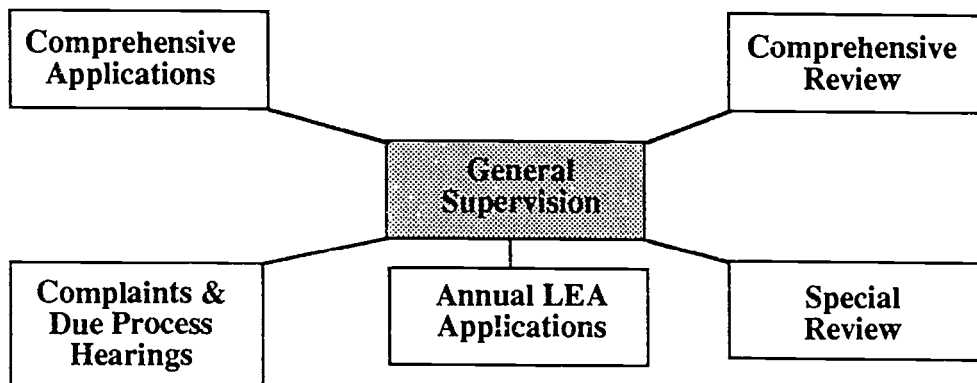


Chart IV - General Supervision System 1992

The ODE, through the Office of Special Education (OSE), divides the system of General Supervision into five major areas, as illustrated in Chart IV above.

SPECIAL REVIEWS

Special reviews are procedures used when the OSE is notified of violations or potential violations of laws regarding services to students with disabilities and when the other general supervision processes do not apply. Special reviews are conducted when any of the following conditions exist:

1. A school district which has received a required corrective action or order resulting from an ODE comprehensive review visit, complaint investigation or due process hearing, remains noncompliant for a period exceeding the time frame established in the corrective action plan or order;
2. A pattern of potential deficiencies emerges from informal complaints regarding a specific district or other public agency;
3. A district or agency fails to comply with any of the requirements in its annual application or comprehensive application;
4. When it appears that federal or state funds intended for special education have been used for purposes other than what was intended; and
5. Other evidence of a failure to provide a free appropriate public education.

COMPLAINTS AND DUE PROCESS

The ODE is required by the IDEA to implement procedures for conducting impartial due process hearings when there is disagreement between parents and public education agencies regarding the provision of special education. A parent or school district may request a hearing when either party does not agree with the

identification, preplacement or annual evaluation, individualized educational plan, education placement of a child, or the provision of a free appropriate education to a child who has or may have a disability.

Twenty-nine due process hearings were requested during the 1991-92 school year as compared to 28 in the 1990-91 school year.

The ODE also is required to develop procedures and conduct complaint investigations when someone alleges that the state or local educational agency has violated federal law in the provision of education services, including, but not limited to, services to students with disabilities. In special education matters, the complaint process is used when procedural violations have occurred with respect to the provision of a free appropriate public education.

Twenty-seven complaints were filed between the period of August 1991 to July 1992 as compared to five complaints filed during a similar time period in the previous year.

The Office of Special Education staff is developing plans in a number of areas to expand and improve the on-site comprehensive review process.

COMPREHENSIVE REVIEWS

The Office of Special Education (OSE) is responsible for conducting on-site comprehensive review visits to ensure compliance with federal law regarding special education. Districts are required to demonstrate practices aligned with the policies and procedures. During the pre-site phone conferencing, districts are encouraged to state needs and request technical assistance. In this way, ODE-OSE staff can bring needed materials during the visit, suggest which state inservice training activities might be appropriate, and facilitate district contact with consultants. In addition, OSE staff search to find innovative and exemplary programs and practices. At the conclusion of a visit, districts are informed of deficiencies, recommendations and commendations.

During the 1991-92 year the special education teams joined with the standards teams to conduct joint visits in 51 local education agencies (LEAs). The special education teams also conducted on-site visits at the Oregon School for the Blind, the Oregon School for the Deaf and 16 private agencies and private schools.

The OSE staff summarizes data from the year in the form of deficiencies, technical assistance needs, and commendations. Twenty-two LEAs had deficiencies which required Corrective Action Plans. The major areas of deficiency included individualized education programs (IEPs), placement, policies and procedures, and eligibility. Other areas of deficiency which occurred in only a small number of districts included surrogate parents, confidentiality, student evaluation, length of the school day, and use of forms which did not meet federal standards. The Office of Special Education uses the data collected from the visits to plan inservice training and technical assistance to meet the needs of LEAs.

This year technical assistance needs were identified as a result of data gathered during visits. The data were used to plan inservice training, summer institutes, technical assistance documents, Ed-Net broadcasts and workshops. For example, during the 1992-93 school year four workshops will be presented on Oregon Ed-Net including training for surrogate parents, an overview of the comprehensive review process, the on-site visit as it relates to the comprehensive application, and student records. The following is a listing of technical assistance activities during the 1991-92 academic year.

General Awareness
Restructuring

29

Interagency Collaboration
Site Visitations
Team Planning
Parents, Professionals and Inclusion
Team Site Visits
Classroom Strategies
Individual Planning Sessions
Supporting Students with Challenging Behavior
Transition and Job Development

Beyond technical assistance needs, the Office of Special Education identified numerous commendations in school districts this year. Commendations are given to school districts having exemplary and/or innovative programs and practices that are evaluated by team members as excellent based on documentation, and observation and interviews during the on-site visit. For example, many school districts have been successful in fostering collaboration and cooperation between regular and special education staff and among various agencies. They are ending the segregation of programs and working on school and district reforms. Several districts have developed and implemented supported education programs that serve students with disabilities primarily in regular classrooms. Some of these programs are considered exemplary because they genuinely support students with quality services and still meet the requirements of the law. A number of districts have developed excellent supported employment programs within their own districts and communities including an auto detailing program, employment at a wildlife park, and even a building project within the school. These programs were all initiated by teachers utilizing minimal funding and were supported by administrators who are open to school reform and creative thinking.

Finally, the Office of Special Education staff continue to be impressed with school districts that have trained and supported regular education teachers as they make modifications and adaptations for students with disabilities in regular classrooms. Oregon has some outstanding teachers who have taken the time to address individual needs and are facilitating maximum achievement for students with disabilities. Oregon schools are providing many quality programs and services for students with disabilities.

The Office of Special Education staff is developing plans in a number of areas to expand and improve the on-site comprehensive review process. Some of these changes include evaluating outcomes of special education, surveys or questionnaires in the on-site process, and interfacing with the Northwest Accreditation teams for LEA self evaluation. ODE-OSE staff are part of the new school improvement teams that replace the standards teams of the past. They will share full responsibility for coordination, technical assistance and follow-up activities. As the ODE-OSE moves ahead providing assistance and support to school districts, we look forward to improving the quality of services for students with disabilities.

*The Office of
Special
Education
developed an
application
process for
school districts
receiving
federal funds.*

COMPREHENSIVE APPLICATION FOR SPECIAL EDUCATION FUNDS

Beginning in 1990, the Office of Special Education began the development of an application process for school districts receiving federal funds through the Department. Federal regulations for local education agency applications were reviewed in detail so that the requirements for applications met the minimum requirements of federal and state law, and that the applications did not include unnecessary information.

After reviewing all the federal and state requirements, the Office of Special Education divided application requirements into two groups; those that are required annually in an application, and those that are not. The annual application used by the Department was revised to reflect only the annual requirements in federal and state law. All others were organized in the "Comprehensive Application."

Fifty-seven applications were submitted during the 1991-92 school year in the first three application cycles.

The Comprehensive Application is required of districts on a six-year cycle. These multiple year cycles reduce the annual paperwork required of districts and provide both districts and the Department with a base for allocating federal funds that span several years. The Comprehensive Application focuses on the federal and state requirements for local school district policies and procedures for the operation of special education programs. These required policies and procedures are arranged in thirteen categories which are:

- I. Child Find, which includes policies and procedures for initially locating, evaluating and identifying students for special education programs and services;
- II. Confidentiality of Personally Identifiable Information, which includes federal and state requirements for policies and procedures in all agencies that maintain confidential records;
- III. Full Educational Opportunity Goal, which is the requirement that all local school districts develop goals for implementing programs and services for all students with disabilities;
- IV. Personnel Development, which includes requirements for local school districts' policies and procedures for providing training to staff, parents and others concerning special education;
- V. Parent Involvement, which includes policies and procedures for involving parents of students with disabilities in the development of special education programs and services in local school districts;
- VI. Participation in Regular Education, which includes the requirements for policies and procedures concerning the provision to students who are disabled the opportunity to participate in educational activities with their non-disabled peers, and that special education be provided in the least restrictive environment;
- VII. Individual Education Program, which includes requirements for policies and procedures concerning the development of IEPs;
- VIII. Procedural Safeguards, which includes requirements for policies and procedures for protecting the due process rights of parents;
- IX. Evaluation Procedures, which includes requirements for policies and procedures concerning conducting an evaluation and identification of a student;
- X. Private Schools, which includes federal and state requirements for policies and procedures concerning how public agencies interact with private and parochial schools where parents have enrolled their child;

- XI. Free Appropriate Public Education, which includes requirements for policies and procedures for implementing full educational opportunity for students with disabilities;
- XII. Application Made Available to the Public, which includes the requirements for policies and procedures the local school district uses to make any application for federal funds available for public review and comment; and
- XIII. Nondiscrimination, which includes requirements for policies and procedures that address how the local school district meets the nondiscrimination requirements of civil rights law.

The Comprehensive Application focuses on the federal and state requirements for local school district policies and procedures for the operation of special education programs.

Fifty-seven applications were submitted during the 1991-92 school year in the first three application cycles. These applications represent approximately 225 school districts. Cycle four will complete the Comprehensive Application process when the remaining school districts in the state submit their applications in August 1992.

Table 3 shows the status of these applications as of May 1, 1992. The number of applications completely approved or tentatively approved at the time of submission continued to increase each cycle as districts adopted successful applications from previous rounds or used the *Special Education Sample Procedures Document*.

Table 3 - Status Report

Status	Round 1		Round 2		Round 3	Total	
	1/1/92	5/1/92	3/1/92	5/1/92	5/1/92	Initial	5/1/92
Approved (100% correct)	1 (5%)	15 (79%)	3 (17%)	13 (72%)	14 (70%)	18 (31%)	42 (74%)
Tentatively Approved (90% or better correct)	12 (63%)	3 (16%)	12 (66%)	3 (17%)	5 (25%)	29 (51%)	11 (19%)
Disapproved (<90% correct)	6 (32%)	1 (5%)	3 (17%)	2 (11%)	1 (5%)	10 (18%)	4 (7%)
Total	19	19	18	18	20	57	57

Table 4 on the following page shows the number and percent of applications in each cycle, by category, that needed no further revisions or corrections after they were submitted. The steady improvement in the applications can be seen from Round 1 to Round 3.

The sample procedures document was developed over a two-year period by the Department of Education staff with consultation from the Western Regional Resource Center at the University of Oregon, the National Association of State Directors of Special Education and field input from over 150 school district administrators, teachers, parents, and others from across the state. The purpose of the document is to help school districts in Oregon develop procedures for the operation of local special education programs.

The Sample Procedures document is formatted to show the legal requirements in the left column of each page with the sample procedures in the right column. A district is not required to use the sample procedures document. However, each

Table 4 - Category Performance Across Three Cycles

Area	Round 1	Round 2	Round 3
Child Find	6 (32%)	15 (83%)	18 (90%)
Confidentiality	7 (37%)	10 (56%)	18 (90%)
FEOG	16 (84%)	15 (83%)	19 (95%)
CSPD	15 (79%)	16 (89%)	19 (95%)
Parent Involvement	15 (79%)	16 (89%)	20 (100%)
Participation in Reg. Ed.	12 (63%)	14 (78%)	19 (95%)
IEP	8 (42%)	11 (61%)	17 (85%)
Procedural Safeguards	5 (26%)	9 (50%)	13 (65%)
Evaluation Procedures	13 (68%)	13 (72%)	19 (95%)
Private Schools	11 (58%)	10 (56%)	16 (80%)
FAPE	16 (84%)	16 (89%)	19 (95%)
Availability to the Public	16 (84%)	17 (94%)	20 (100%)
Non-Discrimination	18 (95%)	16 (89%)	18 (90%)

district must have policies and procedures for special education which conform to the requirements of state and federal legislation. Final responsibility for the development of the required policies and procedures rests with each local district.

The sample procedures contained in the document work in unison with the Local Education Agency (LEA) Comprehensive Application. The Comprehensive Application is a school district application for federal funds that contains the district's policies and operating procedures for special education required by federal and state regulations. If a district already has special education policies and procedures, or wants to develop its own, the policies and procedures must meet the criteria established by the Department of Education.

The sample procedures document contains the same thirteen areas as the LEA Comprehensive Application and is in the same order. The appendices include three additional areas for which there are no federal requirements for local district policies and procedures. However, districts may want to have procedures in these areas.

In the first three Comprehensive Application submissions during the 1991-92 school year, local district use of the Sample Procedures document increased. Districts are finding it very helpful to have the Sample Procedures document available rather than writing their own procedures.

As federal laws and interpretations change, the Sample Procedures document is being updated to reflect these changes, making it a dynamic document for use by all school districts in the state as well as by the Department of Education.

ANNUAL LEA APPLICATIONS FOR FEDERAL FUNDS

The Office of Special Education distributes federal "flow through" dollars awarded each school year based on the prior year's December 1, Special Education Child Count. The funds are authorized through the Individuals with Disabilities Education Act (IDEA), PL 101-476, formerly the Education for the Handicapped Act (EHA), PL 94-142. These funds are distributed to Local Education Agencies (LEAs) on a *per capita* basis following submission of an approved application. Districts which do not generate a minimum of \$7,500 must submit a consortium application with other member districts.

With the Annual Application each LEA provides a statement of assurances, a detailed budget, and a plan for providing special education. LEAs are notified of Project Approval at the beginning of each school year. During the 1991-1992 year the Office of Special Education processed 136 applications for 291 school districts. These funds supported special education services in Oregon by providing a supplement of \$299 per pupil for students counted the previous December.

Part 2 -- School-Based Programs

Purpose of the Program

Special education services are provided for school-age students with disabilities within local education agencies whenever possible. Ninety-five percent of the students receiving special education in Oregon do so in school-based programs. Student eligibility, services and district responsibilities are governed by the Individuals with Disabilities Education Act (IDEA), PL 101-476, Chapter 1 of the ESEA, U.S. Office of Special Education Programs, ORS Chapter 343, and Oregon Administrative Rules.

The purpose of school-based special education is to provide special education services to students with disabilities. Services must be appropriate to the student's educational needs within the least restrictive environment. To accomplish this and to provide the local school district the greatest flexibility under the law, districts are provided with funds from both federal and state sources without predetermining the organization and delivery of education and services.

Information on Students

Services must be appropriate to the student's educational needs within the least restrictive environment.

School district programs serve the full range of students with disabilities. However, the disabling conditions of the students are mild to moderate in severity. As shown in the table below, usually the most prevalent disabilities are mental retardation, speech-language impairment, severe emotional disturbance and specific learning disabilities. Data reported here are based on the annual special education child count conducted on December 1, 1991.

The information in Table 5 shows the number of school-age students ages 5-21 with each disability category. Many of these students, as shown in the table, also have one or more additional disabilities requiring special education and related services.

Students with multiple disabilities may require multiple special education programs and related services. Individual student programs are provided in school-based programs for students counted in the annual child count.

Table 5 - Number of Disabilities

Primary Disability	Disabilities				Total	Percent
	One Only	Two	Three	Four or More		
Mental Retardation	1,439	1,554	514	195	3,702	7.1%
Hearing Impairment	805	201	30	4	1,040	2.0%
Vision Impairment	257	31	19	2	309	0.6%
Deaf/Blindness	2	3	1	0	6	0.0%
Speech/Language	11,936	1,954	88	0	13,978	26.9%
Severe Emotional Disturbance	1,992	494	114	6	2,606	5.0%
Orthopedic Impairment	558	217	64	26	865	1.7%
Other Health Impairment	565	244	72	28	909	1.8%
Autism	200	172	49	4	425	0.8%
Learning Disability	23,371	4,309	403	7	28,090	54.1%
TOTAL	41,125	9,179	1,354	272	51,930	100.0%

The students are served in a variety of ways by the school districts. Table 8 shows the options reported by schools using the federal placement descriptions. The options reflect the percent of time students are served in special education and the type of arrangement for the services.

Related services for students served in school-based programs are shown in Table 9. The services shown in the tables are provided to children with disabilities to support the primary services. Over 30,000 related services are provided to school-age students.

Distribution of the students served in school-based programs by county is shown in Table 10, including the number and percent of all students.

Characteristically Mild Disabilities

Special education students enrolled in school-based programs are full members of the student body. In the classroom, on the playground, and in the cafeteria, they are seldom distinguishable from their nondisabled and typical peers. Of the 51,930 children 5 to 21 years of age receiving special education, 13,978 were identified with a speech and/or language impairment and 28,090 were identified with a specific learning disability. Both of these disabilities are generally considered to be mild disabilities. Therefore, over

Chart V - Placement for Students in School-Based Programs

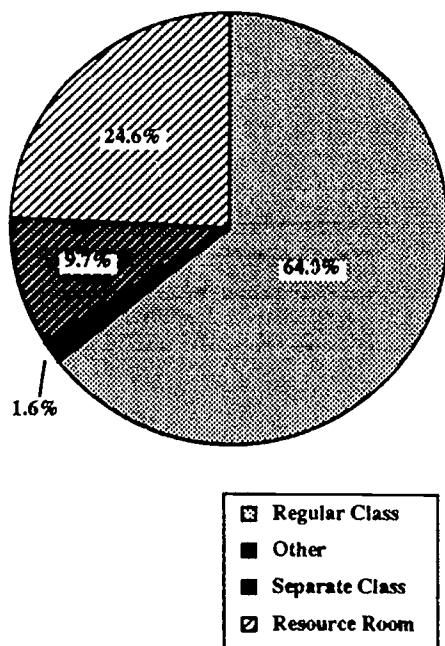


Table 6 - Gender

Gender	Students	Percent
Female	17,656	34%
Male	34,274	66%
TOTAL	51,930	100%

Table 7 - Age

Age	Students	Percent
5 years	1,253	2.4%
6-10 years	23,025	44.3%
11-13 years	13,608	26.2%
14-18 years	13,229	25.5%
19-21 years	815	1.6%
TOTAL	51,930	100.0%

Table 8 - Placement

Placement	Students	Percent
Regular Class	33,254	64.0%
Resource Room	12,799	24.6%
Separate Class	5,037	9.7%
Separate Facility	625	1.2%
Residential/Home	215	0.4%
TOTAL	51,930	100.0%

Table 9 - Related Services

Related Services	Students	Percent
Psychological Services	5,537	17.6%
Social School Work	921	2.9%
Occupational Therapy	1,780	5.7%
Speech/Language Path.	11,321	35.9%
Audiology Services	1,432	4.5%
Recreation Services	518	1.6%
Physical Therapy	1,398	4.4%
Transportation Services	4,573	14.5%
School Health Services	2,510	8.0%
Counseling Services	1,527	4.9%
TOTAL	31,517	100.0%

80% of these students displayed mild disabilities and could be expected to meet the same education benchmarks as their fellow students without disabilities, when provided with special education and related services. What distinguishes special education students is their unique learning challenges.

The students with speech and language impairments and with specific learning disabilities receive much of their education within the general education setting. The two disabilities together represent nearly 90% of students in regular class placements and over 83% of students enrolled in general education and attending resource rooms on a part-time basis.

Organization and Administration

School district programs are organized and operated by the school district administration and the local board of education. The Department of Education,

Chart VI
Regular Class Placement
5-21 years (N=34,082)

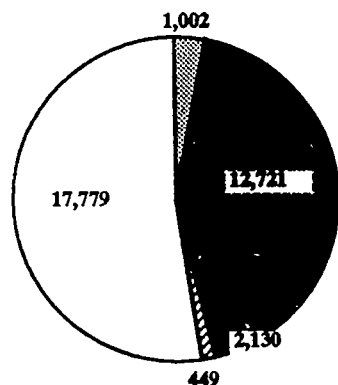
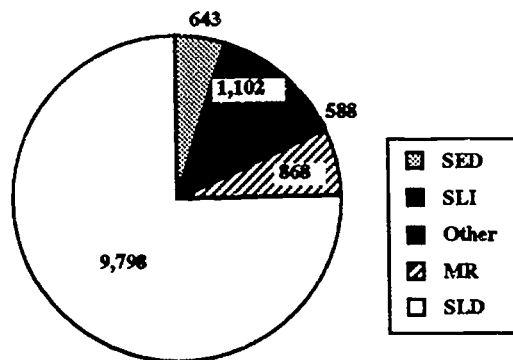


Chart VII
Resource Room Placement
5-21 years (N=12,999)



by federal and state law, conducts a comprehensive review to monitor the implementation of the local programs and to assure compliance with federal and state statutes, administrative rules and policies.

The monitoring process is accomplished through several avenues including direct on-site evaluations of district programs by monitoring teams. Every special education program is monitored as required by federal law. In addition, districts submit plans for local implementation of programs as a part of their comprehensive application for federal funds. These plans are audited for compliance with federal and state law.

During the 1990 Legislative Session, SB 814 altered the funding formula for special education. In the past, the state contributed to local district costs through the Handicapped Child Fund. These funds were disbursed through an application

process. The newer approach combines special education funding with basic school support by employing a weighted formula. In the new formula each student counted on the December 1 special education child count generates additional basic school support. As a result of this new formula, districts will in effect receive twice the basic school support amount for each special education student. The formula sets a ceiling at 11% of the district's average daily membership (ADM) for special education students. Table 10 shows percentages of special education students for the state and for individual counties.

The Department of Education provides school districts with technical assistance through publications specific to compliance issues, federal and state law, promising practices and emerging special education issues. Program specialists at the Department provide technical assistance and training to school staff and assist districts with specific problems in implementing programs for students.

MENTAL RETARDATION

There were 3,935 students with mental retardation reported on the December special education child count. Through the 1991-1992 school year Oregon had two classifications of mental retardation: educable mental retardation (EMR) and trainable mental retardation (TMR). In fact, until July 1, 1992, there was a separate funding program for students with trainable mental retardation. With the repeal of the state grant program for students with the TMR disability the last vestiges of the state TMR Program are gone. Changes in administrative rules allow simplification to a single designation of "mental retardation" with no particular requirement to distinguish between trainable and educable. The state's weighted formula for calculating basic school support weighs all disabilities equally. For the Oregon Department of Education this is a step toward removing disability labels that carry a negative social stigma.

School-based programs provide to students with mental retardation, an education that focuses on high standards, functional curricula, and delivers a strong emphasis on the transition from school to the community and the world of work. The individualized instructional programs stress functional academics, daily living skills, friendships, and working in groups. Teaching focuses on community-based instruction, and occupational preparation leading to employment and post secondary training.

**Table 10 - Percent Special Ed/ADMR
(5-21 years)**

County	Special Education Count	ADMR*	%
Baker	332	2,730.0	12.2%
Benton	895	9211.9	9.7%
Clackamas	5,297	46,795.4	11.3%
Clatsop	436	4,800.4	9.1%
Columbia	871	8,065.7	10.8%
Coos	1,188	10,443.1	11.4%
Crook	231	2,602.5	8.9%
Curry	307	2,868.3	10.7%
Deschutes	1,323	13,550.1	9.8%
Douglas	1,916	16,806.5	11.4%
Gilliam	39	335.5	**
Grant	155	1,536.2	10.1%
Harney	126	1,390.4	9.1%
Hood River	326	3,034.9	10.7%
Jackson	2,581	24,302.4	10.6%
Jefferson	234	2,768.6	8.5%
Josephine	1,012	9,565.0	10.6%
Klamath	1,185	10,185.1	11.6%
Lake	161	1,388.1	11.6%
Lane	5,190	44,335.4	11.7%
Lincoln	687	6,236.9	11.0%
Linn	2,574	16,438.9	15.7%
Malheur	579	5,353.2	10.8%
Marion	4,269	40,301.1	10.6%
Morrow	64	1,730.3	**
Multnomah	9,578	80,162.7	11.9%
Polk	599	5,501.3	10.9%
Sherman	73	356.4	**
Tillamook	558	3,433.3	16.3%
Umatilla	1,142	11,199.2	10.2%
Union	699	4,648.5	15.0%
Wallowa	132	1,339.6	9.9%
Wasco	477	3,789.2	12.6%
Washington	5,141	52,199.9	9.8%
Wheeler	24	226.0	**
Yamhill	1,530	12,410.9	12.3%
TOTAL	51,931	462,042.6	11.2%

*ADMR = Resident Average Daily Membership, June 1991

**Percent not reliable for counties with special education counts less than 100.

Information on Students with Mental Retardation

The December 1991 child count identified 3,935 students with a mental retardation disability. Of these students, 1,894 were classified as EMR and 1,809 were classified as TMR. For 94% of these students, mental retardation was their primary disability. More than 43% of students with the mental retardation classification had at least one additional disability. All students in school-based programs are served within local education agency (LEA) programs and spend at least part of their day with non-disabled peers.

The majority of these students are served in self-contained classrooms and resource rooms. An increasing number of students with mental retardation receive some of their instruction in general education settings, approximately 98%. The remaining few are served in separate day or residential facilities.

Related services provided to students with mental retardation include:

Chart VIII - Placements for Students with Mild Mental Retardation

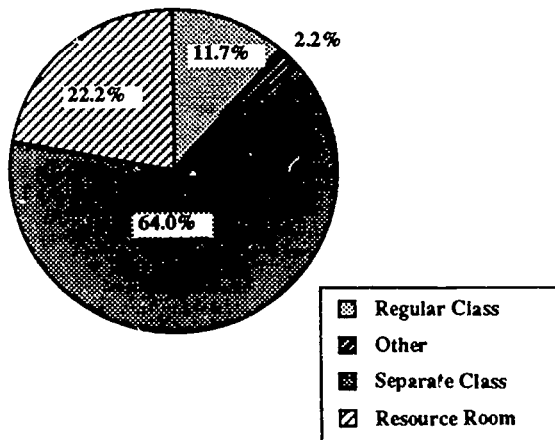


Table 11 - MR Related Services

Related Services	Services	Percent of Total
Psychology	5,054	44.8%
Social Work	113	1.0%
Occupational Therapy	700	6.2%
Speech/Language	2,189	19.4%
Audiology	146	1.3%
Recreation	420	3.7%
Physical Therapy	575	5.1%
Transportation	1,674	14.8%
School Health	290	2.6%
Counseling	129	1.1%
TOTAL	11,290	100.00%

Table 12 - MR Age

Age	Students	Percent of Total
5 years	106	2.7%
6-10 years	1,281	32.6%
11-13 years	830	21.1%
14-18 years	1,274	32.4%
19-21 years	444	11.3%
TOTAL	3,935	100.00%

Policy and Program Issues

Programs serving students with mental retardation, as well as other programs serving all disabled, continue to consider policies that will allow funding and coordination of services described as "transition." These services are instructional and community experiences that prepare students with disabilities to smoothly and successfully move from the school environment and to assume, as independently as possible, employment and productive community life.

SEVERE EMOTIONAL DISTURBANCE

School-based programs for students with a severe emotional disturbance (SED) are designed to address emotional and educational needs of individual students so that they can continue in the public school settings. Services for these students may include family and health needs as well as emotional and educational needs.

Information on Students with Severe Emotional Disturbances

The December 1991 special education child count identified 3,512 school-age students with SED. Of those reported with SED, 2,796 (79.6%) were served in school-based programs. Of the remaining students with SED, 20.4% receive their education in private agency programs. SED represents 6.2% of the total school-age special education population. Eighty percent of these students are served in public school settings. Of the students with an SED classification, 804 had at least one additional disability: 630 or 22.5% had a second disabling condition, and 174 or 6.2% had three or more disabling conditions.

Over 60% of school-based students with SED are served in regular education classrooms and resource centers, 36.7% and 24.7%, respectively. Self-contained classes represent 25.5% of the placements and approximately 10% are served in separate day facilities.

Policy and Program Issues

Oregon is currently identifying slightly over 0.76% of the school population as SED. The U.S. Office of Education indicates that approximately 2.0% of the school population will meet eligibility criteria for SED. Oregon schools may be underidentifying or misidentifying students with SED.

A study was conducted researching the issues of identification, services provided and identifying promising practices for SED students. A report of "Innovative Practices" was published and the final research report completed in 1990.

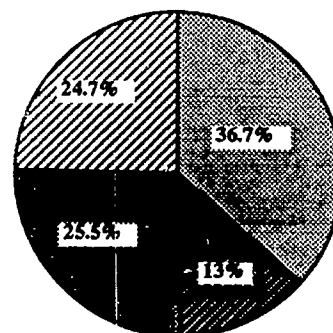
Table 13 - SED Related Services

Related Services	Service Count	Percent of Total
Psychology	565	23.8%
Social Work	335	14.1%
Occupational Therapy	44	1.9%
Speech/Language	299	12.6%
Audiology	14	0.6%
Recreation	10	0.4%
Physical Therapy	29	1.2%
Transportation	496	20.9%
School Health	132	5.6%
Counseling	446	18.8%
TOTAL	2,370	100.0%

Table 14 - Students With SED

Grades	School	Percent of Total
K (5 years)	12	0.4%
1 to 5 (6-10 years)	649	23.2%
6 to 8 (11-13 years)	885	31.7%
9 to 12 (14-18 years)	1,207	43.2%
12+ (19-21 years)	43	1.5%
TOTAL	2,796	100%

Chart IX - Placements for Students with SED in Public Schools



	Regular Class
	Other
	Separate Class
	Resource Room

SPECIFIC LEARNING DISABILITIES

Programs for students with specific learning disabilities (SLD) provide special instruction in basic skills, learning skills, and work and social skills designed to remediate or compensate for specific learning problems that interfere with the students' ability to learn in traditional ways. The learning problems result in discrepancies between the students' academic performance and expected performance in school.

Information on Students with Specific Learning Disabilities

The December 1991 child count identified 29,353 students with specific learning disabilities (LD) in school-based programs. Of the students with an LD classification, 5,982 or 20.4% had at least one additional disability: 5,402 or 18.4% had two disabling conditions, and 580 or 2.0% had three or more disabling conditions. For 20,941 or 79.3% LD was their only disability. There are more boys than girls: 8,206 or 31.1% are female and 18,207 or 68.9% are male.

Over 90% of these students are served in regular education classrooms and resource centers, 62% and 34% respectively. Self-contained classes represent only 2.8% of the placements.

Placements used to serve SLD students by school district programs are shown in Chart X. The

predominant placement used by school districts is service through the general education classroom.

Policy and Program Issues

A large number of students identified with SLD coupled with fiscal constraints caused concern about over-identification. The definition of SLD, as well as the best methods for evaluating students, continues to be debated across the country as well as in Oregon.

Chart X - Placements for Students with Specific Learning Disabilities

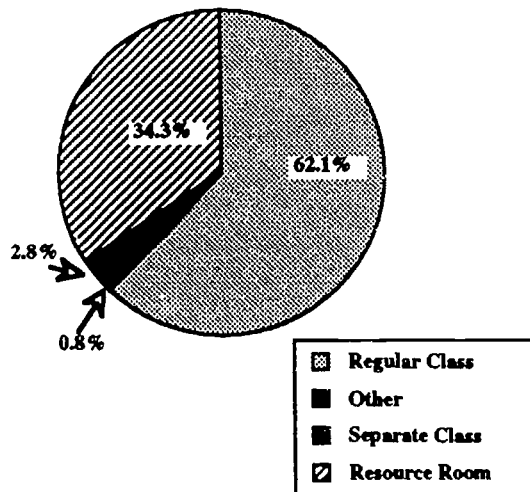


Table 16 - LD Age

Age	Students	Percent of Total
5 years	27	0.1%
6-10 years	10,197	34.4%
11-13 years	9,454	32.3%
14-18 years	9,442	32.3%
19-21 years	233	0.8%
TOTAL	29,353	100.00%

Table 15 - LD Related Services

Related Services	Service Count	Percent of Total
Psychology	3,477	28.4%
Social Work	393	3.2%
Occupational Therapy	319	2.6%
Speech/Language	4,050	33.1%
Audiology	189	1.5%
Recreation	13	0.1%
Physical Therapy	230	1.9%
Transportation	1,331	10.9%
School Health	1,371	11.2%
Counseling	875	7.1%
TOTAL	12,248	100.0%

SPEECH/LANGUAGE IMPAIRMENT

The purpose of speech/language services is to provide special instruction to students with defects in speech, language and/or hearing skills. Because of the unique role of communication in education, a speech/language disorder may be a primary disability, or may be a secondary disability.

Information on Students with Speech and Language Impairments

The December 1991 child count identified 21,217 students with speech and language impairments in school-based programs. For 13,978 of these students, this was their primary disability. Of the students within the speech and language classification, 9,281 or 43.7% had at least one additional disability: 7,899 or 37% had a second disabling condition, and 1,382 or 6.5% had three or more disabling conditions.

Placements for students with speech and language impairments are as follows: 71.7% of these students are served in regular education classrooms, 17.9% receive services in resource centers, and 9.8% are served in self-contained classes. Fewer than 1.0% of the students with speech and language impairments are served in separate day facilities, residential facilities, correctional facilities, and home settings. Placements are displayed in the pie chart below. Related services for these students are enumerated in Table 17.

Chart XI - Placements for Students with Speech/Language Impairments

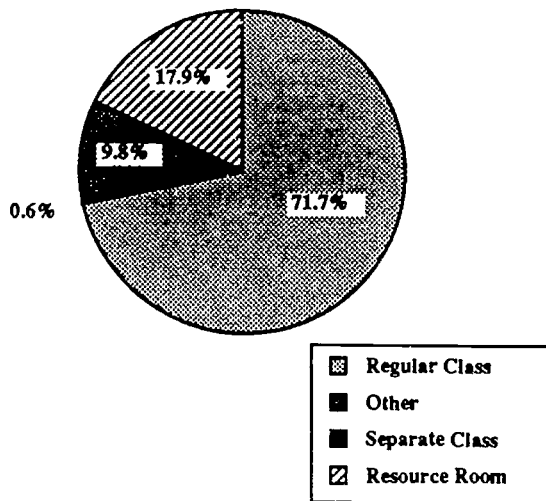


Table 17 - S/L Related Services

Related Services	Service Count	Percent of Total
Psychology	2,021	11.8%
Social Work	306	1.8%
Occupational Therapy	793	4.6%
Speech/Language	9,393	55.0%
Audiology	463	2.7%
Recreation	214	1.3%
Physical Therapy	538	3.1%
Transportation	1,874	11.0%
School Health	1,075	6.3%
Counseling	404	2.37%
TOTAL	17,081	100%

Policy and Program Issues

Caseload for speech/language pathologists is an issue. High caseloads statewide may be reducing the effectiveness of individual student services. There is no standard system for ensuring that students with the greatest severity receive appropriate levels of service.

Part 3 -- Talented & Gifted (TAG) Programs

Purpose of the Program

The Talented and Gifted Program was first initiated by the 1957 Legislature and was continued through the mid-sixties. The program was reinitiated by the 1977 Legislature as a permissive, stimulus grant program in ORS 343.395 through ORS 343.405 and in the Department of Education Administrative Rules.

1977 The Legislature appropriates \$1,000,000 for the 1978-79 school year.

Rules for stimulus grants are adopted by the State Board of Education.

1978 The Oregon Department of Education applies for and receives a three-year, \$225,000 federal grant for statewide program development.

1979 The Legislature appropriates \$1,000,000 for the 1979-81 biennium for stimulus grants and adopts amendments to statutes for program operations.

1981 The Legislature appropriates \$640,000 for stimulus grants during the 1981-83 biennium.

1983 The Legislature appropriates base budget plus fixed percent increases for stimulus grants during the 1983, 1985 and 1987 sessions.

The purposes of the stimulus grant program were to demonstrate state interest in talented and gifted students, to encourage school districts to develop local policies and programs, and to provide support for improving instruction for students who are talented and gifted through district grants, statewide training activities, and technical assistance.

During the past 15 years, approximately half of the school districts have applied for and received grants. The applications are evaluated by the State Advisory Committee on Talented and Gifted Education which recommends a list of district applications to the State Superintendent of Public Instruction for final approval, annually.

In an effort to increase services to talented and gifted students, the 1987 Legislature mandated programs and services for talented and gifted students in ORS 343.407 and ORS 343.409. Students in all grades were identified during the 1990-91 school year, and programs and services were in place in 1991-92.

1987 The Legislature adopts a mandate for the Talented and Gifted Program, K-12, to be implemented in a two-step process beginning in the 1990-91 school year.

In a 1988-89 study of programs and services in schools statewide, 288 districts reported already having some options appropriate for talented and gifted students in their schools. One hundred sixty-two of these districts had identified their talented and gifted students, and 102 districts reported budgets specifically for implementing programs and services. The 1987 mandate guarantees that all talented and gifted students in Oregon receive these programs and services.

There are an estimated 37,500 to 40,000 academically talented and intellectually gifted students in kindergarten through grade 12.

1989 The State Board of Education adopts rules for the Talented and Gifted Education Program in OAR 581-22-403, making the program a school standard.

School standards criteria for evaluation are developed and distributed to school districts.

1990 The Legislature adopts measure which limits the categories covered by ORS 343.407 and 343.409 to intellectually gifted and academically talented in ORS 343.413. This limitation reduces the impact of the mandate on school districts.

1990-91 School districts in Oregon begin the evaluation of students for eligibility for the talented and gifted education program.

1991-92 School districts begin implementing special educational programs and services for identified students.

Student Information

The identification process in Department administrative rules focuses on intellectually gifted and academically talented students as described in ORS 343.413. The rule uses a broad definition of these populations with no cap on the percent of a district's ADM, or other limitation to the number of students who are identified and served.

The academically talented and intellectually gifted students are estimated to be approximately 8.75 percent of the statewide school-age population, or an estimated 37,500 to 40,000 students in kindergarten through grade 12. Data on the number of identified students will be available in the fall of 1992 when TAG enrollment data will be collected for all districts as part of the Department of Education's Fall Report.

Districts did report the progress of identification in 1988. The data, when compared with the same information collected in 1992, reflect the early status of identification prior to the 1990 implementation of ORS 343.407 requiring that identification of students be accomplished.

Not all districts reported data on the number and types of students identified when the information was again collected during the 1991-92 school year. However, the ODE is able to estimate the number of students identified from the 203 school districts that did report.

The information in Table 18 displays the identification information collected in 1988 and 1992.

Table 18 - TAG Demographics

<u>Enrollment</u>	<u>1988</u>	<u>1992</u>
Number TAG Identified	20,540	31,965
Mandated Categories	NA	27,727
District ADM	371,465	402,492
Percent Identified	5.53%	8.45%
Mandated Categories	NA	7.84%
Average Per Pupil Expenditure Statewide		
Number TAG Counted	18,163	30,482
Expenditures Reported	\$7,083,937	\$10,254,873
Average Per Pupil Expenditure	\$493	\$336
Average District Expenditure Per Pupil		
Number Districts Reporting	102	144
Average District Expenditure Per Pupil	\$390	\$390

Organization and Operation

The Talented and Gifted Education Program is located in the Office of Special Education Programs at the Department of Education. A .15 FTE specialist is assigned to the program and the Office of Special Education Programs administers three activities related to the implementation of talented and gifted programs in school districts:

1. The Department specialist manages a competitive grant-in-aid program. This program, as discussed earlier, was used by the Legislature and the Department in previous years to stimulate interest in programs and services for talented and gifted students among Oregon school districts.

With the implementation of the TAG mandate, the grant-in-aid program was redesigned, with the aid of the State Advisory Committee for Talented and Gifted Education, to address priorities identified by the State Superintendent of Public Instruction. These priorities stress models and methods for teaching talented and gifted students within the context of school reforms emphasized in 21st Century Schools programs.

Sixteen districts and consortia were awarded competitive grants for the 1991-93 school years to develop models and methods, and to train teachers and

Table 19 - State TAG Grant Programs For 1991-1993

Applicant Name	Amount	Superintendent's Priorities						
		ECP	Group	Partner	Tech	Assess	Methods	Curr
Beaverton SD	\$50,000	X	X		X	X	X	X
Bethell SD	\$43,462				X	X		
Butte Falls SD	\$20,475	X	X	X	X	X	X	
Eagle Point SD	\$25,607				X	X	X	
Grants Pass SD	\$36,590					X	X	X
Harrisburg SD	\$13,702		X		X	X	X	X
Hermiston SD	\$70,000	X	X			X	X	X
Lake Oswego SD	\$52,000		X			X		X
Medford SD	\$62,199		X			X	X	X
Mult. Co. ESD	\$70,000		X			X	X	X
N. Clackamas SD	\$1,852	X				X	X	X
Newberg SD	\$69,800			X	X	X	X	X
Portland Public	\$44,428	X				X	X	X
Roseburg SD	\$50,734		X			X	X	X
Sisters SD	\$26,951			X	X	X		X
West Union SD	\$62,244		X			X	X	
TOTALS		5	9	3	7	16	13	14

ECP = Early Childhood Programs
 Group = Grouping Practices
 Partner = Partnership Programs
 Tech = Technology Applications
 Assess = Assessment Practices for Rate and Level of Learning
 Methods = Instructional Methods
 Curr = Curriculum Modifications

administrators statewide in their use. Table 19 describes the districts and ESDs that received these grant awards and the priorities each addresses. School districts across the state see these projects as critical to the development and implementation of programs and services statewide.

2. The ODE appropriates 10 percent of the biennial grant-in-aid allocation for statewide activities such as parent, teacher and administrator training and technical assistance materials. The funds are used to support regional inservice, conferences, a newsletter for parents and professionals, special projects, and other activities which promote the coordination and improvement of programs and services statewide. These activities are coordinated by the TAG specialist.

The Department received a three-year, \$900,000 federal competitive grant to support statewide development related to the implementation of the mandate. Grant activities include school staff, parent and administrator training; graduate level training for teachers of the talented and gifted; and the development of program models, methods and materials. This grant ends December, 1992. The grant is administered by the TAG specialist.

3. Since the mandate for talented and gifted education programs has taken effect, requests for technical assistance from school districts and from parents have increased dramatically. In addition, informal and formal complaints by parents are increasing. Currently, the TAG specialist is the only resource assigned to respond to the increases.

The requests for technical assistance from school districts includes interpretations of the statutes and administrative rules concerning identification and programs and services, program options and instructional methods related to level and rate of learning, and specific help with individual students.

Requests from parents follow the same lines and include specific information concerning parents' rights under the law and procedures for filing complaints. The assistance provided in the case of complaints includes informal mediation and assisting in improving the communications between the school district and the parents.

Budget Information

The history of the Talented and Gifted Program grant-in-aid funding is shown in Table 20 and Chart XII. Because of state fiscal problems, the \$1,000,000 appropriation for the 1978-79 school year was reduced to \$1,157,700 for the two years of the 1979-81 biennium, and again reduced to \$639,400 for the 1981-83 biennium. Base budgets plus a fixed percent increase have been allocated in each of the following biennia as shown in Table 21.

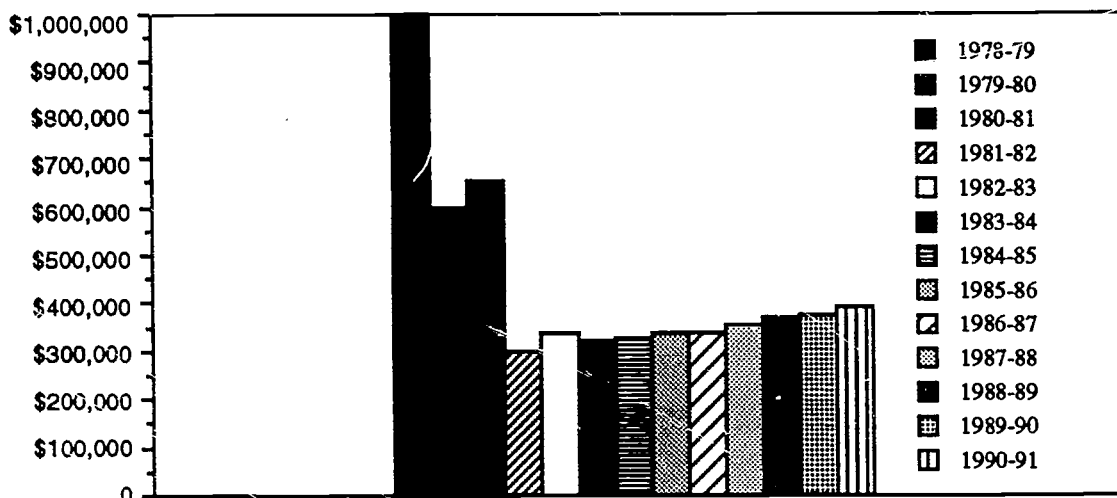
As discussed above, Table 20 shows the grant-in-aid projects funded for the 1991-93 biennium.

Since the enactment of the TAG mandate, district expenditures for programs and services for talented and gifted students have been increasing. Table 21 and Chart XIII show the reported annual

Table 20 - TAG History

<u>Year</u>	<u>Grant-in-Aid Funds for TAG</u>	<u>Number of Programs Funded</u>
78-79	\$1,000,000	40
79-80	507,700	47
80-81	650,000	39
81-82	300,000	14
82-83	339,400	18
83-84	318,700	16
84-85	326,600	20
85-86	334,400	20
86-87	336,375	21
87-88	355,031	17
88-89	369,524	18
89-90	376,691	23
90-91	391,337	19
91-93	833,383	16

**Chart XII - History of State Grant-In-Aid Funds
FY 1979 to 1991**



**Table 21 - Expenditures Reported by Districts
for TAG Programs 1988 through 1992**

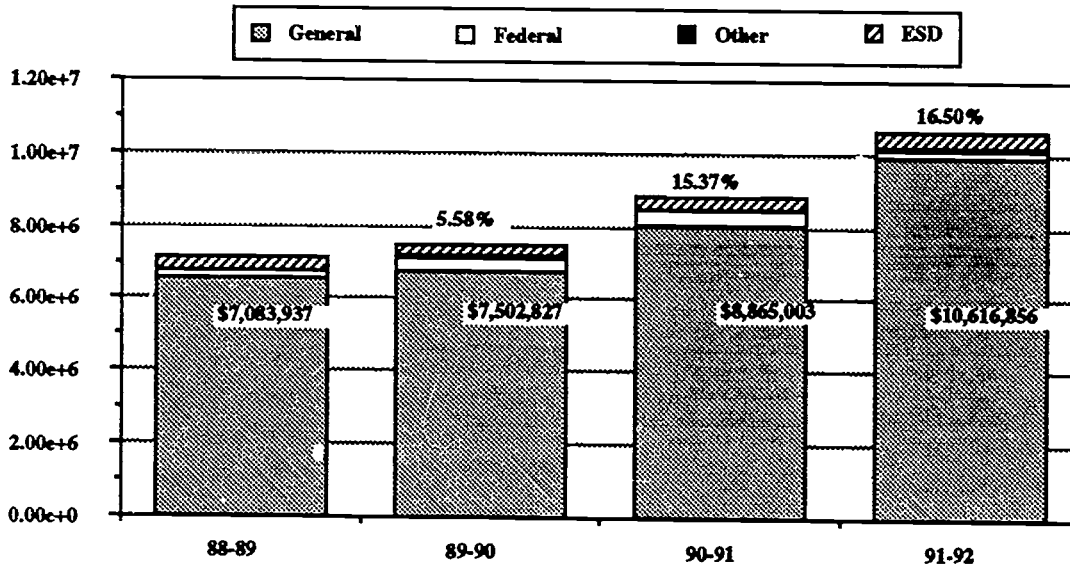
	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>
General Funds	\$6,516,267	\$6,768,154	\$8,035,387	\$9,918,735
Federal Funds	233,971	362,158	436,585	210,996
Other Funds	21,448	37,125	12,279	62,119
ESD Funds	312,251	335,390	380,752	425,006
TOTALS	7,083,937	7,502,827	8,865,003	10,616,856
Percent increase over previous year	=5.58%		15.37%	16.50%

expenditures for talented and gifted education programs. The information covers the 1988-89, 1989-90, 1990-91 and 1991-92 school years. Using the 1988-89 school year as the control, budgets have increased by 16.5% through 1991-92. Budgets increased 5.58% from 1988-89 to 1989-90, 15.37% from 1989-90 to 1990-91 and 16.50% from 1990-91 to 1991-92. These increases show school districts' efforts to prepare for the implementation of the TAG mandate.

Policy and Program Issues

1. Of primary concern to local school district boards and administrators is the cost of the programs and services. School finance issues and the increased requirements on school districts are at cross-purposes in the talented and gifted program. Currently, no statewide funding support specific to the talented and gifted program is available for districts to implement the mandate.

Chart XIII - TAG Annual Expenditures



2. The mandated programs and services described in Oregon's administrative rule focus on appropriate instruction in the school's curriculum and instructional program. The rule requires that the students' instruction be provided at their level of learning, and that the instruction be paced at the students' ability to progress or "rate of learning." The rule, therefore, addresses talented and gifted students' learning capabilities in relation to the instructional programs schools already provide rather than a specific type or model of a program. This flexibility, however, does necessitate a great deal of technical assistance to help districts learn about, modify and adopt good practices for their local schools. The state grant-in-aid projects are the primary source of technical assistance since they demonstrate practices that work in schools, and are demonstrable.

"Rate of learning" is a complex learning characteristic which requires modifications in how teachers and administrators organize instructional programs in all classrooms and within schools. A variety of program options and organizations have proven to be effective for accomplishing this goal, but considerable planning, teacher training, and special assistance are needed to make the changes. However, to effectively adjust to students' different rates of learning, staff development for every teacher is a necessity.

Part 4 -- State Operated & State Supported Programs

HOSPITAL PROGRAMS

Purpose of the Program

The primary purpose of the hospital programs is to provide instruction to students in order to maintain their education while they are hospitalized. The instruction and related services stress basic school subjects within the student's regular curriculum or as modified by each student's individual education program. For hospitalized students working toward a GED certificate, hospital school staff continue the prescribed GED curriculum.

Students served in the hospital programs are patients in the state operated hospitals and private hospitals which meet criteria under ORS 343.261. Under this statute, the Superintendent of Public Instruction, in cooperation with hospital authorities, "shall be responsible for payment of the cost and oversight of the educational programs for children through 21 years of age" in these institutions.

Hospital education programs are supported through a variety of funding sources including general, federal and other funds.

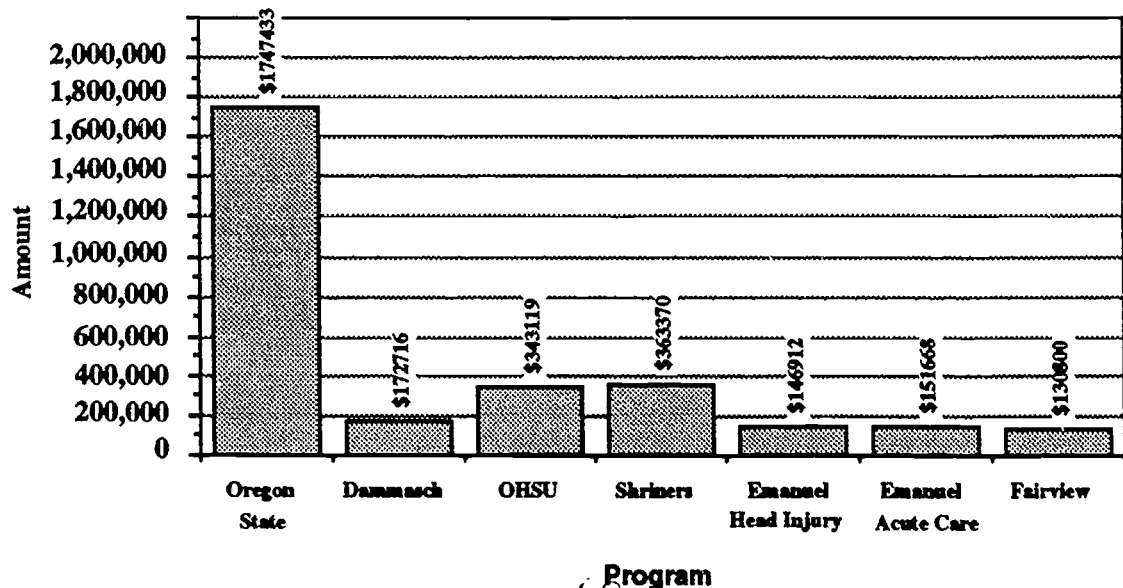
Organization and Administration

The Department of Education provides for hospital programs through contracts. The contracts are for personnel, related services and instructional costs for the educational programs for the students. The following hospitals are currently funded to operate educational programs:

Oregon State Hospital
Oregon Health Sciences University Hospital
Emanuel Hospital

Dammasch Hospital
Shriners Hospital
Fairview School

Chart XIV - Amount of 1991-93 Estimated Hospital Program Allocations



The school programs in the two mental hospitals (Oregon State Hospital and Dammasch State Hospital) are operated through contracts with Marion County ESD, and Clackamas County ESD. Portland Public Schools operates the school programs in the Oregon Health Sciences University Hospital, Child Development and Rehabilitation Center (CDRC), and the two private hospitals. Salem School District operates Fairview School.

The programs are supervised by the Department of Education. They are administered under the special education federal and state laws and are monitored regularly for compliance by Department staff.

Program Enrollment Information

Student enrollment in hospital education programs is quite variable and difficult to predict due to the varying medical needs of students. The typical stay in

**Chart XV - Hospital Education Program Cummulative Enrollment
1989-90 School Year**

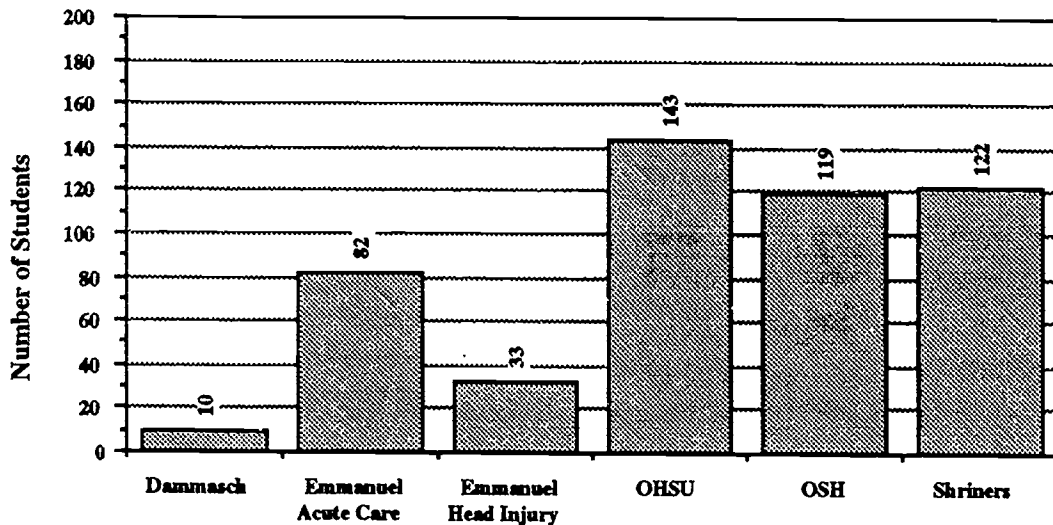


Chart XVI - Hospital Education Programs Average Daily Attendance: 1989-90 School Year

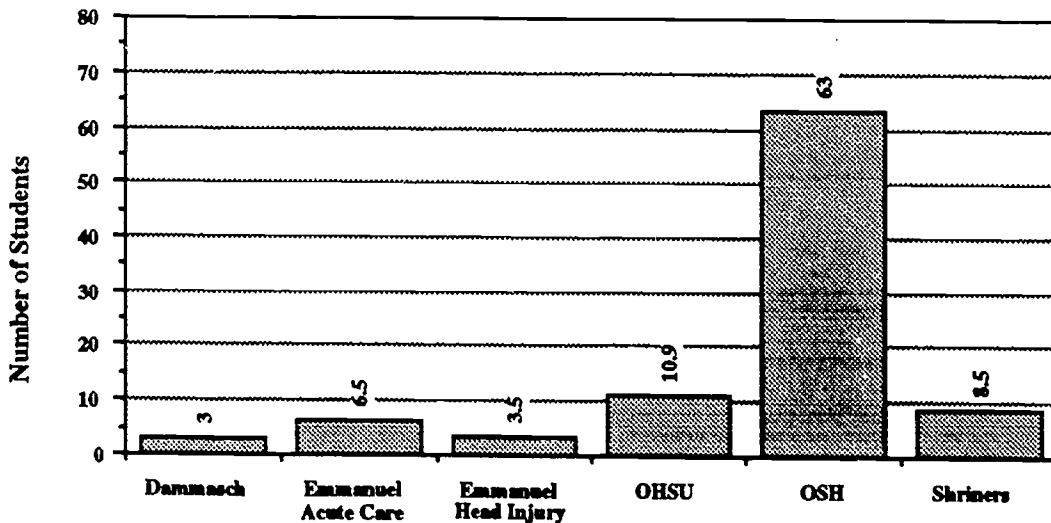


Table 22 - Hospital Programs

Program	Funds
Oregon State Hospital	\$1,747,433
Dammasch Hospital	172,716
OHSU Hospital	343,119
Shriners Hospital	363,360
Emanuel Hospital Head Trauma	146,912
Emanuel Hospital Burn	151,668
Fairview School	<u>130,800</u>
TOTAL	\$3,056,008

medical hospitals is under two weeks although in some situations (such as some state hospital placements) students can remain in hospital care for a number of years.

The 1991 hospital education program enrollment and average daily attendance in hospital education programs are shown in Charts XV and XVI.

Budget Information

Table 22 and Chart XVII show the allocations for the hospital programs for the current biennium.

The 1991-93 budget totals for contracts for hospital programs are shown in Table 23.

Chart XVII - Source of Funds for Hospital Programs for the 1991-93 Biennium

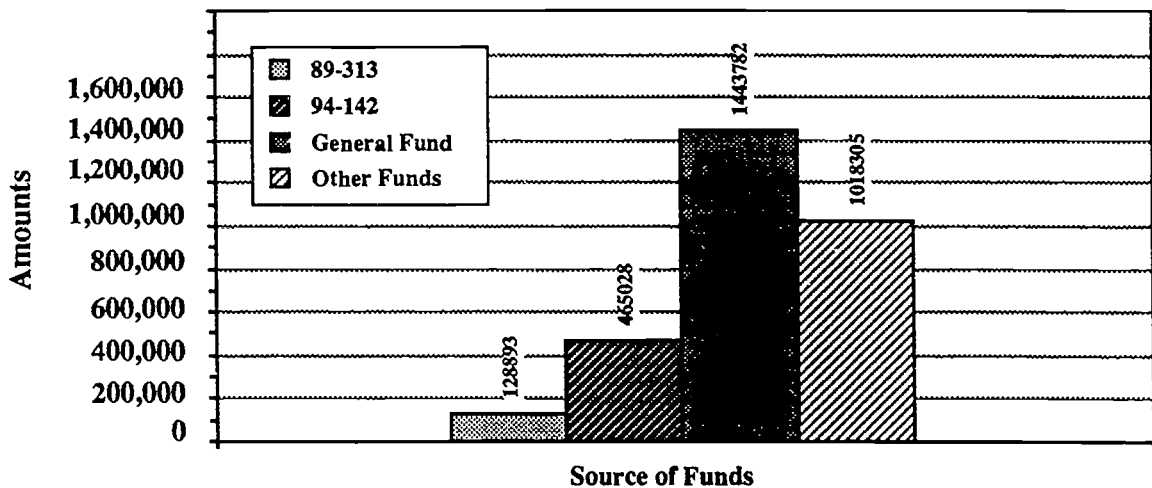


Table 23 - Biennium Budget 1991-93

	*89-313	*94-142	Total Federal	General	Other	Total
Oregon State Hospital	\$48,563	\$247,124	\$295,687	\$860,432	\$591,314	\$1,747,433
Dammasch Hospital	6,100	30,382	36,482	67,237	68,997	172,716
Fairview	72,460	0	72,460	58,340	0	130,800
OHSU Hospital	590	64,032	64,622	156,281	122,216	343,119
Emanuel Hospital	590	55,644	56,234	135,996	106,350	298,580
Shriners Hospital	<u>590</u>	<u>67,846</u>	<u>68,436</u>	<u>165,496</u>	<u>129,428</u>	<u>363,360</u>
TOTAL	\$128,893	\$465,028	\$593,921	\$1,443,782	\$1,018,305	\$3,056,008

*These figures are estimates and are contingent upon receipt of Federal Funds.

Policy and Program Issues

Adequate funding is the major issue facing the hospital programs. Hospital programs have consistently been caught between the increases of personnel costs for teachers and support staff negotiated through local bargaining units and availability of state and federal dollars to cover these increases. This problem is compounded by workload increases for program staff and the variability of caseloads during the course of a school year. In addition to the factors cited above, the 1991-92 year saw the addition of educational programming for 18- to 21-year-old students eligible for special education at Oregon State Hospital as required by federal and state law. Since Oregon State Hospital now serves the same age range as at Dammasch, consideration should be given to the consolidation of these programs.

The hospital programs, except for Oregon State Hospital and Dammasch Hospital, are currently at minimum contract requirements — 175 days student instruction and 190 days teacher contracts (the minimum allowed under union contracts). The costs for the hospital programs cannot be reduced through reductions in service and staff days and still meet minimum requirements.

REGIONAL PROGRAMS

Purpose of the Program

Since funding the first regional program in 1951, the Oregon Legislature has recognized the need for the state to assist districts in meeting the educational needs of students with low incidence disabling conditions in their own communities. Additional regional programs were funded in 1983 when the Legislature adopted a plan which intended to provide consistent services and funding across the state for students who are visually and/or hearing impaired. The 1985 Legislature added services for students with severe orthopedic impairments and autism to the regional program plan. The 1989 Legislature provided funding that would establish a service level as follows:

- vision and hearing restored to the service level provided in 1983 which is a 1:9 teacher/student including combination of vision impaired and hearing impaired and 1:30 occupational therapists
- 1:22 autism specialist
- 1:30 physical therapist
- 14 augmentative communication specialists for severe orthopedic and autism
- 7 consulting nurses to assist districts to serve students with severe, chronic health needs in a safe manner

This level of service has become the standard used to generate funding for the 1991 and 1993 biennia.

The primary responsibility for each regionally served student remains with the local school district. Regional programs assist in a student's educational program by providing specialized services that are not generally available in local districts due to the low numbers of children per district that need these services. Services include: consultative assistance to school staff and parents, direct services to students by itinerant teachers and specialists, adaptive equipment and materials, partial payment for educational interpreters, and educational assistants.

Regional contractors are responsible for providing instruction, technical assistance, and related services to students.

Table 24 - Regional Counts

Region	Students	Percent
Eastern	216	6.4
Central	207	6.0
Southern	456	13.3
Cascade	619	18.0
Mid-Oregon	490	14.3
Columbia	<u>1,445</u>	<u>42.0</u>
TOTAL	3,433	100.0

Information on Students

The distribution of eligible and served students in the regions is shown in Table 24 and Chart XVIII.

Students eligible for regional services are those with one or more of the severe disabilities of hearing and/or vision loss, severe orthopedic impairments and autism. Districts providing services to students with severe health impairments receive assistance from a regional consulting nurse who works with the district personnel to develop an educational environment that is safe yet allows the education program to be implemented. Instructional and service needs are developed through the IEP process and

Chart XVIII - Number of Students Served by Regional Programs - 1990-91

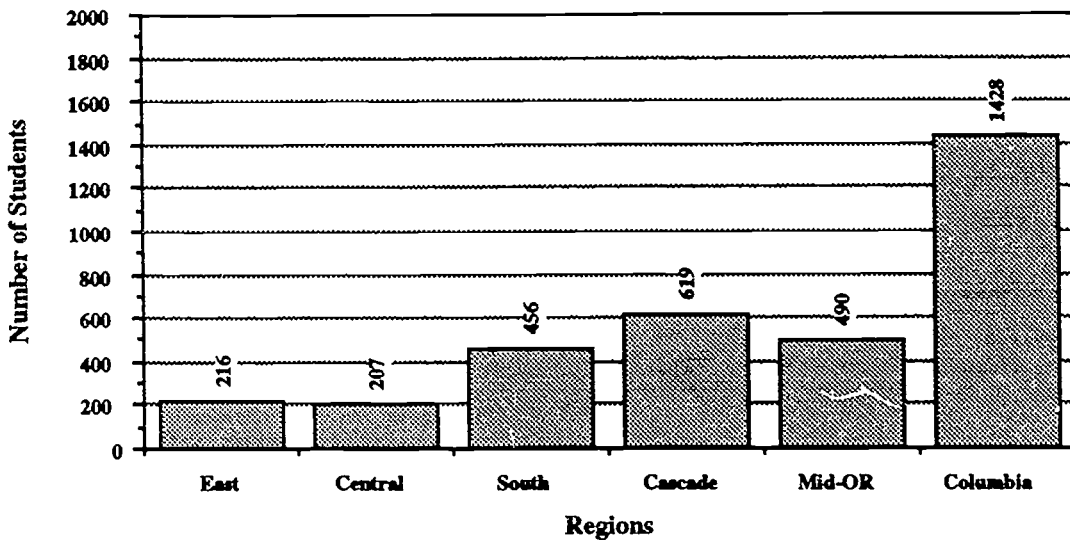


Chart XIX - Programs and Services for Students Served by Regional Programs

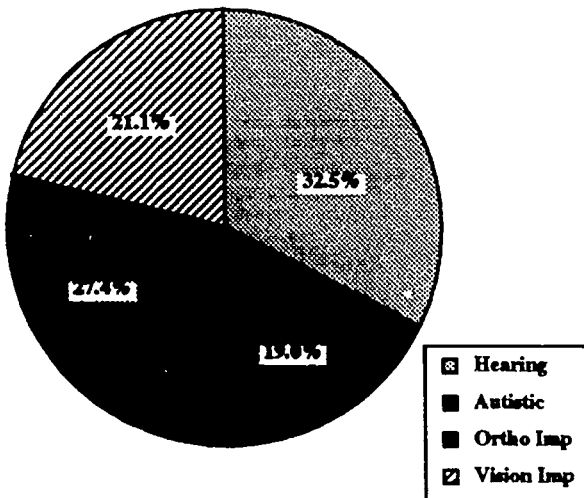


Chart XX - Age Groupings of Students Served by Regional Programs

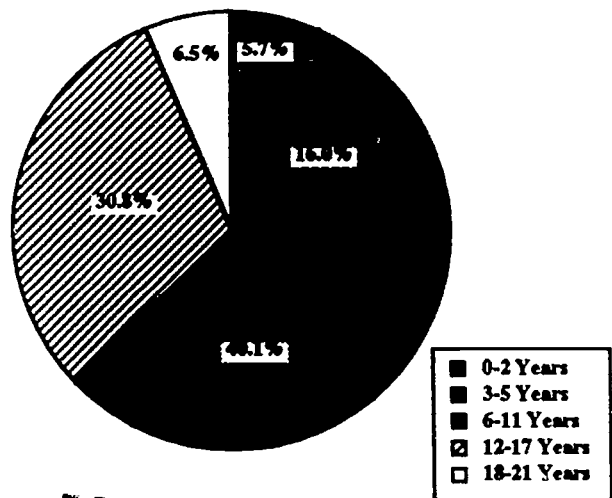


Table 25 - Regional Enrollment by County, Dec. 1, 1991

County	Students	Percent	County	Students	Percent
Baker	20	0.61%	Lane	288	8.72%
Benton	61	1.85%	Lincoln	39	1.18%
Clackamas	282	8.54%	Linn	141	4.27%
Clatsop	37	1.12%	Malheur	30	0.91%
Columbia	61	1.85%	Marion	289	8.75%
Coos	81	2.45%	Morrow	13	0.39%
Crook	19	0.58%	Multnomah	672	20.36%
Curry	13	0.39%	Polk	68	2.06%
Deschutes	124	3.76%	Sherman	1	0.03%
Douglas	124	3.76%	Tillamook	26	0.79%
Gilliam	1	0.03%	Umatilla	95	2.88%
Grant	8	0.24%	Union	41	1.24%
Harney	9	0.27%	Wallowa	12	0.36%
Hood River	15	0.45%	Wasco	28	0.85%
Jackson	116	3.51%	Washington	319	9.66%
Jefferson	24	0.61%	Wheeler	3	0.09%
Josephine	61	1.85%	Yamhill	91	2.76%
Klamath	83	2.51%	TOTAL	3,301	100%
Lake	6	0.18%			

programs are developed cooperatively between the regional programs and local schools or ESDs.

The number of regional program students served by county is shown in Table 25.

Of the students served by regional programs, 11% receive services from more than one component of the regional program. These students have more than one regionally eligible disability. In effect, 3,841 regional program services are provided to the 3,400 students. See Table 26.

Table 26 - Number of Program Services Provided by Regional Programs, 1990-91

Region	Hearing	Autism	Orth Imp	Vision	Total	%
Eastern	101	51	55	45	252	6.7%
Central	88	42	66	50	246	6.2%
Southern	170	75	158	109	512	13.3%
Cascade	190	173	194	117	674	17.6%
Mid-Oregon	1,855	148	134	111	578	15.1%
Columbia	517	240	444	378	1,579	41.1%
TOTAL	1,251	729	1,051	810	3,841	100.0%
Percent	32.5%	19.0%	27.4%	21.1%		

Students served by regional programs require a variety of related services most of which are the funding responsibility of regional programs. Table 27 shows the number of related services provided by the regions.

Organization and Administration

Table 27 - Regional Related Services

Related Services	Students
Orient Mobility	223
Instruction/Transcription	69
Educational Interpreter	302
Augmentative Communication	767
Physical Therapy	745
Occupational Therapy	791
Low Vision Services	825
Vocational Education	284
Consulting Nurse	686
TOTAL	4,692

Regional programs have been organized into six geographical areas in the state. The State Superintendent of Public Instruction sets the boundaries for the regions and selects regional contractors from each of the regions. Each regional contractor is responsible for providing instruction, technical assistance, and related services to students in the region. Coordination and planning for each region is the responsibility of the Regional Advisory Council made up of representatives from the schools, agencies, organizations, subcontractors and parents who have students in the regional program.

Statewide, inter-regional coordination and program administration are accomplished through a regional management team which meets regularly to discuss statewide services and coordination issues. The Department of Education assigns responsibility for fiscal and program administration to a special education staff member.

Table 28 - Regional Counties

Region	Counties	Contractor
Region 1 (Eastern)	Baker, Union, Grant, Wallowa, Umatilla, Morrow, Malheur	Union ESD
Region 2 (Central)	Deschutes, Harney, Jefferson, Sherman, Crook, Wheeler, Gilliam	Bend SD
Region 3 (Southern)	Josephine, Lake, Klamath, Curry, Jackson, Douglas	Jackson ESD
Region 4 (Cascade)	Coos, Lincoln, Linn, Benton, Lane	Linn-Benton ESD
Region 5 (Mid-Ore)	Marion, Polk, Yamhill, Tillamook	Marion ESD
Region 6 (Columbia)	Clatsop, Columbia, Washington, Hood River, Clackamas, Wasco, Multnomah	Portland School Dist

Table 29 - Regional History

1981-1983	\$12,805,553
1983-1985	\$18,021,883
1985-1987	\$21,341,206
1987-1989	\$23,293,721
1989-1991	\$36,796,115
1991-1993	\$40,370,842

Budget Information

The regional budget has shown increases during the past twelve years as shown in Table 29. The increases are due to (1) the development of new programs for students who are autistic or severely orthopedically impaired, (2) the doubling in number of students eligible for regional services, and (3) the addition of consulting nurses for assisting districts to serve students with severe health impairments.

During this time, funds were distributed by program as shown in Table 30. Funding to regions for the 1991-93 biennium has been allocated on a per pupil basis that relates to the service level established in the 1989 biennium.

Program Effectiveness

LEA and ESD superintendents and special education directors were surveyed to determine their perception of the effectiveness of, and satisfaction with, regional services. Information gained from the survey was used to form program development and modifications and to determine if the current contractors for regional services should be continued. Effectiveness and satisfaction are shown by program area on a scale of 5 (high) to 1 (low) in Table 31.

The information in Table 32 shows the number of students served in programs for hearing impaired, vision impaired, orthopedically impaired and autistic for the years 1985 through 1991.

Policy and Program Issues

The following issues are important to continuing effectiveness of regional programs:

1. Maintain the current level of services for each disability area served. This has been difficult to accomplish as the percentage increase of the number of students served did not relate to the 1991-93 budget which only considered a cost of living increase. The number of students needing services will continue to rise in relation to increases in Oregon's population.
2. Determine a system to differentiate regional funding for early intervention and school-age students.
3. Evaluate and refine service delivery models used particularly for autism.
4. Collaborate more closely with the Oregon School for the Blind and Oregon School for the Deaf.

Table 30 - Regional Program History

Program	81-83	83-85	85-87	87-89	89-91	91-93
Hearing/Vision	79.7%	79.4%	76.4%	71.2%	65.6%	65.4%
Ortho	19.0%	14.9%	16.9%	19.6%	23.4%	21.2%
Autistic	0.0%	3.4%	4.8%	5.0%	9.3%	11.49%
Nurses					1.7%	2.09%

Table 31 - Regional Indicators
Program Effectiveness and Satisfaction as rated by LEA and ESD superintendents and special education directors. Effective (5)—Ineffective (1)

Visually Impaired	4.40
Hearing Impaired	4.42
Deaf - Blind	4.40
Severe Orthopedically Impaired	4.30
Autism	3.82

Table 32 -- Number of Student Services in Programs for 1985-1991

Program	1985	%	1987	%	1989	%	1991	%
Hearing	1,029	58%	1,059	44%	1,096	35%	1,251	33%
Vision	583	33%	628	26%	717	23%	810	21%
Severe Ortho Impairment	124	7%	458	19%	795	26%	1051	27%
Autism	30	2%	250	10%	487	16%	729	19%
TOTAL	1,766		2,395		3,095		3,841	

PRIVATE AGENCY EDUCATION PROGRAMS

Purpose of the Program

Children's Services Division and the Mental Health Division fund a number of treatment facilities around the state for children with severe emotional disabilities. Those sites, currently under this program, serve over 725 children and youth on a daily basis and approximately 1,200 in a year.

While they are in treatment, which averages about a year and a half in duration, the children have a right to an educational program. The Department of Education contracts with the school district in which the treatment facility is located to provide the education program.

There are currently 31 of these programs located in 19 school districts. These programs have historically been known as the "Christie List Schools."

Information on Students

These children have very special educational and care/treatment needs. Many of the children have been neglected and/or physically, emotionally or sexually abused. Over 80% have been identified as disabled under PL 101-476.

Children in residential care comprise over half of this population and their homes and families offer limited support. Many have experienced multiple out-of-home placements but, due to the nature and/or severity of their problems, must be placed in private agency care rather than in foster care homes.

Children in the day treatment programs have experienced serious difficulties at home and in school. These programs operate under strict mental health standards and serve children identified as seriously emotionally disturbed. Treatment services are provided to the whole family in order to improve the child's behavior and the family's ability to effectively provide appropriate service to the child. These programs strive to keep the child with his/her family and return the child to a public school.

Organization and Administration

The educational program in each of the above settings plays a critical role in meeting the specialized educational needs of these children. The goal of the private agencies is to provide care/treatment services that will result in more positive behaviors, thus enabling the child to function in a more normalized environment. The treatment must extend into the school day and close coordination of the education and treatment plans is essential. The educator's role includes the development of positive behaviors and social skills as well as developing the child's ability to master appropriate educational competencies.

These educational programs were authorized by the 63rd Legislature as HB 2058 and are established in ORS 343.961. OAR 581-15-044 establishes eligibility criteria and standards for such programs and a funding formula.

Budget Information

Contracting school districts are funded by a formula which reflects the district's per pupil cost as well as a service level factor.

Currently under this program, 725 children and youth are served on a daily basis.

Policy and Program Issues

Several policy issues face the private agency programs.

The formula for funding is based on school district average net operating expenditures. Approximately 80 to 85% of this figure is for teacher salaries. District costs tend to increase rapidly which makes it difficult to compute base budgets.

Actual costs for providing services in the students' IEPs can often exceed that budgeted for the program. School districts then approach the Department for relief after all funds are expended.

The Legislature may wish to consider funding these programs with a new formula.

Table 33 - Private Agency Programs

Funding Agency	Program	ADM # of Students	1992-93
Beaverton SD	St. Mary's Home for Boys	44.0	\$ 168,790
Central SD 13J	Poyama Land	17.5	131,401
Clackamas County ESD	Clackamas Adolescent Day Treatment Center	12.0	371,794
	Christie School/Evergreen School	33.0	
Corvallis SD 509J	Children's Farm Home	62.0	681,921
	Old Mill School	2.5	
Douglas County ESD	Douglas Adolescent Day Treatment Center	15.0	113,732
Dallas SD 2	Polk Adolescent Day Treatment Center	15.0	99,396
Deschutes County ESD	Cascade Child Center	15.5	112,034
	Forest Grove Straight Ahead Shelter	11.0	103,048
Jackson County ESD	Southern Oregon Child Study and Treatment Center	14.0	104,092
Josephine County SD	Southern Oregon Adolescent Study and Treatment Center	12.0	113,502
Grants Pass SD7	Family Friends	5.0	33,383
Klamath Falls SD 1	Klamath Child and Family Treatment Center	17.5	219,212
	Klamath Adolescent Treatment Center	15.0	
Lincoln County SD	Olalla Center for Children and Families	15.0	136,463
North Bend SD 13	Pacific Child Center	12.0	91,407
Portland SD 1J	Boys and Girls Aid Society	20.5	2,625,382
	Janis Youth Programs, Inc.	32.0	
	Parry Center for Children	48.0	
	Rosemont	50.0	
	Waverly Children's Home	49.0	
	White Shield Home	23.0	
	Tio Nick's	15.0	
	Morrison Center	10.0	
	N/NE Mental Health Clinic	5.0	
Oregon Health Sciences University	Children's Psychiatric Day Treatment	21.0	206,768
Reynolds SD 7	Edgefield Child Center	42.0	551,511
	Albertina Kerr/Wynne Watts School	31.0	
Springfield SD 19	The Child Center	29.0	235,436
Union County ESD	Grande Ronde Child Center	12.0	87,056
Wasco County ESD	Mid-Columbia Child and Family Center	14.0	119,320
Washington County ESD	Tualatin Valley Day Care	15.0	527,448
TOTAL		734.5	\$6,833,096

EDUCATION EVALUATION CENTER

Purpose of the Program

The Education Evaluation Center (EEC) serves as a primary diagnostic-prescriptive service for any child in the state of Oregon for whom local resources are limited or nonexistent. The Center especially caters to the rural communities of the state to enable them to obtain diagnostic services or consultation.

Services provided to schools and parents include: a multidisciplinary assessment and diagnostic evaluation; a clinic report with specific recommendations for teaching techniques, alternative and management strategies and placement; and continued consultative services for both parent and teacher with a follow-up, feedback procedure.

The services provided by the EEC will be especially critical as Oregon schools for the 21st century focus on early intervention services, alternative learning environments and learning experiences that help the student complete the Certificate of Initial Mastery.

Information on Students

The Education Evaluation Center's target population is the unserved or underserved children throughout the state. This description also includes the following:

- School-age children who are not benefiting from their academic program;
- Children who, although they have had public or private individual or small group help, continue to manifest a learning disability;
- Children who might not ordinarily be considered behavioral problems, but seem unable to pursue an academic program successfully;
- Children who are academically atypical as compared to other children in the family;
- Children at risk for dropping out or who may have dropped out of school; and
- Preschool children who are responding to their environment in atypical ways due to what appears to be inadequate visual or auditory perception, neurological processing or language delays.

Referrals are accepted from parents, public schools, private schools and from physicians. No child is excluded from referral if the possibility of a learning disability exists.

Organization and Administration

The Education Evaluation Center was established in 1962 under the authorization of ORS 343.271. The Oregon Department of Education contracts with Western Oregon State College (WOSC) for operation of the Evaluation Center. WOSC provides housing and physical facilities, and with funds provided by the ODE employs a director and professional and secretarial staff. The ODE maintains overall supervision.

Between 1975 and 1991, federal funds were available to extend evaluation services. Personnel from over 20 centers, primarily located in education service

*EEC
evaluations
cover the full
range of
disability
categories:
psychological,
academic/
achievement
and behavioral.*

districts, were trained to replicate the services of the EEC. These funds have also enabled the continuation of an interdisciplinary team at the EEC, and for the EEC team to provide field clinic services. Occasionally, when a number of students in a rural area need assessment, EEC staff will travel to the district(s), which allows more extensive work with parents and school staff, especially in regard to implementation of remedial efforts.

The EEC team includes handicapped learner specialists, school psychologists, and a speech/language pathologist. Their evaluation procedures include an initial parent and teacher interview; academic assessment; psychological evaluation; speech, hearing and language evaluation; vision screening; and a concluding interview with the parents and school personnel to thoroughly explain evaluation findings and discuss recommended instructional materials and strategies. Following this, a written report is submitted to the referring school or agency, the parent, and other professional personnel upon parental consent.

The EEC operates five days a week with in-depth assessments conducted Monday through Thursday, and partial assessments, staffing, workshops and technical assistance to professionals throughout the state on Fridays.

Outcomes and Accomplishments

During the 1990-91 school year, 211 students were evaluated. Of these, 143 or 68% were male, 66 or 32% were female. During the 1991-92 school year, 185 students were evaluated. Of these, 135 or 72% were male, and 50 or 27% were female. Table 34 indicates the school status, type of school and resident county of students evaluated. Thirty-one of Oregon's 36 counties were served during the biennium.

Evaluations provided by the EEC cover the full range of disability categories where psychological, academic/achievement and behavioral evaluations are required. Table 35 includes information about the number of children evaluated by disability.

Table 35 - Evaluations by Disability, 1991-92

	Number	Percent
Specific Learning Disability	80	43
Speech/Language Impairment	16	8
Severe Emotional Disturbance	6	3
Mental Retardation	5	2
Attention Deficit Hyperactivity Disorder	25	13
Other (hearing impairment, hearing loss, gifted)	13	7
Did not meet special education eligibility criteria	40	21

Table 34 - EEC Activity Report

	1990-91	1991-92
School Status:		
Elementary	134	129
Senior High	25	25
Middle School	19	8
Junior High	9	6
Home School	7	3
Kindergarten	12	8
Preschool	4	4
Other	1	2
Type of School:		
Rural Public	128	118
Urban Public	38	20
Rural Private	17	19
Urban Private	18	16
Home School	7	4
No School	1	3
County:		
Baker	5	0
Benton	2	2
Clackamas	6	6
Clatsop	17	0
Columbia	2	4
Coos	1	1
Crook	0	2
Deschutes	1	3
Douglas	3	0
Grant	1	6
Hood River	1	0
Jackson	1	0
Jefferson	2	1
Josephine	4	3
Klamath	0	1
Lake	1	5
Lane	5	3
Lincoln	10	7
Linn	11	6
Marion*	59	46
Multnomah	7	1
Polk*	20	42
Sherman	3	5
Tillamook	3	10
Umatilla	1	1
Union	1	0
Wallowa	0	1
Wasco	10	2
Washington	5	6
Yamhill*	20	18

Repeat clients: First EEC Evaluation...193
 Repeat EEC Evaluation...16.
 Referred by: parents...81; school...75;
 school and parents...40; physician...10;
 grandparent...1; other...7.

*Includes smaller rural districts, e.g., Falls City, Perrydale, Central Howell, Cloverdale, Stayton, Sublimity.

Additional information on the number of students evaluated from 1984-85 through 1991-92 may be found in the budget information section in Table 39.

To meet the increasing demands that will accompany educational reform in Oregon, it is important to realize the relationship of funding to the number of students evaluated, professional growth and development activities and consultation services.

In addition to the evaluation services provided to parents, districts and other referral agencies, the EEC received numerous calls for purposes of consultation. The majority of calls were from parents and teachers but the staff responded to counselors, special education directors, state department personnel, mental health personnel, college professors, rehabilitation counselors and grandparents.

While the majority of inquiries were in regard to individuals with learning disabilities, EEC staff responded to questions about head injury, autism, mental retardation, emotional disturbance, attention deficit hyperactivity disorder, seizure disorders, Tourette Syndrome, talented and gifted, and services for adults with learning disabilities.

Being the only center of its kind in the state, parents and professionals from the field requested vast amounts of information about current and best practices in testing along with updates on the newest test instruments being used in the field of special education.

During the 1991-92 school year, staff members logged requests for technical assistance and consultation. Table 36 provides additional information about the consultation services provided.

Table 36 - EEC Consultation Services, 1991-92

Type of Contact	Total Number	Percentage
Parents	336	53
Specialists	180	29
Regular Classroom Teachers	46	7
Other*	46	7
Administrators	14	2
Physicians	8	1

*Includes grandparents, family friends, adult self-referrals, etc.

Region	Total Number	Percentage
Rural	367	58
Metro	263	42

Inquiry	Total Number
About services	285
Request for forms	238
Consultation about child	116
Assessment issues	64
Other*	42
Workshops	23
Review of child data	15
LD College student	14
Adult services	11
Behavior management	3
Transition	2
Satellite Center support	1
Eligibility	1

*Includes confirming workshops, parents or teachers checking the status of a particular file, legal issues, confirming test dates.

Annual evaluation of its services is conducted by the EEC via a follow-up questionnaire to parents and schools. The results for 1990-91 and 1991-92 evaluations are shown in Table 37.

The Oregon Department of Education and EEC are continually looking at ways to improve the efficiency and quality of the services offered through the Center. During June of 1992, information was collected from over 200 individuals through a statewide survey.

Individuals who responded included administrators, special education teachers, parents, regular education teachers, physicians and CSD case workers.

The survey was designed to determine the greatest need for services that could be offered by the EEC. Nine categories were included and respondents rated their needs on a scale of 1 (low need) to 5 (high need). The results of the survey can be seen in Table 38.

Table 37 - EEC Evaluation

Rating	1990-91 Respondents = 141
1/low - 5/high	1991-92 Respondents = 105
Quality of Report	1990-91 1991-92
Answered referral questions?	4.634.61
Easy to understand?	4.854.80
Quality of services received	4.754.33

Table 38 - Needs Survey (1=low need, 5=high need)

Category	Average Response
1. Assessment to determine eligibility for early intervention services.....	2.71
2. Assessment of students suspected of ADD/ADHD.	3.59
3. Assessment of students who are considered difficult to assess.	4.04
4. Assessment and programming for suspected drug affected children.	3.30
5. Assessment of secondary students to assist schools in designing and implementing transition services.	2.73
6. Assessment for establishing a student's potential for success in a supported education environment.	3.03
7. Independent evaluations for parents and schools.	3.71
8. Staff development activities.	3.21
9. Other*	4.61

*This category includes items such as "provide center staff in the development of the IEP following the evaluation," "expand the evaluation service to adults or at least to age 21 in order to support students in community colleges," "more consultation and advice regarding results of assessment," "behavioral problem students at the middle and high school level."

As can be seen in Table 38, the category which consistently appeared as being of greatest need was survey question number 3, "Assessment of students who are considered difficult to assess." The second highest rated category was survey question number 7, "Independent evaluations for parents and schools."

The highest rated among all respondents was the "other" category which primarily included assessment for students with behavior problems.

These results should help in determining the direction that the Oregon Department of Education and the EEC will take to respond to the needs of students with disabilities as they participate in Oregon 21st Century Schools.

Budget Information

The Education Evaluation Center was originally funded entirely with state general funds. Increasingly, the program has been funded with PL 94-142 funds. In addition to funds supplied by the ODE, WOSC has been successful in obtaining additional federal funds through grant application to federal requests for proposals. Funds for specific learning disabilities services were obtained from 1975 to 1981, and parent training funds were obtained from 1983 to 1986. This funding provided for the training of personnel in satellite centers and allowed the Education Evaluation Center to respond to significantly more referrals.

Table 39 details funding from 1984-85 through 1991-92.

Table 39 - EEC Funding, FTE and Evaluations, 1984-85 to 1991-92

	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92
Education Evaluation General Fund	53,187	54,492	56,717	41,987	43,701	44,506	46,323	42,422
Ed. Eval. 94-142/IDEA	10,070	10,030	10,742	20,162	20,985	21,372	21,789	28,302
Satellite 94-142/IDEA	139,167	142,582	148,402	148,998	155,080	157,938	164,385	172,943
TOTAL	202,424	207,394	215,861	211,147	219,766	223,816	232,497	243,667
Federal Parent Training Vocational Rehab.	50,721	49,720			6,000	6,000		
FTE Total (Professional Staff)	7.0	6.50	6.60	4.60	4.60	4.60	4.60	4.40
Children Evaluated	335	321	266	203	220	212	209	185

Policy and Program Issues

The Education Evaluation Center offers a unique service to the state of Oregon. Many families and districts have relied on its services since it was created. As special education services changed over the years to comply with state and federal legislation, the Education Evaluation Center has also changed. The majority of referrals are for children whose unique needs are undetermined or unmet at the local district level or whose need for an outside evaluation is evident.

The recent needs survey has indicated that more outreach to rural areas to provide assessments, staff development and consultation is needed. The Center may need to become more involved in early intervention assessment and expand its services to offer assessments to those difficult cases where a second opinion is needed. Another consideration is to operate the Center during the summer months to accommodate families from rural areas.

To meet the increasing demands that will accompany educational reform in Oregon, it is important to realize the relationship of funding to the number of students evaluated, professional growth and development activities and consultation services. Given budget constraints, program concerns include staff inservice training on current evaluation materials and the availability of staff to meet the increasing demands for services.

EARLY INTERVENTION and EARLY CHILDHOOD SPECIAL EDUCATION

Introduction

Since the late 1960s, Oregon has provided services for many preschool-age children with significant disabilities through various programs offered by the Oregon Department of Education (ODE) and the Mental Health and Developmental Disabilities Services Division (MHDDSD).

In 1983, the Oregon Legislature established, as state policy, the provision of early intervention services to all substantially disabled children from birth to school age. The law mandated that these services be provided jointly and cooperatively by the ODE and MHDDSD through shared standards, staff and planning. Services included classroom training, parent training and consultation, transportation to programs, and other ancillary services, such as physical therapy, occupational therapy and speech therapy.

The law also established a state Early Intervention Coordinating Council to assure this interagency coordination. The Council established local Early Intervention Advisory Councils to represent local parents, advocates and providers and advise on the availability and delivery of specialized services at the local level.

In 1986, a federal law, PL 99-457 was passed. The federal law supported Oregon's values for services to young children with disabilities and their families. Oregon began a planning process for the establishment of future collaborative early intervention services. This information was incorporated into Oregon's plan for early intervention.

As a response to PL 99-457, in 1989, the Oregon Legislature passed Senate Bill 1146 which transferred the entire early intervention program from the MHDDSD to the Department of Education on July 1, 1992. At that time, Oregon began implementing a state operated program for children with disabilities birth to school age. The state came into compliance with PL 99-457 by providing mandated early childhood special education services to eligible children three years to school age following all of the federal special education regulations. Permissive early intervention services are being provided to children with severe disabilities birth to age three as funds are available.

Purpose of Program

Early intervention and early childhood special education services are designed to assist children with disabilities and their families. It is considered critical to these efforts that these children be identified as early as possible and that services be provided to minimize the impact of the disabling condition on both the child and the family.

Another key aspect of the services provided to these children and their families is the importance of providing services in the most supportive environment possible, such as family homes for very young or medically vulnerable children, and regular day care, preschool programs, or specialized preschool settings for older children.

Information on Students

Children receiving early intervention services are from birth to three years of age, have a severe delay in any one of a number of developmental areas including cognitive, physical, language development, self-help and psychosocial development, and have a need for services. In addition, for very young children (under 18 months old), eligibility for services can also be determined on the basis of a medical diagnosis of a disability.

Children receiving early childhood special education are from three years of age to eligibility for entry into kindergarten who need these services because they are experiencing a developmental delay or because they have been evaluated as having one of the school-age disabilities such as a vision impairment, mental retardation, autism and so forth. Therefore, children in early childhood special education programs have both mild and severe disabilities.

Organization and Operation

The Department entered into contracts with six agencies around the state to operate the early intervention and early childhood special education programs beginning July 1, 1992. These contractors are: Union ESD, Bend School District, Marion ESD, Linn-Benton ESD, Portland School District, and Douglas ESD. The contractors have selected subcontractors for each county to provide the direct services. This was completed by meeting with local Early Intervention Advisory Councils, current providers, and potential providers. The priority was to use the existing providers as much as possible.

Contractors assure that both early intervention and early childhood special education services are provided to eligible children. In addition, they make sure that children age three to school-age enrolled in early childhood special education have afforded to them all the special education rights of school-age students.

Outcomes and Accomplishments

There have been tremendous changes in the program during this biennium. On July 1, 1992, the entire program was transferred from the Mental Health and Developmental Disability Services Division to the Department of Education. This was the result of Senate Bill (SB) 1146 passed during the 1989 Legislative Session. SB 1146 split the early intervention program as the field knew it, into two new programs: early intervention for children birth to age three and early childhood special education for children age three to school-age.

Local school districts have two required responsibilities for funding the early intervention and early childhood special education programs.

Accomplishments during the 1991-93 biennium include:

- *Currently serving over 2000 children
- *Hiring of additional staff authorized in SB 1146 to assist in the development of the new programs
- *Selection of contractors
- *Development of guidelines for subcontractor selection
- *Development of transition guidelines for children currently served
- *Development of an interagency agreement protocol
- *Convening of a working group made up of state and local representatives for seriously emotionally disturbed young children
- *Development of contractor budgets
- *Development of guidelines for the Designated Referral and Evaluation Agency as specified in SB 1146
- *Development of guidelines for service delivery, placement, and tuition in preschool programs
- *Development of a plan for case management for 1992-93
- *Development of the directions, protocol and process for Individual Family Service Plans (IFSPs)
- *Conducting a "trainer of trainers" on IFSPs
- *Development of guidelines for children with disabilities in Head Start
- *Development of Extended Year Services guidelines for children in early childhood special education
- *Adoption of State Board of Education administrative rules for the new programs
- *Selection of subcontractors to provide direct services
- *Establishment of a new state Interagency Coordinating Council for the new programs
- *Conducting training for parents, contractors, subcontractors and other community representatives regarding child evaluation, eligibility for services, and family assessments

Budget and Funding Information

The early intervention and early childhood special education programs are funded by the Department of Education with a combination of federal and state general funds. The money is disbursed through contracts to six regional contractors who, in turn, subcontract with various agencies across the state.

Local school districts have two required responsibilities for funding the early intervention and early childhood special education programs at this time. First, local districts must provide transportation for eligible children and second, they must participate in the planning for services for all children during the year prior to the child being eligible for school-age services. In addition, over the next biennium, local school districts will take on the Child Find responsibilities required under federal law including evaluations for children birth to school-age.

Policy and Program Issues

During the 1993 Legislative Session, the Legislature must deal with a policy decision regarding compliance with Section 619 and Part H of the Individuals with Disabilities Education Act (IDEA, formerly PL 94-142). The implications for Oregon regarding compliance are significant.

Section 619 requires that Oregon provide all the benefits and requirements of IDEA to children three years of age to entry into kindergarten. Thus, a full range of services and a free appropriate public education must be available for all eligible children in Oregon from three to twenty-one years of age.

Table 40 - County of Residence in 1991

County	Value	Children*	Percent
Baker	1	10	0.4
Benton	2	51	2.1
Clackamas	3	203	8.5
Clatsop	4	10	0.4
Columbia	5	38	1.6
Coos	6	55	2.3
Crook	7	16	0.7
Curry	8	14	0.6
Deschutes	9	77	3.2
Douglas	10	95	4.0
Gilliam*	11	1	0.0
Grant	12	1	0.0
Harney	13	8	0.3
Hood River	14	18	0.8
Jackson	15	137	5.7
Jefferson	16	60	2.5
Josephine	17	74	3.1
Klamath	18	65	2.7
Lake	19	7	0.3
Lane	20	173	7.3
Lincoln	21	41	1.7
Linn	22	109	4.6
Malheur	23	43	1.8
Marion	24	160	6.7
Morrow	25	2	0.1
Multnomah	26	459	19.3
Polk	27	53	2.2
Tillamook	29	26	1.1
Umatilla	30	48	2.0
Union	31	39	1.6
Wallowa	32	20	0.8
Wasco	33	17	0.7
Washington	34	170	7.1
Yamhill	36	83	3.5
TOTAL		2,383	100%

*Children 0 through 4 years on Dec. 1, 1991.

Table 41 - Primary Disability, Count and Proportions Among Early Intervention Children in 1991

Disability	Children	Percent
Mental Retardation	383	16.0
Hard of Hearing	53	2.2
Deaf	36	1.5
Vision	102	4.3
Deaf-Blind	1	0.0
Speech	1220	51.0
Sev. Emotional Disturb.	19	0.8
Orthopedic Impairment	286	12.0
Other Health Impairment	194	8.1
Autism	53	2.2
Learning Disabled	36	1.5
TOTAL	2,383	100%

Oregon came into compliance with this federal regulation (Section 619) July 1, 1992. Failure to stay in compliance will result in Oregon losing all federal funds administered by the federal Office of Special Education Programs, which are available to the state for children with disabilities; this amounts to approximately \$8 million each year.

It is also anticipated that legal action will be instituted against the Department of Education if Oregon decides not to comply. It is impossible to predict the outcome of any court action on cases regarding noncompliance with this law since no other states are or have been out of compliance with Section 619.

Part H establishes an incentive program for states to develop comprehensive, community-based services for developmentally delayed infants and toddlers (birth to three) and their families. It requires states to develop these services using an interagency approach, and requires all state agencies receiving federal funds for this population of children to cooperate in the planning and delivery of services.

Since this section of the law is discretionary for states, Oregon is not mandated to comply. However, planning dollars are available on an annual basis and these incentive funds will be lost if Oregon does not want to be involved in the federal Part H program.

OREGON SCHOOL FOR THE BLIND (OSB)

Purpose of the Program

OSB, established by the Legislature in 1873, serves students with visual impairments who have educational needs beyond those which the local school district and regional program can provide. A student may be placed at OSB after the local school district identifies the student's instructional and service needs and evaluates the availability of resources through the local and regional programs. If resources are insufficient for the needs, OSB placement can be made.

Information on Students

The total student population at OSB has remained relatively stable over the past few years. These students at OSB generally have multiple disabilities requiring intensive instructional and related services. About 25% of the students are in the "high need" category requiring a lower staff/student ratio.

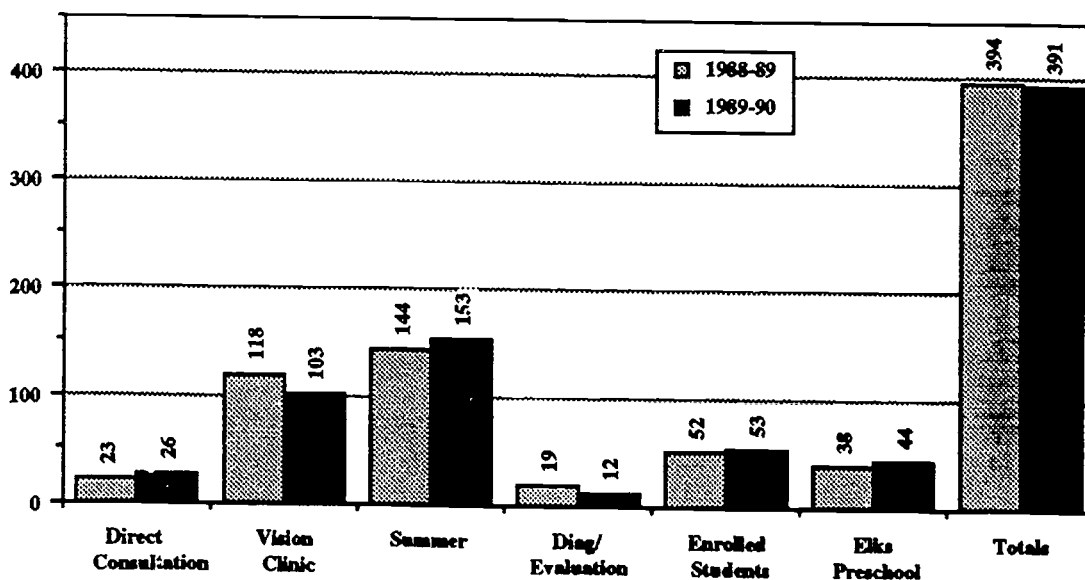
OSB also offers diagnostic/evaluation services to school and regional programs and provides a summer school program for students with visual impairments. Table 42 shows the enrollment in these programs for the past twelve years.

Table 42
Total Number of Students Served

Year	Students	Diag/ Eval	Summer
1981	54	5	42
1982	57	4	49
1983	56	4	52
1984	56	3	74
1985	56	8	108
1986	51	5	150
1987	51	6	130
1988	52	7	138
1989	53	19	144
1990	53	12	153
1991	51	8	117
1992	49	21	146

(Summer school student count reflects available funding, not need.)

Chart XXI - Statewide Services Provided by OSB



The OSB currently provides five additional services beyond the direct services provided to students enrolled at the school. Nearly 400 students received one or more of these services during the 1990-91 and the 1991-92 school years. Chart XXI describes the numbers of students reached.

Budget Information

The OSB General Fund allocations for the past ten school years are shown in Table 44.

Table 43 - Students Attending OSB By County and Region

County	Number	Percent	Region	Number	Percent
Baker	1	2	Eastern	3	6
Benton	2	4	Cascade.....	6	12
Clackamas	5	10	Columbia	22	45
Deschutes	1	2	Central	1	2
Douglas	1	2	Southern	2	4
Josephine	1	2	Mid-Oregon	15	31
Lane	2	4		49	100%
Lincoln	1	2			
Linn	1	2			
Marion	8	16			
Multnomah	14	30			
Polk	3	6			
Tillamook	1	2			
Umatilla	1	2			
Wallowa	1	2			
Washington	3	6			
Yamhill	3	6			
	<u>49</u>	<u>100%</u>			

Table 44 - OSB Allocations

Year	Amount
1983-84.....	\$1,603,553
1984-85	1,669,004
1985-86	1,670,428
1986-87	1,738,608
1987-88	1,672,267
1988-89	1,740,524
1989-90	1,912,869
1990-91	1,990,945
1991-92	2,443,758
1992-93	2,562,254

OREGON SCHOOL FOR THE DEAF (OSD)

Purpose of the Program

The Oregon School for the Deaf is a residential/day program for all students who are hearing impaired from the state of Oregon and whose needs (education, vocational, physical, social, emotional, etc.) cannot be met by other programs throughout the state.

In addition to its regular program, the school provides living skills in its dormitories, career education, athletics, clubs, and leadership training opportunities; i.e., student body government and the Junior National Association of the Deaf. The older students who are residential can live in dormitory apartments and are fully responsible for themselves: budgeting, cooking, and housekeeping.

Information on Students

The age range of students who currently attend OSD is 5 to 21 years of age. The overall school is operated on a three age group basis: lower elementary, middle school, and high school. The academic program offers basically the same subjects as public schools, with an added emphasis on reading, written language, and courses in deaf culture. Speech, speech reading, and auditory training are integrated into all parts of the program through total communication. The grade groupings for the OSD students during 1991-92 are shown in Table 45.

Each student follows an individual education program, mandated by PL 94-142. This is a plan that is created for each student by all parties who are interested in the student's growth and development, and usually includes the local school district representative, parent, the student, and a representative from OSD. OSD students come from all parts of the state. Table 46 shows the number of students attending OSD during 1991-92 by their resident counties.

Enrollment figures (Table 47) show that the OSD population has declined overall in the past ten years. However, during the 1991-92 school year, enrollment increased by 12 percent. High enrollment during the first half of this decade was caused by the large number of students whose deafness resulted from rubella. These students have now completed the education system.

Budget Information

The school receives funding from the state General Fund, federal funds, and other funds, on a biennial basis, and operates as other public schools do from the beginning of September until the first week in June. Approximately 35-40 students are day students bussed to and from school each day.

The level of funding for the cost of education and support services at OSD from the school year 1983-84 to present is shown in Table 48. OSD is currently funded for 114 positions (FTE).

Table 45 - Grade Levels of Students Enrolled at OSD During 1991-92

Elementary (K-4)	33
Middle School (5-8)	36
High School (9-12)	59
TOTAL	128

Table 46 - OSD Students by Counties

County	No. of Students	Percent
Baker	1	0.7
Benton	3	2.1
Clackamas	11	8.6
Clatsop	1	0.7
Columbia	1	0.7
Crook	1	1.7
Deschutes	1	0.7
Douglas	3	2.3
Hood River	1	0.7
Jackson	2	1.5
Jefferson	2	1.5
Lane	10	7.8
Lincoln	1	0.7
Linn	10	7.8
Malheur	2	1.5
Marion	40	31.3
Morrow	1	0.7
Multnomah	18	14.0
Polk	3	2.3
Umatilla	2	1.5
Wasco	2	1.5
Washington	10	7.8
West Linn	1	0.7
Yamhill	1	0.7
Region	Number	Percent
Region 1	8	6.2
Region 2	4	3.1
Region 3	7	5.5
Region 4	26	20.3
Region 5	42	32.9
Region 6	44	34.4

Table 47 - OSD Enrollment Decline

Year	Students
1981-82	203
1982-83	206
1983-84	188
1984-85	167
1985-86	141
1986-87	129
1987-88	123
1988-89	123
1989-90	128
1990-91	135
1991-92	128

Table 48 - OSD Funding

Year	Total
1983-84	4,124,521
1984-85	4,605,278
1985-86	4,359,638
1986-87	4,194,520
1987-88	3,888,670
1988-89	4,160,703
1989-90	4,404,656
1991-92	4,866,607
1992-93	5,408,731

OSD Graduates Following Classes 1984-89
Total Number: 122

Community College Experience.....45%
Four-Year College Experience 16%
Worked Since Graduation approx. 97%
(duplicated count)

Vocational Areas Include:

Approximations

Clerical 7%
Trades (e.g., Autobody) 15%
Service Industry 11%
Agriculture 2%
Sheltered Workshop 7%
Housewives 7%
Unknown 16%

Examples of Employers: Boeing, Mervyns,
State Farm, Willamette Industries, Praegitzer
Industries

Section II

Special Student Services

Part 1--Compensatory Education

Purpose of the Program

Compensatory Education Programs provide educational services to children in greatest need of support. The Oregon Department of Education Compensatory Education Section administers educational services to Chapter 1, Chapter 1-Migrant, Indian education, race equity, sex equity, national origin programs, and to students who are homeless. Federal regulations govern the distribution of federal funds that support these programs in Oregon school districts. The Department of Education provides technical assistance in the appropriate use of federal funds for equal education opportunities, civil rights concerns and migrant education.

Information on Students

Compensatory Education Programs are especially targeted to provide services to groups of students whose special educational needs are best met through programs that supplement regular academic offerings. Student groups served by these programs include disadvantaged, neglected and delinquent, migrant, Indian, and limited English proficient children and youth. Charts in the following sections illustrate the increasing number of minority students and the growing number of educationally disadvantaged students served.

Organization and Administration

Compensatory Education Programs in local school districts are administered by the Oregon Department of Education. The Department, by federal law, reviews the implementation of local programs to assure they are effective. Districts must submit an application for a project to use available funds. Approval from the Department is then necessary before the program may be implemented. The Department is responsible for reviewing each school district to ensure the appropriateness of the educational program. Currently, the Compensatory Education Section in the Department operates with a staff of one director, two specialists, one administrative assistant and two secretaries.

Chapter 1

Chapter 1 of the Augustus F. Hawkins/Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1981 was enacted as part of Public Law 100-297 on April 28, 1988. The purpose of Chapter 1 is to continue to provide financial assistance to state and local educational agencies to meet the special educational needs of educationally deprived children, on the basis of entitlements calculated under Title I.

The programs authorized by Chapter 1 provide financial assistance to:

1. Local educational agencies (LEAs) for programs designed to meet the special educational needs of educationally deprived children and children in local institutions for neglected or delinquent children;
2. State agencies to support programs designed to meet the special educational needs of children with disabilities;

The Department is responsible for reviewing each school district to ensure the appropriateness of the educational program.

*The focus is
always on the
"child."*

3. State agencies for programs designed to meet the special educational needs of children in institutions for neglected or delinquent children, or in adult correctional institutions;
4. Local educational agencies for programs designed to meet the special educational needs and provide supportive services to children of migratory agricultural workers or migratory fishermen; and
5. Local educational agencies (through the Secretary of the Interior) to meet the special educational needs of Indian children.

Oregon Department of Education specialists assigned to Chapter 1, as required by federal law, review on-site, one-third of all Oregon school districts annually. The single audit process requires districts to provide the Department with an independent audit of the fiscal status on the implementation of Chapter 1 services. The specialists provide each district with technical assistance in order to improve the instructional program in each Chapter 1 school.

Federal funds are also available to assist the staff of particular schools where the student achievement is measured by achievement test results or specified student outcomes are not at the expected level. Federal funds also are made available to assist local programs in their efforts to meet the needs of educationally needy children enrolled in private, religiously affiliated elementary and secondary schools. The federally-funded "Even Start" program is designed to serve children and their parents from birth through eight years of age. A growing number of federal programs serving schools and children in communities use the Chapter 1 formula for the distribution of funds to guide their allocation processes.

Parent Involvement

The focus is always on the "child." The parent and child are actively involved in home-learning activities. Staff and parent training is provided at regional and state conferences. The state Parent Advisory Panel has published a revised handbook, *"Parent Involvement - The Critical Link,"* which is available upon request from the ODE Publications and Multimedia Center.

The seven major parent involvement projects of the Oregon Chapter 1 program include:

1. Involve parents in learning activities at home.
2. Assist families to support positive relationships through parenting and child-rearing.
3. Improve school-to-home communications.
4. Improve the recruitment, training, and involvement of parents and volunteers.
5. Invite and cross-train staff and parents of all children.
6. Improve team participation and leadership of parents.
7. Provide parent-mentor trainers to all regions in Oregon. An innovative strategy, the parent-mentor training program, provides regional and district workshops across Oregon.

Neglected or Delinquent

The Chapter 1 program supplements the educational programs of group residential homes within local school districts as well as state agencies; i.e., Children's Services, Corrections, and the Christie Schools (see Private Agency Programs, p. 52). Over \$1.3 million will be allocated to 85 residential and state agency homes. The number of group homes has increased from 81 to 85 for the 1991-93 school year.

Chapter 1-Migrant

The Chapter 1-Migrant program provides inservice to local school districts and monitors the migrant education program statewide. Supplemental and federal funds support this program without matching funds from the state. The major goal of this program set up by the Department of Education is to provide education in basic skills, which includes parental involvement.

Civil Rights

The Civil Rights program of compensatory education provides workshops, training and individual assistance to school districts on a preventive basis. For the past fifteen years, sex equity staff at the Department have provided leadership and assistance for school districts in Oregon in order to achieve equity for all students enrolled. Since 1985, there has been special effort to ensure that the adoption of Oregon's Action Plan for Excellence was implemented with sufficient protection for equal opportunity for national origin minority students and female students.

Information is gathered on the number of limited and non-English proficient students enrolled in schools in the state. This information is published annually and the school districts are given assistance in developing appropriate instructional methods to ensure that those students have equal access to education.

The Department also provides increased opportunity to ensure that minority students are not inappropriately placed in special education programs in the school districts.

Specialists in this section train educators in multicultural education, equity education, and the interpretation of federal and state equal opportunity laws. They act as resource points for educators and also broker assistance to school districts with specific needs.

Limited English Proficient Students

Many districts are experiencing increases in language minority students who have not yet developed proficiency in speaking and understanding English. These students sometimes have gaps in their schooling. Most are experiencing poverty as well as cultural upheaval.

In addition to English as a Second Language (ESL) instruction, there are strategies classroom teachers can use to help them access the district curriculum. The Department provides training and technical assistance on English acquisition, cultural issues, effective instructional strategies, helping students transition from social language skills to academic language, parent-school communication and available resources.

Many districts experience increases in language minority students who have not yet developed proficiency in speaking and understanding English.

Indian Education

The Indian Education Program attempts to meet the special educational and culturally-related needs of Indian students in Oregon. Coordination of long- and short-term planning between local educational agencies, Indian communities throughout the state and the Oregon Department of Education requires a comprehensive and continuing commitment of this office. Current research indicates items of high priority to Indian communities in Oregon include staff development relative to intercultural competency; curriculum review and modification relative to cultural relevancy; community involvement, alternative educational strategies, staff awareness of school, community, and student life-styles and expectations; and multicultural/multiracial education for all students.

The Indian Education specialist at the Oregon Department of Education also serves as liaison for local school districts, the regional technical assistance centers serving this area and the Office of Indian Education at the US Office of Education in Washington, DC. In fulfilling this role the specialist is asked to respond to specific requests for technical assistance from individual tribal/community education programs. Of particular concern to the tribal/community education programs is the capability of the Department of Education to provide necessary research data and information requisite to planning, development and implementation of quality educational programs.

Homeless

The U.S. McKinney Act mandates that states remove the barriers to school enrollment for homeless children and youth, in policy and practice, enabling them to enjoy a free, appropriate, accessible public education. State progress toward the goals addressed in the 1991 Revised State Plan for Education of Homeless Children and Youth is monitored by the Chapter I office. The Homeless Education Program provides technical assistance to local school districts and service providers throughout the state. Limited federal funds are available to local school districts through the Homeless Education grant program.

CHAPTER 1 PROGRAM

Purpose of the Program

The 89th Congress passed Public Law 89-10 on April 11, 1965. That law recognized children of low-income families who have special educational needs which affect the ability of local educational agencies to provide adequate education programs. Oregon school districts have been using these funds to supplement their basic skills instructional activities since 1965.

The last revision of this law took effect in the local school districts on July 1, 1989. Another revision will be made in 1993.

Parental involvement in the child's educational program was significantly strengthened in 1989.

While most of the funding currently serves children in the first through sixth grades, the new law encourages school districts to look at the needs of kindergarten and first graders, as well as the needs of high school students.

Information on Students

The Oregon Chapter 1 basic grant program will receive over \$47 million to expend during the 1992-93 school year. This money will serve at least 45,000 children and about 6,000 of those children will leave the program during the year, having reached grade level in their reading and mathematics skills.

Children living in small school districts in Oregon have better access to the program. Those living in school districts of medium and large size have limited access, because the program is designed to serve neighborhood schools where there are high concentrations of children from low-income families. More than half of the school children in Portland have access to the program. Approximately one out of every ten children attending Oregon public schools is served at some time during the school year by the Chapter 1 program. More students are served in the second grade than any other grade level. More students are helped with reading than mathematics and about 10% of them receive help in both reading and mathematics.

Organization and Administration

The Oregon Department of Education employs four full-time staff (one administrative assistant, one secretary and two education specialists) to administer these funds, assist the local districts in the design of effective programs, and monitor local district compliance with federal laws, regulations and guidelines.

**Table 49 - A Historical Perspective
on Chapter 1 Funding in Oregon**

Fiscal Year	Disadvantaged Allocation	State Administration
1978-79	21,742,838	283,342
1979-80	24,059,776	487,521
1980-81	23,315,812	489,362
1981-82	21,172,753	331,271
1982-83	21,569,718	297,222
1983-84	23,744,529	336,154
1984-85	27,227,799	357,956
1985-86	28,879,782	372,527
1986-87	26,950,191	346,503
1987-88	29,395,753	368,715
1988-89	32,177,770	373,523
1989-90	32,408,114	375,435
1990-91	38,312,811	475,471
1991-92	43,295,181	545,669
1992-93	47,763,247	566,191

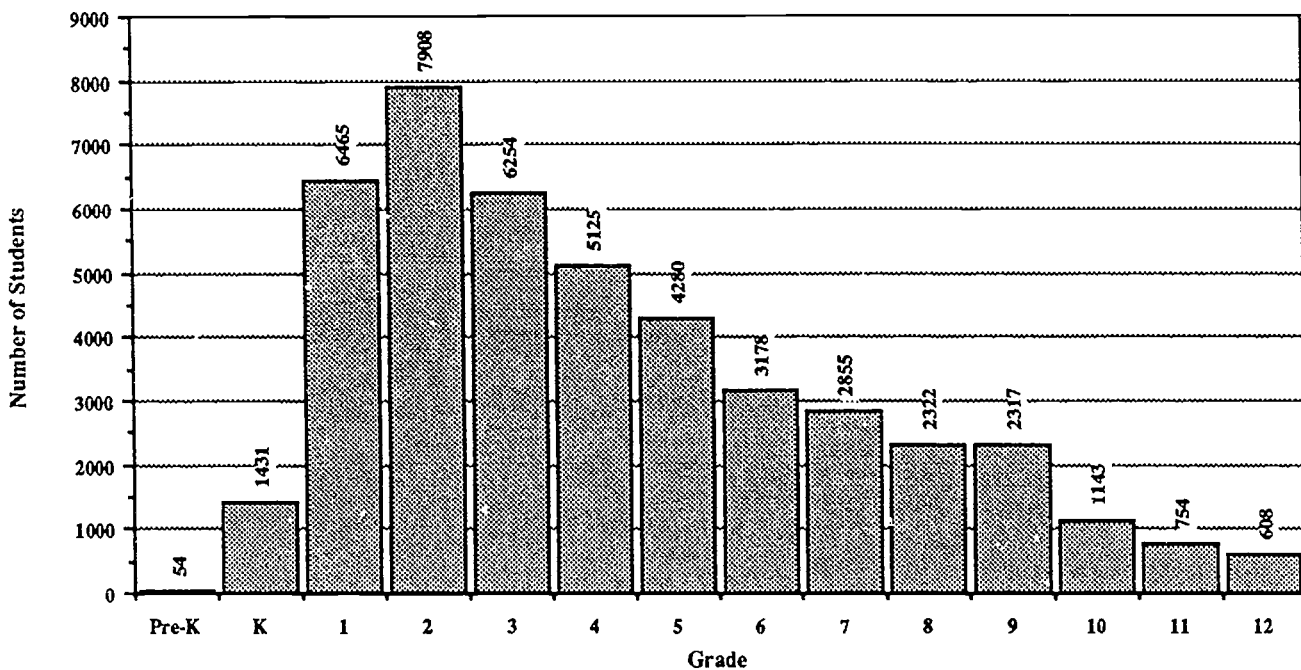
Policy and Program Issues

It is estimated that Chapter 1 serves only one-half of the eligible children in the United States. However, it is also estimated that Oregon probably has fewer unserved children because Oregon children have relatively high levels of achievement.

Students who apparently know how to read continue to have difficulty comprehending what they are reading. Students who know how to do mathematics operations are also having difficulty applying those processes to the solution of everyday problems.

There are many unmet needs for the program at the prekindergarten, kindergarten and first grade levels, as well as grades 11 and 12. The increases in federal funds have done little more than keep pace with inflation and the number of children served has remained very steady for the past five years.

Chart XXIII- Chapter 1 Participation by Grade Level



INDIAN EDUCATION

Purpose of the Program

Many Congressional acts served as significant benchmarks to denote the federal responsibility for Indian education. The Snyder Act of 1921 still serves as the basic legislative instrument for a major portion of funds. The Johnson O'Malley Act and the Indian Reorganization Act of 1934 provide significant authorization for improved education. The Indian Education Act of 1972, Title V (Public Law 92-318, as amended), remains one of the most important legislative acts to meet the unique educational and cultural needs of American Indians and Alaskan natives.

Title V provides supplemental services unavailable elsewhere to meet special educational needs of Indian students in our state. Many of these programs offer

tutorial support services, counseling, social service support, and cultural presentations and activities for Indian students.

The Indian Education program attempts to meet the special educational and culturally-related needs of Indian students in Oregon. During the last 16 years, the federal government has substantially expanded its fiscal involvement and the programmatic options available to meet the unique needs of American Indian learners. New legislation and changes in the rules and regulations of past programs have caused a significant reorganization and restructuring of the federal bureaucracy and major shifts in the interaction of tribal, state, and federal governments in the development, funding, management, and operation of education services and programs for American Indians.

In many states with large Indian populations, the last decade has witnessed an emerging interest on the part of the state government for Indian education. It has become a distinct concern inclusive within the state's broad definition of its general responsibility to meet the education needs of all citizens, including American Indians.

Information on Students

Culturally, American Indians, Eskimos, and Aleuts who live within the United States represent 481 identifiable tribal groups exhibiting vast differences linguistically and culturally, both within and between groups. Legally, they represent over 280 organized political entities having rights and powers of self-government with distinct jurisdictional boundaries, limiting the exercise of many aspects of state jurisdiction over resident American Indians. Geographically, 50-60% of all American Indians live outside reservations. Approximately 30% of all American Indians reside within large urban centers. Although there is considerable variability in social and economic characteristics among Indian individuals and between urban, rural, and reservation communities, the overall picture is one of widespread poverty.

Despite the efforts and approaches of the past 16 years and many examples of success, American Indians (nationally) generally continue to lag behind non-Indians in educational attainment, with slightly more than 33% having only an elementary education or less. Only 3.5% of all Indian men and 2.5% of Indian women have four years or more of college, and for reservation Indians the figures are even lower. Nearly one-half of all reservation Indians have only an elementary education or less and only one-fourth have managed to attain a high school diploma. As they advance through the education process, Indian students tend to fall further behind non-Indian students in achievement. Recent statistics indicate that the dropout rate remains high for both reservation and non-reservation Indian students. Proportionately fewer Indian high school students graduate than do non-Indian students.

There are 94 school districts in Oregon with American Indian student enrollments of at least 10 or more. These 94 districts account for approximately 8,300 of the 8,741 American Indian students enrolled in Oregon public schools. Federal funds are available to these districts under the Title V Indian Education Act. There are 22 Oregon school districts currently receiving funds for Indian students under this Act. This funding supports the efforts of school districts in coordination with required Parent Advisory Committees to provide educational programs designed to meet the educational and cultural needs of American Indian and Alaskan native students.

The Indian Education program attempts to meet the special educational and culturally-related needs of Indian students in Oregon.

The Oregon Department of Education, through the Department's Indian Education specialist, assists local school districts, upon request, with meeting their needs in planning, development, implementation and evaluation of education programs for Indian students.

A statewide Indian Education Plan is currently being developed cooperatively between the Department and American Indian tribes and communities. This plan will be designed to assist the Department and related state and local educational agencies and institutions in identifying and proposing strategies leading to improved academic performance and expanded educational opportunity for all students.

PROGRAMS FOR LIMITED ENGLISH PROFICIENT (LEP) CHILDREN

Purpose of the Program

"When I used to try to speak, everyone made fun of me so I never wanted to talk again. I couldn't understand what the teacher was saying. On one test at school, I didn't write a single word because I didn't understand. That was the last day I went to school." (Council of Chief State School Officers Center on Educational Equity, from *School Success for Limited English Proficient Students: The Challenge and State Response*, Washington DC, 1990, p. 9.)

Oregon school districts are reporting an increase in their enrollments of school-age immigrants with limited schooling in their native country.

These words were spoken by a Mexican girl who immigrated when she was in the 10th grade. She dropped out at age 16.

As Oregon moves into its 21st Century Schools Reform, it is necessary to address the educational needs of our growing language minority population, which includes documented and undocumented immigrants and refugees. Students with limited proficiency in English are guaranteed the right to a comprehensible education (that is, an education in a language they can understand) by Amendment XIV to the Constitution of the United States, Title VI of the Civil Rights Act of 1964 (Public Law 880352), the *Lau v. Nichols* decision of the Supreme Court of the United States, (1974), Title II of the Equal Educational Opportunities Act of 1974 (Public Law 93-380), federal case law (district and circuits courts) and, in Oregon, at least 12 Oregon Revised Statutes and 13 Oregon Administrative Rules.

While students acquire enough English for social interaction in one to three years, it takes from five to seven years to become proficient enough to study academic subjects in English, assuming they have a program which transitions to these higher cognitive-academic levels of English. The Department's programs for limited English proficient children provide information, training and technical assistance so that districts can plan or improve their English as a Second Language (ESL) and Equal Educational Opportunity programs.

Information on the Students

Hispanics and Asians, our largest immigrant and refugee populations, are also Oregon's largest and fastest growing minority populations. While the number of white students in grades K-12 has decreased since 1970, our Hispanic population has tripled and our Asian population has quadrupled. (See Chart XXIII, Minority Enrollments and Table 50, Demographic Changes.)

There were 11,345 ESL students reported in October 1991. However, this count does not include limited-English proficient students who do not receive ESL services, those students in districts that did not choose to report, or students exited from ESL programs who need additional English and academic support to succeed in mainstream classrooms. Information submitted by Migrant Education programs suggests that the number of limited English proficient students needing services may be 16-30% higher than the October count.

In the past, immigrants settled in identifiable clusters in Oregon. However, they are now diffusing throughout Oregon in significant numbers and impacting an increasing number of school districts. In October 1991, ESL students resided in 30 of Oregon's 36 counties and 134 of Oregon's 297 school districts reported ESL students. ESL students represented 2.3% of average daily membership (ADM) in those districts. Eleven school districts reported that ESL students represented 10-64.5% of their student enrollment. Twenty-five districts serve more than 100 ESL students. Portland, Woodburn, and Salem each serve more than 1,000 ESL students.

Oregon school districts are reporting an increase in their enrollments of school-age immigrants with limited schooling in their native country. These students pose a particular challenge in secondary schools, most of which are not structured for intensive content-based ESL or for the kinds of adapted and accelerated basic skills and academic instruction they need for access to the district's curriculum.

Nationally, 49% of Hispanics have fallen behind academically or dropped out, and the rate of enrollment below grade level increases sharply for Hispanics between the ages of 9-11 (*Education Week*, June 10, 1991, p 9). The Oregon dropout rate for Hispanics is more than double the overall statewide rate. The Oregon figures do not include students who drop out before entering high school. (*Dropout Rates in Oregon High Schools, 1989-1990, State Summary Report, October 1991*).

Hate crimes in Oregon increased from 343 reported in 1990 to 488 in 1991 (*Statesman Journal*, June 10, 1991). Schools continue to request technical assistance for race-related conflict between students and language minority students are often the target. Some districts have implemented proactive multicultural programs; others react only when tensions have reached a critical point and an incident has occurred.

Budget Information

Local districts that have ESL students provide programs from their local funds. Federal funding is available through ECIA Chapter 2 ("Block Grants"). The Bilingual Education Act Title VII provides seed money to districts for program development through highly competitive grants. Training and technical assistance are available through the Oregon Department of Education's Bilingual Education Title VII and Civil Rights Title IV federal funds.

Policy and Program Issues

A recent study by the Council of Chief State School Officers (CCSSO) reflects the situation typically observed in Oregon districts:

Large numbers of LEP children do not receive the special services they need to succeed in school. ...There is a gap between what researchers have learned about the dynamics of second language acquisition, and the practices in effect in our

It is essential that well-designed programs for limited English proficient students be built into Oregon's school reform plans.

schools. (School Success for Limited English Proficient Students: The Challenge and State Response, Council of Chief State School Officers, 1990, p. 52.)

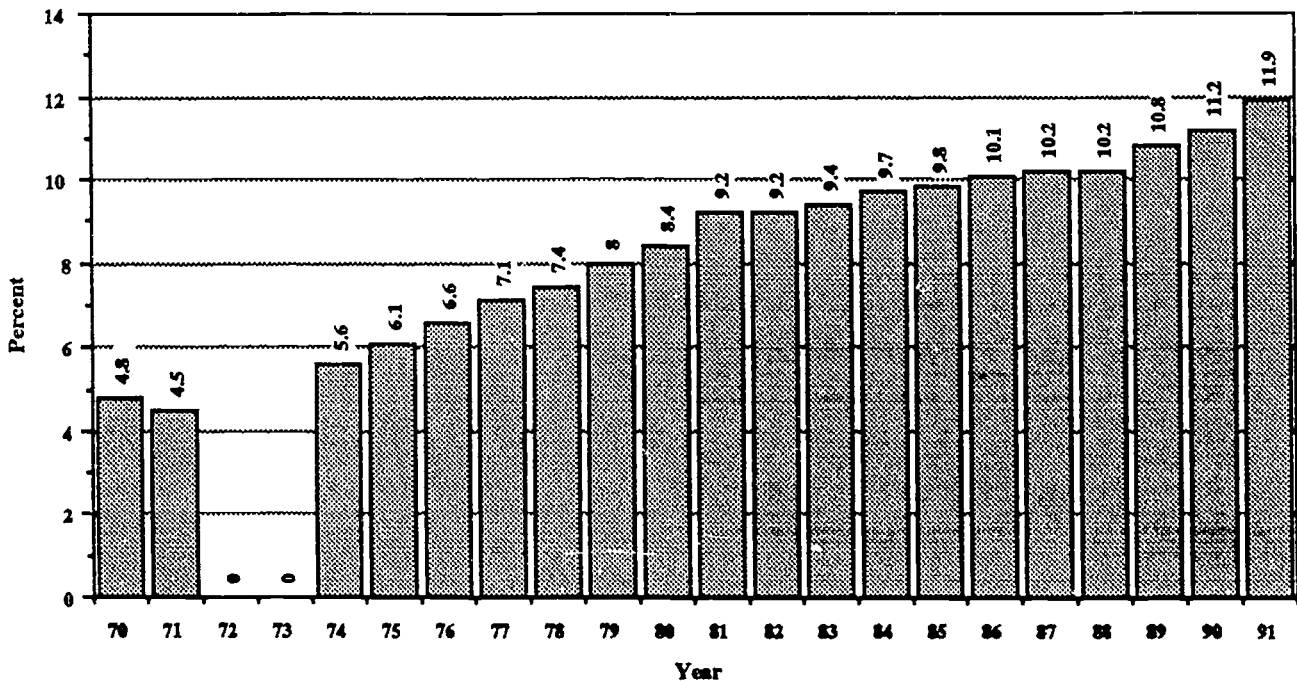
What happens to LEP students who do not receive services?

Often, even though they may have been identified, they are placed in English-only classrooms with teachers who have no training in ESL or language development methods and are thus unable to guide the academic development of these children. Some of these youngsters do catch up in time with their classmates and succeed in mainstream classrooms. Others may become disengaged, fail to meet minimal academic standards, be retained in grade and ultimately join the large number of language minority students who drop out of school. (Ibid, p. 22)

Students exited from ESL programs before they have cognitive-academic levels of English proficiency tend to inappropriately impact Chapter 1 and Special Education program enrollments. When appropriate alternative academic support cannot be arranged, limited English proficient students are among the first to drop out of school.

It is essential that well-designed programs for limited English proficient students be built into Oregon's school reform plans from the beginning. Such programs include ESL and academic support programs (e.g., bilingual education or content-based ESL/sheltered content programs), that help students transition to cognitive-academic levels of English proficiency. Providing staff who speak the student's native language and using multicultural education to develop an understanding of one's own culture and an appreciation of other cultures can ease the stress of studying in a foreign language and culture, and help prevent racial and cultural tensions that often arise in districts that are experiencing an influx of language minority students.

Chart XXIII- Minority Enrollments 1970-91



*No surveys were taken in 1972 and 1973
Source: Oregon Department of Education

Table 50 - Demographic Changes 1970-92

	White	Hispanic	Asian	Black	Indian
1970-71	95.2%	1.4%	0.7%	1.7%	0.7%
1975-76	93.9%	1.7%	1.2%	1.9%	1.1%
1980-81	91.6%	2.4%	2.1%	2.0%	1.6%
1985-86	90.2%	3.0%	2.6%	2.3%	1.7%
1990-91	88.1%	4.8%	2.4%	2.9%	1.7%
1991-92	88.1%	4.8%	2.9%	2.4%	1.7%

Percent of total student population.

Based on 1990-92 Oregon Department of Education Race-Ethnic Enrollment Report.

MIGRANT EDUCATION

Introduction

Migrant education is a supplemental educational program, fully funded from federal sources with no state or local matching monies required. The federal appropriation for Oregon during the 1992-93 school year and 1993 summer was \$9,756,264.

Purpose of Program

The major goals of the Oregon migrant education program include:

1. Provide a wide range of services including specifically designed curricular programs in the academic disciplines, success-oriented academic programs, career options and counseling activities, communication skills programs and support services that foster physical and mental well-being.
2. Incorporate parent involvement, staff development, a recruitment component, preschool and kindergarten programs, evaluation and assurances to maintain sequence and continuity.
3. Develop program through interagency coordination at the federal, state and local levels.

These goals are consistent with the U.S. Department of Education strategy for America 2000 and the Oregon House Bill 3565 creating the Oregon Educational Act for the 21st Century.

Information on Students

Migrant laborers live and work in all 50 states. The children of these workers face a myriad of academic, health and social problems due to the mobile life-style of this labor force. The educational development of these children continues to be a major concern. English is often a second language. The dropout rate is high and in many cases, the migrant student is also a migrant worker.

In the Education Amendments of 1966, Congress recognized migrant children as a disadvantaged group whose severe educational needs were caused in part by their families' high mobility and unique life-styles, and enacted legislation to address some of their problems. Public Law 89-750 (amending Title I, ESEA) made these "children of migratory agricultural workers" eligible for certain Title

Whether or not a child will drop out is probably determined, or at least strongly influenced, long before reaching high school.

services. It authorized payments to single or combined state education agencies, to use directly or to allocate to local education agencies, for programs and projects to meet the special education needs of migrant children. It also provided that grant monies were to be used for interstate coordination of migrant education programs and projects, including the transmittal of pertinent information from children's school records.

Organization and Administration

The Migrant Education Section employs three staff. They are one coordinator, one .25 FTE specialist and one administrative assistant. This staff administers a statewide federally-funded educational program for migrant students ages 3 through 21.

Budget Information

Program funds are budgeted to provide services for the operating agencies. This includes monies for the following purposes:

Identification and Recruitment\$907,293

Budgeted monies used in this area will be utilized for staff to identify and recruit migrant children in the state. Under the supervision of the state coordinator, the Migrant Education Service Center (MESC) will provide training and technical assistance to ensure proper procedures and regulations are followed in this process.

Instructional Services\$4,823,228

These monies are for educational services provided by teaching staff to migrant children. The educational activities follow identified program needs and occur throughout the year. Included are staff development needs and instructional materials.

Support Services\$2,830,399

Support services are defined in the following categories: health, guidance and counseling, nutrition and other. These services include home visits, meals, transportation, medical/dental, clothing, student fees, translation, and advocacy. In addition, all eligible children are provided with a 24-hour accident insurance program.

Health\$345,935
Guidance and Counseling 1,141,519
Nutrition 16,863
Other 1,326,082

Administration \$1,195,344

This area includes the development and implementation of program services which includes the monitoring of LEA projects and staff.

Policy and Program Issues

Educational evidence points to the need for prudent spending of educational dollars in early childhood years. Also of great concern is the need to develop programs for the "dropout" and "at-risk" student. However, dropout prevention

is not exclusively a high school matter. Whether or not a child will drop out is probably determined, or at least strongly influenced, long before reaching high school.

STATE DISADVANTAGED CHILD PROJECT

Introduction

The regular session of the 54th Oregon Legislative Assembly passed Senate Bill 380 in 1967 and appropriated \$1,212,500 for the biennial period to provide "special education for the primary purpose of preventing or overcoming learning deficiencies." This money was to be used exclusively by the Portland Public Schools. That program has been funded by each subsequent Legislative Assembly. These funds are to be used for "equipment, materials, supplies and services..." which may include construction (ORS 343.650). The program is now funded at \$1 million for the biennium.

Purpose of the Program

The State Disadvantaged Child Project was originally established to give Portland's disadvantaged students a better chance to grow socially and educationally. It was recognized that high concentrations of low-income children lived in the Portland area, and today this program serves approximately 7,000 students in grades prekindergarten through 12.

Information on Students

Portland historically has a disproportionately high percentage of disadvantaged children. Based on 1990-1991 data, the district's total enrollment represents some 12% of the state enrollment, while Portland's disadvantaged students represent a significantly higher number. Specifically, Portland has 16% of the state's Chapter 1 low-income disadvantaged students including 19% of those in foster homes and 53% of the students on free meals compared to the statewide average of 36%. Portland also has a significant number of other high cost students including 20% of the statewide enrollment in ESL classes and 4,658 students with disabilities who have mental retardation, speech and language impairment, serious emotional disturbances and learning disabilities.

Budget Information

The state historically has provided \$1,000,000 annually to this project. However, for the 1991-93 biennium this amount was reduced to \$500,000 each year. The Portland School District provides an additional \$500,000 to the project making the current budget \$1,000,000 for each year of the biennium. Eighty-five percent of the funds is provided to eight elementary schools, three middle schools, and one high school, while the balance is used for Early Childhood Education, Alternative Schools and Support Services.

Policy and Program Issues

Many states currently fund a statewide disadvantaged child program. Oregon could determine its need for a similar program through a statewide assessment that could collect data on indicators such as the number of disadvantaged students, subject areas, grade levels, level of deprivation and number of eligible

The State Disadvantaged Child Project serves approximately 7,000 students in grades prekindergarten through 12.

districts. An analysis of the information would provide definitive information on the extent of the problem statewide.

Portland Public Schools do need support and special assistance as based on the aforementioned statistics. These students are proven to have benefited from the funds.

TITLE IV CIVIL RIGHTS

Race Desegregation, Sex Equity and National Origin

Purpose of the Program

It is the policy of the State Board of Education and a priority of the Oregon Department of Education to ensure equal opportunity in all educational programs and activities. The Department provides assistance as needed throughout the state's educational system concerning issues of equal opportunity.

The following federal laws are the source for coordinating the Department's efforts:

1. Amendment XIV, United States Constitution, 1868, states, "No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."
2. Title IV (formerly Title VI) of the Civil Rights Act of 1964 (PL 88-352) prohibits discrimination on the basis of race, color or national origin against students and others in educational systems and/or institutions receiving federal assistance.
3. Title IX of the Education Amendments of 1972 (PL 95-561) prohibits discrimination on the basis of sex against students and others in educational systems and/or institutions receiving federal assistance.

The civil rights programs focus on spreading information about effective practices addressing all equity issues, as well as providing funds for training activities when needed.

Information on Students

There is a continuing need for race/ethnic desegregation assistance evidenced by the cumulative record of student enrollment data. The number of racial incidents has steadily been increasing in recent years. While an 11.9% minority student enrollment figure may seem relatively small, its importance emerges when related to the percentage of minority persons in the total population of the state — 7.2%, and in the rate of increase over time.

The continuing need for national origin desegregation assistance is evidenced by the increased numbers of students for whom English is a second language, including the estimated 11,345 students from 45 different language families who are limited or non-English proficient. Local districts have difficulties in providing sufficient funds for programs to meet the needs of these students.

Sex desegregation assistance is needed to ensure compliance with Title IX and to address the lack of equity in math, science and computer skills that is evident based on fall enrollment surveys.

**Table 51 - Cumulative Record of Oregon Public Schools
Racial-Ethnic Enrollment, 1974 to Present**

School Year	Anglo/White	Black	Hispanic	Indo-Chinese	Other Asian	American Indian	Russian	Total	% Minority
1974-75	448,446	8,864	7,979	*	5,665	4,602	503	474,979	5.6
1975-76	445,333	9,091	8,342	*	5,586	5,081	575	474,008	6.1
1976-77	443,447	9,466	8,832	1,478	4,090	6,705	689	474,707	6.6
1977-78	439,596	9,611	9,442	1,883	4,377	7,356	712	472,977	7.1
1978-79	436,909	9,693	9,884	2,364	4,489	7,200	835	471,374	7.4
1979-80	430,256	10,020	10,748	3,882	4,050	7,311	861	467,128	8.0
1980-81	425,810	9,389	11,022	*9,901		7,584	893	464,599	8.4
1981-82	415,486	9,914	11,382	7,346	4,184	7,390	863	457,165	9.2
1982-83	406,441	10,047	11,675	7,993	3,689	7,385	954	448,184	9.2
1983-84	405,104	9,872	12,171	5,360	6,116	7,528	958	447,109	9.4
1984-85	403,764	10,047	12,783	6,358	5,465	7,512	955	446,884	9.65
1985-86	403,629	10,190	13,424	6,391	5,468	7,484	941	447,527	9.81
1986-87	404,011	10,603	14,161	6,524	5,557	7,469	982	449,307	10.08
1987-88	414,495	11,107	16,516	5,869	6,351	7,414	N/A	461,752	10.23
1988-89	421,240	11,238	18,742	*13,095		8,079	N/A	472,394	10.23
1989-90	421,240	11,238	18,742	*13,095		8,079	**	472,394	10.83
1990-91	430,513	11,421	21,200	*13,574		7,944	**	484,652	11.2
1991-92	439,351	11,998	24,165	14,359		8,741	**	498,614	11.9

*Department did not differentiate between Southeast Asian/Indo-Chinese and "Other Asian/Pacific Islander" these years.
Source: Annual Fall Report, Oregon Department of Education

**Included in Anglo/White.

Organization and Administration

The ODE Title IV Civil Rights Program (all federal funds) is assigned to three specialists as additional duties. The program coordinates training and technical assistance with the regional Desegregation Assistance Center (Interface Inc.), as well as the regional Office of Civil Rights. The Department does not go into a district unless requested, but responds immediately to requests with information specifically related to the laws concerning civil rights, as well as information about complaint procedures.

All LEAs are monitored once in each five-year period, unless there are issues that must be addressed more frequently. Compliance with state and federal laws and regulations related to equity and desegregation issues are an integral part of these site visits. Districts requesting assistance related to racial/ethnic, national origin, or sex desegregation are then referred to the civil rights specialists at the Department.

Budget Information

The total budget for school year 1991-92 was \$160,523 while the sources of those funds were as follows:

- Section 403 Award to a State Educational Agency, Assistance for Race Desegregation 1991-92: \$53,508.
- Section 403 Award to a State Educational Agency, Assistance for National Origin Desegregation 1991-92: \$53,508.
- Section 403, Award to a State Educational Agency, Assistance for Sex Equity 1991-92: \$53,507.

In addition to salaries for the specialist positions and one secretarial position, much of the budget is used to fund training and technical assistance directly to LEA staff.

Policy and Program Issues

Staff development continues to be the focus for changing attitudes and behaviors related to the following:

Access

Legislation alone cannot establish equal access to schools, courses and activities. Access problems still occur even though virtually all districts have taken measures to come into compliance with nondiscrimination laws. Equal access means more than the provision of equal courses, facilities and programs. It means taking into consideration the different needs of students.

Instruction

Instruction includes but extends beyond materials, interactions and language. Although teachers are required to follow adopted texts in planning

Table 52 - Oregon Public School Racial-Ethnic Summary, By Grade October 1, 1991

Grade	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	Total
PK	631	305	37	37	24	1,034
KG	33,016	917	2,072	977	565	37,547
1	36,018	959	2,308	1,070	626	40,981
2	35,359	945	2,229	1,100	662	40,295
3	35,792	992	2,287	1,160	705	40,936
4	35,806	936	2,043	1,203	729	40,717
5	34,613	926	1,998	1,146	755	39,438
6	34,280	904	1,887	1,082	723	38,876
7	34,774	894	1,804	991	767	39,230
8	33,644	926	1,690	979	635	37,872
Ue*	1,670	240	102	51	49	2,112
9	34,584	845	1,633	996	729	38,787
10	31,977	744	1,572	1,201	619	36,113
11	29,467	768	1,316	1,172	582	33,305
12	26,781	595	1,146	1,167	537	30,226
Us*	939	102	41	27	36	1,145
TOTAL	439,351	11,998	24,165	14,359	8,741	498,614
Percent	88.1	2.4	4.8	2.9	1.8	100.00

*Ue/Us = Unclassified elementary/secondary

Table 53 - Oregon Public School Racial-Ethnic Summary By County, October 1, 1991

County	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	Total	Percent Minority
Baker	2,807	7	67	19	20	2,920	3.9
Benton	9,384	76	152	251	65	9,928	5.5
Clackamas	47,050	348	1,313	1,272	392	50,375	6.6
Clatsop	4,824	20	129	111	75	5,159	6.5
Columbia	8,292	31	176	120	95	8,714	4.8
Coos	9,823	50	218	152	820	11,063	11.2
Crook	2,705	5	103	24	31	2,868	5.7
Curry	2,836	17	87	33	117	3,090	8.2
Deschutes	14,319	41	248	112	80	14,800	3.3
Douglas	16,857	59	416	191	231	17,754	5.1
Gilliam	339	4	12	3	0	358	5.3
Grant	1,546	4	12	4	18	1,584	2.4
Harney	1,299	0	57	18	94	1,468	11.5
Hood River	2,497	19	763	60	18	3,357	25.6
Jackson	23,795	93	1,298	361	387	25,934	8.2
Jefferson	1,683	14	346	13	982	3,038	44.6
Josephine	9,579	47	348	117	231	10,322	7.2
Klamath	9,402	110	619	92	655	10,878	13.6
Lake	1,379	2	52	21	28	1,482	7.0
Lane	43,752	596	1,121	920	789	47,178	7.3
Lincoln	5,913	37	142	108	401	6,601	10.4
Linn	16,615	77	495	272	173	17,632	5.8
Malheur	3,871	23	1,631	119	18	5,662	31.6
Marion	37,577	367	4,360	821	391	43,516	13.6
Morrow	1,564	5	291	19	11	1,890	17.2
Multnomah	69,331	9,169	2,686	5,565	1,480	88,231	21.4
Polk	4,988	38	632	112	79	5,849	14.7
Sherman	382	0	4	7	4	397	3.8
Tillamook	3,531	15	97	66	66	3,775	6.5
Umatilla	9,773	63	1,579	189	398	12,002	18.6
Union	4,640	20	66	55	38	4,819	3.7
Wallow	1,412	2	16	15	7	1,452	2.8
Wasco	3,495	28	309	71	102	4,005	12.7
Washington	49,940	558	3,364	2,878	226	56,966	12.3
Wheeler	239	0	2	0	2	243	1.6
Yamhill	11,912	53	954	168	217	13,304	10.5
TOTAL	439,351	11,998	24,165	14,359	8,741	498,614	11.9
Percent of Total	88.1	2.4	4.8	2.9	1.8	100.00	

their lessons, they have latitude in how the material is presented, what is emphasized, what assignments are given and the supplemental materials used. Lack of awareness of equity concepts could result in promoting a biased perspective.

HOMELESS CHILDREN AND YOUTH

Purpose of the Program

The responsibility for maintaining state compliance with the U.S. Stewart B. McKinney Homeless Assistance Act, Subtitle VII-B, is assigned to Compensatory Education. The Homeless Education program provides technical assistance to local school districts and service providers, and monitors state progress toward the goals of the State Plan for Education of Homeless Children and Youth (revised 1992).

While some children live with their families in shelters, others are doubled or tripled-up in housing, sleeping in cars, or camping in rural areas.

The right of homeless children and youth to enjoy a free, appropriate public education is ensured in Oregon by ORS 339.115(3). This law establishes that homeless children and youth cannot be denied enrollment solely because they do not have a fixed place of residence or solely because they are not under the supervision of a parent or guardian.

Information on Students

An estimated 12,000 children and youth, under 18 years of age, are homeless in Oregon each year. Nearly half the children are under five years old. While some children live with their families in shelters, others are doubled or tripled-up in housing, sleeping in cars, or camping in rural areas. Barriers to their school participation can include lack of transportation, lack of clothing, and hygiene needs. Although the incidence of homelessness is concentrated in the urban areas, rural areas —where there are fewer services — are also significantly impacted.

Policy and Program Issues

Oregon Board of Education Policy 5110 on School Attendance of Homeless provides guidelines for local school districts to improve the accessibility and appropriateness of education for children and youth experiencing homelessness.

The Homeless Education program staff are responsible for providing prompt resolution on local disputes over enrollment of homeless children and youth. Social service providers are encouraged to call the state office for assistance whenever they encounter barriers to local public school enrollment for their homeless clients.

In 1992, federal McKinney Act funding enabled the Oregon Department of Education to offer limited grants for local school districts to enhance their ability to address the needs of homeless children and youth. Programs developed by grant recipients will serve as models for future local initiatives.

Part 2--Student Services and Early Childhood Education

Introduction

The foundations for school and personal success develop very early in life. Prevention, identification and intervention strategies must be developed and must build on family, school, and community resources. The Office of Student Services provides technical assistance and support for the following programs:

- Early Childhood Education programs designed to improve a child's ability to experience success:
 - Together for Children, a parent education program which provides parenting skill education, counseling support and referral services for families of young children, birth through age 8.
 - Comprehensive prekindergarten programs which work with 3- and 4-year-old children and their families and provide comprehensive education, social, and health services.
 - Technical assistance to school districts in implementing developmentally appropriate practices in grades K-3, including the use of strategies such as multi-age groupings and helping children and their families transition into public schools.
 - Technical assistance to schools and agencies developing school-age child care programs.
- Child Development specialists and counseling programs focusing on personal growth, building self-esteem and communication skills and work with families and community social services agencies.
- Career Guidance and Counseling Services preparing students to adapt to multiple life and career transitions by providing information and decision making skills.
- Peer counseling, helping and tutoring programs build positive relationships between peers, extend counseling resources and services aimed at prevention, develop leadership skills and build self-esteem.
- Student activities fostering the development of teamwork, commitment and leadership skills.
- School Health Services covering issues such as immunizations, communicable diseases, dispensing medication, roles of school nurses, and school health clinics.
- Programs for pregnant and parenting teens building parenting, life, and career skills and include the positive health and social development of their infants and toddlers as primary program goals.
- Programs serving delinquent youth in residential youth care centers.
- The student accounting system producing comparable data on school dropouts — data used in developing strategies to reduce the dropout rate.

- A Home Schooling option for parents who wish to educate their children at home.

TOGETHER FOR CHILDREN: PARENT EDUCATION PROGRAM

Introduction

The Together for Children: Parent Education Program (TFC) was established as a preventive approach to working with parents of at-risk young children (birth through eight years). The purpose of the program is to support parenting efforts and thereby increase children's success in school and later life.

Organization and Administration

TFC programs involve a variety of approaches with a diversity of goals ranging from home visitation to peer support groups and from health care to parent education. The interdependence among family members and of family members to community is an important focus of TFC programs. Parents glean information and support from professionals, peers, and community resources while simultaneously serving as resources themselves. Rather than remediating family weaknesses the program builds on family strengths.

The program is made operational by OARs 581-19-050 through 581-19-080. A committee consisting of parents and professionals in education, child care, social and health services advises the Superintendent, Commissioner of Community Colleges, and the State Board of Education on matters related to the program.

The TFC is operated through the Oregon Department of Education, Office of Student Services. An early childhood specialist, as a .25 FTE assignment, operates the application and grant program, provides technical assistance to local programs and oversees the evaluation of the TFC.

Any nonsectarian organization is eligible to apply for grant funds through the TFC program to establish and maintain new or expanded parent education programs.

Three organizations were chosen to receive TFC grants for the 1991-93 biennium. The grant recipients are in Jackson County, Lane County and the tri-counties of Jefferson, Crook and Deschutes. Each program has strong community support and involves coalitions of social service, health and education groups.

Migrant families, teen parents, parents of infants and low-income parents are among the target populations. Approximately 360 parents are served intensely, and an additional estimated 6,000 receive some assistance.

Budget Information

Table 54 lists the grant recipients for 1991-93.

Table 54 - TFC Grant Recipients

Program	Grants	
	1991-92	1992-93
Birth-To-Three	\$ 62,775	\$66,463
Central Oregon Community College.....	159,934	170,904
Crisis Intervention	74,487	79,123
TOTAL	\$297,196	\$316,490

Policy and Program Issues

Individuals and society as a whole pay for neglect in a child's early years of life in the form of human suffering, as well as the costs of welfare, adult and family services, and the court system. The family is the first and most important influence on a child's life, yet very few parents receive any systematic education or support for assuming their roles as parents.

Major issues are:

- Lack of resources to establish programs in every county.
- Lack of resources to maintain quality through program evaluation, monitoring, training, and technical assistance.
- Coordination with other parent education programs such as those offered through CSD and community colleges.
- Eligibility criteria (some people believe these services should be available to all families).

OREGON PREKINDERGARTEN PROGRAM

Purpose of the Program

The Oregon Prekindergarten Program (OPP) was established as a preventive approach to meeting the needs of low-income, three- and four-year-old children. Through comprehensive educational, social and health services, children are better prepared to meet the demands that will face them in school and later in life. (ORS 326.600) The Oregon Prekindergarten Program requires that no less than 10 percent of the total number of enrollment opportunities in each OPP shall be available for children with disabilities and that services shall be provided to meet their special needs.

The OPP is made operational by OARs 581-19-005 through 581-19-035. A committee consisting of representatives from parent groups, education, child care, social and health services advises the Superintendent, Commissioner of Community Colleges, and the State Board of Education on matters related to the program.

Any nonsectarian organization is eligible to apply for grant funds through the program to establish and maintain new or expanded prekindergarten programs.

The OPP is operated through the Oregon Department of Education, Office of Student Services. Two full-time early childhood specialists operate the application and grant program, provide technical assistance to local programs and oversee the evaluation of the OPP. The early childhood specialists work closely with early childhood special education staff to coordinate services for students with disabilities.

In the first year of the 1991-92 biennium, 574 new children and families were added. The second year, 1992-93, added 794 children and families. Twenty-seven organizations were selected to receive funds. Nineteen of the grant recipients are Head Start grantees which increased the number of children served in their area or expanded services to new areas. New grant recipients in 1992-93

Research confirms and common sense tells us that preventing problems is more cost effective than remediating them.

Table 55
Oregon Prekindergarten Programs

Albina HS/OPP
 Children's Learning Center
 Clackamas County Children's
 Commission
 Clackamas ESD
 Deschutes-Crook Head Start
 Eastern Oregon State College
 Harney County Child Care
 Kids & Co. of Linn County
 Kids & Kin, Inc.
 Klamath Family Head Start
 Malheur County Child
 Development Center
 MIC-Woodburn
 Mid-Columbia Children's Council, Inc.
 Mid-Willamette CAA/
 Family Head Start
 Mt. Hood Community College
 Head Start
 Neighborhood House
 Oregon State University Human
 Development & Family Science
 Portland School District #1
 Rainier Community Action
 Salem-Keizer SD
 Southern Oregon Children
 & Family Council
 Southwestern Oregon Community
 Action (South Coast)
 Tri-County OPP
 Umatilla-Morrow County
 Head Start, Inc.
 Umpqua Community Action Network
 Washington County Community Action
 Yamhill Community Action Agency

are Neighborhood House, serving southwest Portland, and the Gilliam County Youth Services Commission, which will extend early childhood services into the last three unserved counties, Wheeler, Sherman, and Gilliam. In all, 1,454 children were served in 1991-92 and 2,248 children and their families will be served in 1992-93.

Budget Information

Table 55 lists the grant recipients for 1991-93. The total grant funds available were \$15,923,387.

Policy and Program Issues

Prekindergarten programs such as the OPP have been shown to be especially effective in preventing problems. Research confirms and common sense tells us that preventing problems is more cost effective than remediating them. Yet, the OPP and the federal Head Start program combined serve only approximately 36% of the estimated 16,261 eligible three- and four-year-old children.

Great strides have been made in the area of coordination through the "Head Start Collaboration Project:"

- a. Head Start/OPP collaboration with child care for child care wrap-around models.
- b. Head Start collaboration with public schools for transitioning of preschool-age children and families into public schools.
- c. Intergovernmental Agreement between Region X Head Start and Department of Education for Oregon Prekindergarten and federal Head Start collaborative systems development.
- d. Partnership paper between Early Childhood Special Education and Head Start with local collaborative agreements being developed.

Major issues are:

1. Lack of resources to serve all eligible children.
2. Lack of adequate resources to maintain quality through training, technical assistance, and program evaluation.
3. Poor staff salaries (teachers earned less than \$7.25/hour in 1991-92).
4. Lack of facilities to house programs and lack of buses for transportation.
5. Limited eligibility criteria (e.g., children of the "working poor," families earning between 100 percent and 150 percent of poverty could benefit but do not have access).

PRIMARY PROGRAMS

Kindergarten - Grade Three

Introduction

Early Childhood Education is the cornerstone of school reform. It is the building block upon which all other state educational programs will be placed. The Oregon Educational Act for the 21st Century requires the Department of Education to develop model early childhood programs and to study developmentally appropriate, nongraded, primary programs.

The first National Education Goal is that by the year 2000, all children in America will start school ready to learn. The Oregon Progress Board has identified a lead benchmark that parallels this National Education Goal. Oregon has shown leadership in school readiness by basing the Oregon Prekindergarten Program on the proven federal Head Start performance standards and by continuing to expand the number of children eligible for Head Start services. Meeting the nation's goal of school readiness for all children and the state's goal of the best educated citizens in the nation by the year 2000 will require the provision of comprehensive, early childhood services to young children and their families. Meeting state educational and school reform goals requires early childhood improvement programs to assist public schools "in providing programs designed to improve educational services for children enrolled in grades kindergarten through three."

Program Description

The purpose of the early childhood program is to optimize the learning opportunities for children by providing programs that implement developmentally appropriate practices — those practices that match what we know about how children grow and develop with what we know about how children learn and are age and individually appropriate. The learning environment is one that reflects the individual, cultural and linguistic diversity of students and is inclusive of all students. Improved early childhood programs work consciously to include children with special needs in the regular classroom. Some of Oregon's early childhood K-3 programs group children in mixed-age grouping patterns. Parent involvement and comprehensive social services for children and families are integral to the successful early childhood programs.

Budget Information

In 1991-92, ten school districts received grants of approximately \$10,000 each to implement developmentally appropriate practices in a nongraded primary model. These programs are at different levels of implementation and will continue early childhood improvement programs during the 1992-93 school year. The Oregon Department of Education is working closely with these programs and provides technical assistance at the programs request.

In addition, there are Oregon school sites utilizing monies provided through 20/20 grants or district provided resources implementing early childhood improvement plans as suggested in the Oregon Educational Act for the 21st Century.

Policy and Program Issues

Should nongraded early childhood programs be mandated?

What kind of staff training is necessary to implement improved developmentally appropriate primary programs?

What kind of student-adult ratio should be supported/funded in early childhood programs?

What process should schools follow to ensure meeting the cultural, linguistic and special needs of students and families?

What kind of staff training is necessary to implement improved developmentally appropriate primary programs?

What kind of funding is necessary to ensure high quality early childhood education programs?

What steps must be taken to collaborate with other social service agencies to increase parents' knowledge and access to appropriate services for children and families?

SCHOOL-AGE CHILD CARE PROJECT

Introduction

The Oregon School-Age Child Care Project was established in January of 1987 with federal Dependent Care Block Grant (DCBG) funds; Oregon has applied for and received continued DCBG funds for each subsequent year. The project has been a cooperative effort by the Department of Human Resources, Department of Education and Mid-Willamette Valley Community Action Agency. The project is housed in the Office of Student Services, Oregon Department of Education.

Purpose of the Program

Federal guidelines for the school-age portion of the Dependent Care Block Grant indicate that the funds are to be used to encourage the development and improvement of before and after school programs in public and private school facilities, or other community centers should schools not be available. These programs provide supervision, recreational opportunities, and enrichment activities for elementary and middle school children during nonschool hours while their parents work or attend school or training.

Such programs also play a prevention role in their communities, providing children with positive opportunities to develop decision-making skills. Quality before and after school programs contribute to the attainment of benchmarks in a stable home life, academic achievements, health and fitness practices, access to child care and obtaining employment.

Specific goals of the School-Age Child Care Project are listed as follows:

- Provide technical assistance to schools, child care providers, parents and community groups seeking to establish programs.
- Collect data on program availability and maintain information on program models in Oregon and nationally.
- Facilitate training opportunities for caregivers.
- Advocate for quality programs for children.

These programs provide supervision, recreational opportunities, and enrichment activities for elementary and middle school children during nonschool hours while their parents work or attend school or training.

Budget Information

The federal money provides for a .75 FTE staff person housed at the Department of Education, technical support, training and state conferences, and \$30,000 for grants and contracts. The Department of Education contributes in-kind services, such as office space and supplies, telephone, and computer access, as required by the terms of the federal grant program. Grants have been awarded for start-up assistance and for staff training.

CHILD DEVELOPMENT SPECIALIST PROGRAM

Introduction

The Child Development Specialist (CDS) Program was established by the legislature in 1973 as a preventive approach to meeting the developmental needs of young children in Oregon's schools. The program's primary goal is to help children develop a positive attitude toward school, their environment and themselves by providing primary prevention services within the children's environment.

The CDS program is established in ORS 343.125 through ORS 343.145 and operational in OAR 581-23-050.

This program addresses the Oregon Benchmarks through activities that assist in a stable home life, reduce the number of children abused or neglected, assist children to succeed academically, and increase the percentage of students free of involvement with illicit drugs and alcohol. In addition, ORS 339.195 was amended by the 1991 Legislature with SB 112, allowing districts to employ child development specialists to serve children birth through four years of age and their families in increasing the percentage of children entering kindergarten meeting specific development standards for their age.

The specific activities of the child development specialist are:

- Assist children and their families in developing positive attitudes toward themselves, toward others and toward life career goals.
- Provide developmentally appropriate screening and assessment procedures to identify areas of talents and strengths upon which to base positive school experiences.
- Provide behavioral management consultation services to teachers.
- Assist with the early identification of children's developmental problems.
- Provide parents with assistance in understanding their children's abilities and needs.
- Provide referral assistance for children and families needing additional help from other state agencies.
- Coordinate community and other resources.

ORS 343.135 establishes an incentive program based upon district applications. For applications approved by the State Superintendent of Public Instruction,

The program's primary goal is to help these children develop a positive attitude toward school, their environment and themselves.

Table 56 - CDS State and Local Contributions

FY 1986	114 Programs
\$221,760 State Grants	5.6%
\$3,746,610 Local Expenditure	94.4%
FY 1987	137 Programs
\$231,375 State Grants	5.4%
\$4,048,200 Local Expenditure	94.6%
FY 1988	151 Programs
\$251,700 State Grants	5.4%
\$4,355,000 Local Expenditure	94.6%
FY 1989	158 Programs
\$212,711 State Grants	4.4%
\$4,556,888 Local Expenditure	95.6%
FY 1990	228 Programs
\$241,500 State Grants	3.3%
\$7,081,860 Local Expenditure	96.7%
FY 1991	237 Programs
\$239,500 State Grants	3.2%
\$7,134,755 Local Expenditure	96.8%
FY 1992	249 Programs
\$257,000 State Grants	3.1%
\$8,209,000 Local Expenditure	96.9%

reimbursement is made quarterly for up to 75% of the annual cost approved in the application and limited by the total appropriation approved by the legislature.

ORS 343.145 provides for the qualifications of child development specialists and directs the adoption of rules by the State Board of Education for the qualifications. Exceptions to the qualifications are required by the statute where an individual is capable of performing the functions of a child development specialist but otherwise may not meet qualification requirements.

Organization and Administration

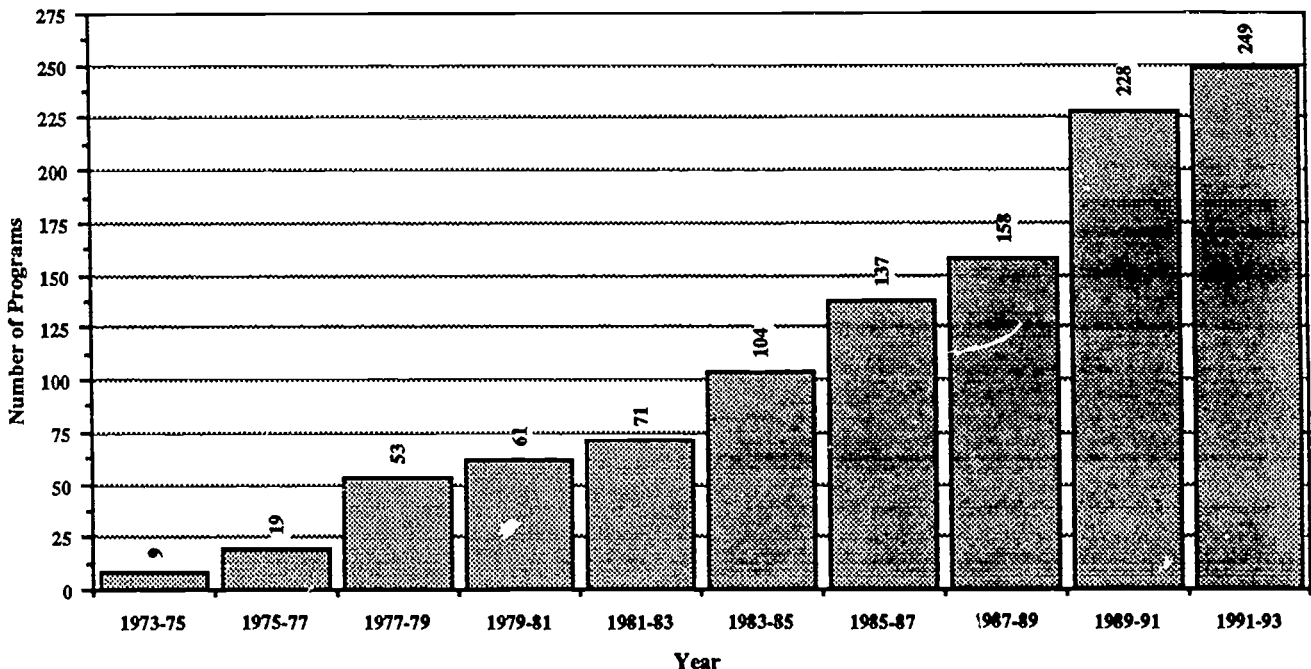
The CDS program is operated through the Oregon Department of Education, Office of Student Services.

The ODE is mandated by ORS 343.125-145 to operate the application procedure, incentive program, and authorization of child development specialists who operate the program in local districts.

The CDS program developed the following statewide services and support for local programs with a history of state support:

- A state-adopted model.
- Local programs approval.
- Annual program evaluation.

Chart XXIV - CDS Program Growth



- Budget planning and review.
- Review and authorization of CDS assignments.
- Once established, 98% of the programs are maintained (249 of 254).

The statewide program includes:

- 249 CDS programs
- 324 elementary schools
- 124,500 students
- 58 school districts and seven education service districts

Program growth for the past ten biennia is shown in the graph shown in Chart XXIV.

Policy and Program Issues

- Due to the growth of the program, there is a need for additional staff to provide technical assistance and maintain compliance. In 1986, there were 86 authorized positions; currently there are 249. By statute, each CDS provides the Department with status reports annually. In addition, CDS personnel, by statute, are authorized annually to serve in their local district. The status reports, authorization of CDS personnel, and 65 grant-in-aid contracts require monitoring by the ODE.
- Many districts who currently do not have elementary guidance programs are looking to the CDS state models to provide these prevention services. There is a need to increase the grant-in-aid budget to provide incentive grants to assist districts in developing CDS programs.

COMPREHENSIVE GUIDANCE and COUNSELING PROGRAMS

Introduction

Guidance and counseling programs are designed to ensure that all students are able to function effectively in the various life roles they encounter as they develop into successful, independent, self-sufficient and contributing members of their community, their state, their nation and the world. To accomplish this goal, guidance and counseling programs must be developmental and comprehensive in nature. They must address educational, emotional, interpersonal, family and career development. They must address needs of elementary, middle and high school students. And, they must address the various transitions youth encounter as they progress through their school experience.

Program Description

Guidance and counseling programs vary widely throughout Oregon schools. Data from the Oregon Department of Education's two most recent Fall Reports reveal the following pupil/counselor ratios:

School Classification	1990-91	1991-92	
K-12 Schools	446.5 to 1	583.5 to 1	Table 57 - Pupil/ Counselor Ratios
Elementary Schools	650.8 to 1	555.5 to 1	
Middle Schools	308.4 to 1	323.8 to 1	
High Schools	263.3 to 1	282.6 to 1	

As can be seen from the foregoing data, counselors are expected to serve increasing numbers of students in three of the four school classifications. Analysis of additional information shows that, for all school classifications, smaller schools are more likely to have a higher pupil/counselor ratio than larger schools.

Functions that counselors will be expected to perform are also changing. The results of a recent survey of 1,225 counselors from all grade levels conducted by the Office of Academic Affairs, State System of Higher Education, indicated that of 37 different functions rated on a scale from 1 (Not a part of my current assignment.) to 4 (A major part of my assignment.), thirty functions were projected to require an increased portion of a counselor's assignment while only seven functions would require less counselor involvement. With a slight variation, the **top six functions** were rated the same for current assignment and future assignment. Those functions were as follows:

Careful attention to meeting the needs of all students must be considered when restructuring Guidance and Counseling programs.

- Understand the influence of home and community on student behavior and motivation.
- Identify at-risk youth .
- Provide referral services for students, parents and teachers .
- Counsel on student motivation problems .
- Counsel students and their families on psychological, personal or family issues .
- Counsel on family problems.

The lowest rated functions with both current and future ratings were as follows:

- Assume administrative responsibility when principal is out of building.
- Assist students interested in community college occupational programs, including 2+2 programs.
- Use computers to help students access career information.
- Counsel on work-based opportunities (internships, apprenticeships, cooperative work experience).
- Provide consultation to teachers on the integration of career development concepts into all subject areas.

The greatest changes in ratings for functions were as follows:

- Counsel on work-based opportunities (internships, apprenticeships, cooperative work experience)—increased.
- Provide consultation to teachers on the integration of career development concepts into all subject areas—increased.
- Use computers to help students access career information—increased.
- Provide career/vocational information to students/families—increased.
- Counsel on careers—increased.
- Provide guidance/counseling services to students who lack proficiency in English—increased.
- Assist students interested in community college occupational programs, including 2+2 programs—increased.
- Help students and staff to value the contributions of people of differing cultures and backgrounds—increased.

Counselors identified training needs in the following top five areas:

- Counsel on student motivation problems.
- Counsel on work-based opportunities (internships, apprenticeships, cooperative work experience).

- Counsel on family problems.
- Know and apply Oregon school law when appropriate.
- Counsel students and their families on psychological, personal or family issues.

Policy and Program Issues

School reform and societal restructuring will have a significant impact on Oregon students and parents in the near future. Counselors must be prepared to assist both parents and students as these changes occur, to insure that students have a successful school experience, kindergarten through attainment of the Certificates of Mastery. With a wide variation of services and expectations already existing in guidance and counseling programs across the state, careful attention to meeting the needs of **all students** must be considered when restructuring such programs. To determine the direction of needed changes, the Department should conduct a study of possible options involving all persons who will be affected by those changes—counselors, teachers, administrators, students, parents and community members.

CAREER GUIDANCE AND COUNSELING

Introduction

Counselors at all levels will be central to the successful implementation of the Oregon Educational Act for the 21st Century. They are in a unique position to provide critical information to students and parents on the full range of education, training, and employment options. Counselors also are uniquely positioned to provide information and resources to teachers and administrators on career development as a lifelong process that will be addressed throughout the curriculum. Counselors will play significant roles in referral, service coordination, and intervention to assure that all students can be successful, either within the “regular” school system or in one of a variety of alternatives.

Organization and Administration

The Oregon Workforce 2000 II Act (1991) allocated \$300,000 for a statewide career development inservice program for counselors and teachers during the 1991-93 biennium. This program addresses the need for counselors, teachers, and instructors to understand state and local labor markets, professional technical education, and related applied academics programs as a foundation for implementing the Oregon Educational Act for the 21st Century.

The training was cooperatively offered by the Counselor Education Programs at Oregon and Portland State Universities (OSU, PSU), in conjunction with the Oregon Department of Education and the Office of Community College Services. The training was offered over a two-term period, with one-half of the 60 hours of instruction in a seminar/classroom format and the remainder gained through structured experiences within business/industry/labor and other community settings. All participants were expected to make a minimum one-year commitment to training, to conduct a project based on an action plan in the region involving business, labor, and industry, and to provide data on the project outcomes and impact to the ODE for submission to the 1993 Oregon Legislature.

At the secondary level, building teams with a minimum of one counselor and a professional technical teacher participated. Community colleges sent a minimum of one counselor and one instructor. Secondary sites were eligible to apply for up to \$2,000 per building; community colleges, \$6,990 (large colleges) and \$4,090,

(small colleges). Grant funds were used for costs of travel, per diem, instructional materials, supplies and substitutes.

Course content was highly experiential and field-oriented, emphasizing increasing participants' knowledge of the total labor market and career options. The Improved Career Decision Making in a Changing World (ICDM) materials recently revised through the National Occupational Information Coordinating Committee (NOICC) and the National Career Development Guidelines will be important resources in the course.

Budget Information

OSU and PSU each received \$44,000 to develop training. The following school districts, community colleges, universities and consortiums were funded for participation.

Policy and Program Issues

Continued training opportunities are needed to address the preservice and inservice training needs of counselors.

High Schools

Ashland High School
Astoria High School
Bend Senior High School
Central Linn High School
Cleveland High School
Forest Grove High School
Grant High School
Hood River Valley High School
Huntington School District 16-J
Madison High School
McKenzie High School
McLoughlin Union High School
Molalla Union High School
Newport High School
Oakland High School
Oakridge High School
Ontario High School
Phoenix High School
Seaside High School
Tigard High School
Tualatin High School
Winston Churchill High School

Community Colleges

Chemeketa Community College
Clatsop Community College
Columbia Gorge Comm. College
Lane Community College
Rogue Community College
Tillamook Bay Comm. College
Treasure Valley Comm. College
Umpqua Community College

Universities

Oregon State University
Portland State University

Consortiums

Douglas ESD
Camas Valley High School
Douglas High School
Glendale High School
North Douglas High School
Oakdale High School
Riddle High School
South Umpqua High School
Sutherlin High School
Yoncalla High School
Clackamas Professional Technical Education Consortium
Clackamas Community College
Canby High School
Colton High School
Oregon City High School
Estacada High School
West Linn High School
Gladstone High School

Coos County ESD

Bandon High School
Brookings High School
Coquille High School
Gold Beach High School
Marshfield High School
Myrtle High School
North Bend High School

Pacific High School
Powers High School

Mt. Hood Comm. College
Centennial High School
Corbett High School
David Douglas H. School
Gresham High School
Parkrose High School
Reynolds High School
Sam Barlow High School
Sandy Union High School

North Clackamas School District 12
Clackamas High
Milwaukie High
Putnam High
Sabin Occ. Skills Center

Umatilla ESD

Blue Mountain Comm Col
Echo High School
Helix High School
Heppner High School
Hermiston High School
Ione High School
Pendleton High School
Pilot Rock High School
Riverside High School
Stanfield High School
Ukiah High School
Umatilla High School
Weston-McEwen H. S.

Counselors must partner with teachers to provide career guidance services to students.

With the development of the Certificate of Initial Mastery and Certificate of Advance Mastery students must make informed career decisions at earlier ages.

PEER COUNSELING/HELPING

Purpose of the Program

Support for peer programs from the Office of Student Services was established in 1989 through the Oregon Workforce 2000 legislation when funds were appropriated to establish a specialist position for peer counseling to promote the development and implementation of peer programs in Oregon schools. The position has been continued through funding from the U.S. Department of Education's Drug Free Schools and Communities Personnel Training Grant. The purpose of peer programs is to provide students with skills which promote self-esteem and healthy, productive and responsible behavior. We know that students, especially at the middle and high school levels, typically talk with other students about their issues and problems before turning to adults. Accepting this reality, peer programs provide training to students who are already informally engaged in supporting their peers. When students receive appropriate training, supervision, and are provided structured settings to engage in healthy, constructive conversations with their peers, expected outcomes include the following:

- Reduction in substance abuse and involvement in healthy alternatives
- Positive involvement in school and school activities
- Increased communication, problem solving, and leadership skills

Peer programs will be promoted as an essential element in school restructuring and the 21st Century Schools Reform program.

Organization and Administration

The program identifies existing peer programs, activities and model practices. Peer programs include: peer helping, peer counseling, peer tutoring, student support groups, student prevention clubs and activities, community service, cross-age teaching, conflict management, and student presentations to classes and/or student groups.

Programs typically address some or all of the following issues:

- New student transition
- Alcohol and drug abuse
- Loneliness, depression and alienation
- Dealing with loss
- Conflict resolution
- Family communication issues
- Peer pressure
- Academic difficulties
- Cultural conflicts
- Eating disorders
- Social Relationships
- Career and future planning

Programs typically provide students training in some or all of the following areas:

- Communication skills
- Confidentiality and ethical concerns

Problem solving
Trust building
Cultural awareness
Refusal skills
Referral skills
Accessing school and community resources

Activities supported by the program and implemented by the specialist include the following:

- Preparation and dissemination of guidelines, training materials, and model program information.
- On-site technical assistance and training of participating school district staff.
- Support for planning, implementing, and evaluating new programs.
- Curriculum development and dissemination for:

Peer helper training
Adult advisor training
Cross-age teaching
Peer tutoring
Conflict management
Facilitating student support groups

- Program evaluation
- Gaining and maintaining community support
- Gaining and maintaining parent support and participation
- Coordination support for state and regional conferences
- Coordination support for The Oregon Peer Helpers Association
- Culturally relevant and developmentally appropriate practices

Policy and Program Issues

Several policy and program issues face peer assistance programs in the coming years. They include the following:

- Promoting peer programs as an essential element in school restructuring and the 21st Century Schools Reform program.
- Identifying and selecting peer helpers who are in close communication with all segments of student populations.
- Providing environment and time for ongoing student training programs without significant interference with instruction.
- Determining whether or not students should be excused from class to participate in peer assistance training and/or activities.
- Identifying and selecting peer helpers who represent the diversity in their school and are in close communication with all segments of the student population.
- Determining what level of stability and self-awareness are necessary to be an effective peer helper.
- Identifying peer helpers who are, in some way, "at-risk" themselves.

Deciding if it is appropriate to allow students who are struggling with their own issues to be given leadership responsibilities with other students.

- Deciding what level of responsibility to give to elementary, middle school, and high school-age students.
- Deciding at what age are children developmentally capable of helping other students deal with emotionally charged issues such as abuse, death, alcohol abuse, etc.

STUDENT ACTIVITIES

Introduction

Increasingly young people throughout Oregon are actively portraying their feeling of being disconnected from mainstream society. They are disconnected from their peers, their families and, in some cases, life itself. While gang affiliation was once an infrequent occurrence associated with metropolitan areas, smaller communities and rural areas are now having to contend with such activity. Information from the Health Division's *Oregon Vital Statistics Report* (1989) reveals that more than half of all divorces which occur in the state involve marriages with minor dependents. In addition, the same report indicates that 15- to 19-year-old Oregonians were 4.6 times more likely to commit suicide during the last three years of the 1980s than were their counterparts during 1959-61. With so much dysfunction occurring in and around the lives of Oregon's young people, there needs to be programs that allow connections and which foster the value of teamwork, cooperation and a commitment to the fullest development of human potential. These are all characteristics learned through significant involvement in school-based student activities— involvement which successful Oregonians will point to as significant to their adult success.

Program Description

The Office of Student Services, in an attempt to encourage positive character development for as many Oregon students as possible, assists local school district personnel and patrons in efforts to involve students in activity programs offered to Oregon students. To help accomplish this, the Office of Student Services also maintains a liaison with, and provides limited technical assistance to, numerous student activity organizations offering programs to Oregon students.

Students need connection and positive role models.

Significant involvements during the past biennium included the following:

- Assisted local school personnel in securing information about how their students could become connected with positive character development programs such as Boys State, Girls State, YMCA Youth Legislature, Oregon Governor's School, Oregon Association of Student Councils, Oregon Teen Leadership Institute, Oregon Youth Development Alliance, Hugh O'Brian Youth Leadership Seminar, etc.
- Provided assistance to local school personnel regarding concerns and questions related to numerous foreign exchange programs, the Congressional Youth Leadership seminar and student recognition programs such as Outstanding Teenager of America, etc.

- Coordinated 1990 statewide mock election in which 33,000+ students from 100+ junior and senior high schools participated.
- Coordinated distribution of 1,500+ *Oregon Youth Exchange and Study Abroad Opportunities* booklets to local school personnel in cooperation with the Oregon International Council, 1990-91 and 1991-92.
- Assisted in selection of students for recognition by KATU/Tom McCall Great Kids youth service award program (100+ students competed each year, 1991 and 1992) and the National Association of Secondary School Principals Century III scholarship program (nearly 100 Oregon students competed each year, 1991 and 1992).
- Coordinated selection of students to represent Oregon in National Flag Day Foundation program, Hugh O'Brian Youth Leadership program and US Office of Justice youth service award program.
- Coordinated scholarship award competition for William Randolph Hearst Foundation, COSA affiliated Oregon Association of Student Councils, and Horatio Alger Foundation scholarships totaling \$25,000+ with 100+ applicants each year, 1991 and 1992.
- Administered Robert W. Byrd U.S. Office of Education scholarship contract which resulted in 150 scholarships being awarded to outstanding Oregon high school seniors.

Policy and Program Issues

Students need connection and positive role models. Numerous programs exist focusing on such values throughout the state. Increased commitment and coordination by the Department could lead to greater access to such programs by more students throughout Oregon and greater opportunities for Oregon's youth to make positive connections in Oregon and in their communities both now and in the future.

HEALTH SERVICES

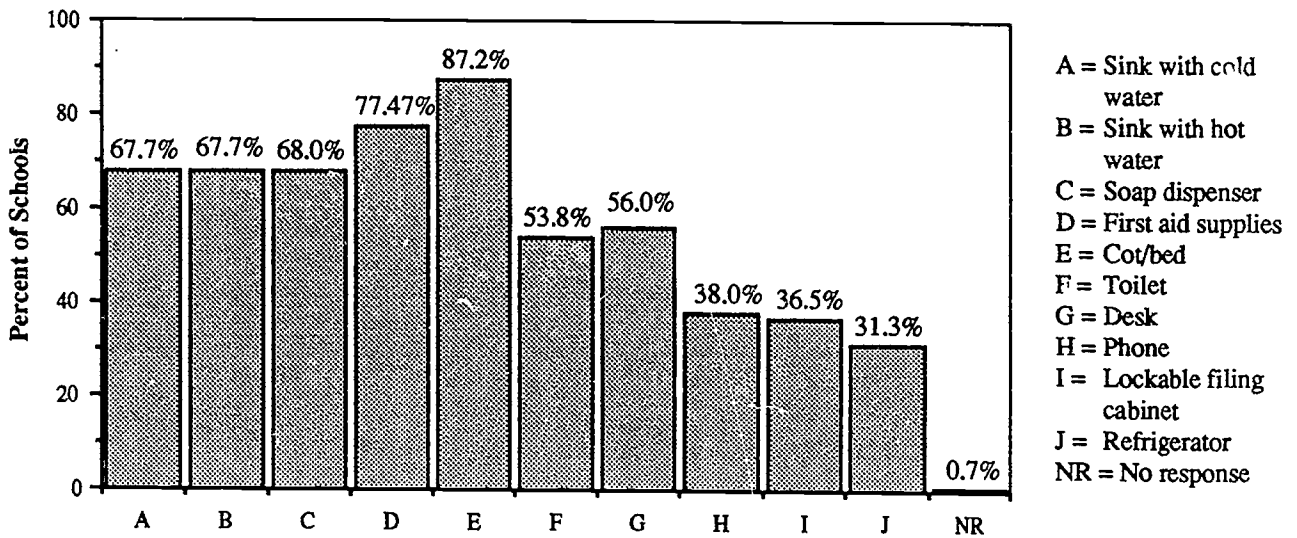
Introduction

Students who are not physically well are not able to take full advantage of the education that citizens of Oregon are providing them as students. The Health Services program in Oregon schools is designed to protect, promote and improve the health of school-age children in an attempt to enhance their ability to be full participants in the learning process.

Program Description

The Office of Student Services of the Oregon Department of Education provides technical assistance to local school personnel in the area of health services by responding to questions from local school district personnel and patrons in the areas of health records, health screening and emergency health services. Two publications developed by the Department—*Health Services for the School-Age Child* and *Supplement to Health Services for the School-Age Child*—provide guidelines for effective health services programs in Oregon schools. In addition, the Department coordinates statewide use of a common Health Record folder for

Chart XXV - Facilities Provided in Health Rooms of Oregon Schools



students throughout Oregon. Local services and facilities, however, still need upgrading as the accompanying charts show.

Policy and Program Issues

Increased numbers of students with medical needs signal a need to establish health services at the local level that help students be physically able to learn. In the interests of such a goal, all agencies concerned with health issues of adolescents need to be encouraged to work together in a collaborative effort. Given the resources, the Department could serve as a catalyst to create such collaboration.

Chart XXVI - Persons Providing Emergency Health Care for Students in Oregon Schools

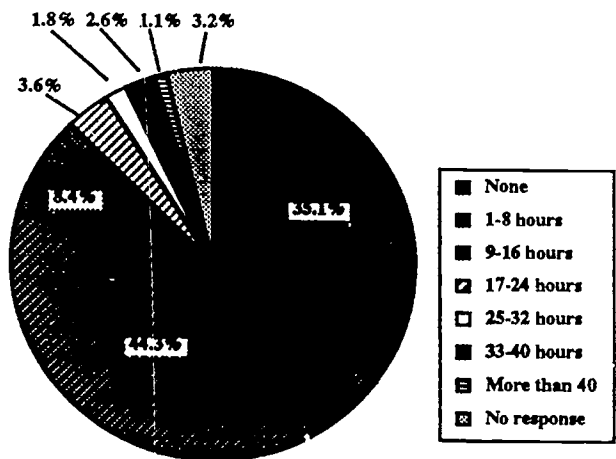


Chart XXVII - Number of Hours/Week School Nurses Spend in Oregon Schools

TEEN PARENT AND CHILD DEVELOPMENT PROGRAM

Introduction

It is estimated that 7,500-8,000 Oregon teenagers become pregnant each year. Many become parents during their school-age years. Most of these teenage parents are out of school and out of work. Many of these young parents are caught in a cycle of poverty, illiteracy, and welfare. We need to have fewer pregnancies among adolescents in Oregon, but for those teenagers who become parents, we need to provide a full range of educational support services.

In addition, high school students, in general, can benefit from training and experience in the child development field. Such opportunities can develop parenting skills that will be helpful when they begin their families and also serve as career development in early childhood care and education.

Parenting skills training is essential to promote the healthy development of young children.

Organization and Administration

House Bills 2002 and 2003 established incentives to develop, support, and expand programs for pregnant and parenting teens and programs in child development. These programs expand the capability of schools to meet the needs of student parents and also to prepare students, in general, for parenting roles and for careers focusing on the development of young children.

Under HB 2002, the Department approved 40 programs for tax credit eligibility. Fifty percent of every dollar donated to an approved program can be written off as a tax credit by the donor. The credit per donor is limited to \$5,000 per program. These approved programs are currently soliciting donations from businesses and individuals in their communities.

HB 2003 provided districts with start-up grants to establish on-site infant-toddler centers for the children of student parents and on-site child development centers serving children ages 2-1/2 to 5 years. Both programs include a focus on the developmental stages of young children and include practical experience in child care. Grants totalling \$720,000 were awarded to school districts under this program.

Budget Information

The following programs received start-up grants under HB 2003.

Approved Teen Parent Programs

Grants Pass High School
Greater Albany Public Schools
McMinnville School District 40
Medford School District 549C
Newberg School District

Portland SD Teen Parent Program
South Umpqua School District
Willamette Teen Parent Program
Woodburn School District

Approved Child Development Programs

Gaston SD & Washington County
Community Action Organization
Henley High School
Illinois Valley High School
McMinnville School District 40

Newberg School District 29Jt
Oregon City School District 62
South Albany High School
Springfield School District

Policy and Program Issues

- School districts face major issues around the provision of child care and the provision of transportation to meet the needs of parenting teens and their children.
- Interagency coordination and collaboration efforts must expand to serve pregnant and parenting teens.
- Career development information and training opportunities are needed.
- Parenting skills training is essential to promote the healthy development of young children.
- Quality training for early childhood care providers is needed.

RESIDENTIAL YOUTH CARE CENTER PROGRAM

Introduction

This program was established by the 1987 Legislative Assembly through the passage of House Bill 3340. ORS 339.195 and OAR 581-15-505 provide the framework for the program. The program improves coordination of educational services for delinquent youth who are placed in residential youth care centers by the Children's Services Division.

The purpose of this program is to focus on the Oregon Benchmarks which address teen pregnancy reduction, drug-free teens, job skill preparation, crime reduction, developing basic skills, increasing the percentage of high school students enrolled in professional-technical education and work experience, and increasing the high school graduation rate.

Organization and Administration

Currently, youth in 29 centers receive additional education services under this program. The average daily population is 400, and over 800 youth are served annually. The youth served are adjudicated delinquents who are transitioning back to the public school system.

Table 58 - Residential Programs

Program	School District
Albany Youth Care Ctr	Greater Albany Public SD 8J
Ashland Adolescent Ctr	Ashland SD 5
Belloni Ranch	Coos Bay SD 9
Cehalem House	Newberg SD 29J
Cordero Residential Treatment Center	Tigard-Tualatin SD 23J
Hagg Group Home	Junction City SD 69
Hawthorne Manor	Corvallis SD 509J
Homestead Youth Lodge	Pendleton SD 16
Inn Home for Boys	North Clackamas SD 12
J Bar J Boys Ranch	Bend Administrative SD 1
Klamath/Lake County Youth Ranch	Klamath County SD
Meadowlark Manor, Inc.	Bend Administrative SD 1
Mid-Valley Adolescent Ctr.	Salem-Keizer SD 24J
Morrison Center	Portland SD 1J
The Next Door, Inc.	Hood River County SD
Oregon Social Learning Ctr.	Eugene SD 4J
Out Front House	Portland SD 1J
Parrott Creek Ranch	Canby Union HS SD 1
Pettygrove	Portland SD 1J
Rainbow Lodge	McMinnville SD 40
Stepping Stone Lodge	Lane ESD
Tri Center Homes	Corvallis SD 509J
Yaun Child Care Center	Portland SD 1J
Youth Adventures	Oregon City SD 62
Youth Guidance	Corbett SD 39
Youth Guidance	Sandy Union HS SD 2
Youth Guidance	Welches SD 13
Youth Progress	Portland SD 1J
Youthworks	Medford SD 549

Many of these youth are behind in school credits and experience both learning and behavior problems.

The school district in which the residential program is located is responsible for providing the education program for the youth.

Budget Information

The Residential Youth Care Center education grants are managed by the Oregon Department of Education, Office of Student Services.

The listed school districts submitted plans and received education funding for youth placed at Residential Youth Care Centers. Each district received \$500 per eligible average daily population (ADP).

Policy and Program Issues

This program has assisted Residential Youth Care Centers and the school districts in which they are located to enhance the educational program of the at-risk youth served. The education plan required by OAR 581-15-505, which operates the program, has facilitated closer examination of the educational program needs of individual students and the evaluation of impact on student success.

- Should the current level of funding per average daily population (ADP) be continued in the next biennium to offset the additional cost of special programs needed to serve this at-risk population?
- There is a need for increased monitoring and technical assistance to ensure program plans are implemented in compliance with Oregon alternative education law and administrative rules.

STUDENT ACCOUNTING SYSTEM

Introduction

Efforts to quantify dropout rates in Oregon have suffered due to the absence of a consistent definition and the lack of a reporting system which could collect specific information about students who drop out of school. The Department of Education has had to rely on *indirect* methods for estimating high school completion rates (for example, by dividing the number of graduates by the 9th grade enrollment four years earlier). Such methods did not yield reliable data at the local level and did not take into account the effects of inter-state migration.

In 1987 the State Board of Education took steps to correct these problems by requiring that school districts report to the Oregon Department of Education students who are identified as dropouts (OAR 581-23-006). The rule specified a twice-yearly reporting schedule and a provision to amend a previous dropout report when a student re-enters school. The Student Accounting System became effective on July 1, 1988.

The 1991 Legislative Assembly codified the Student Accounting System in statute (ORS 339.505 to 520). The goals of the system are as follows:

- Provide a timely accounting of students who withdraw from school before graduating or completing the normal course of study;

- Report reasons why students withdraw from school;
- Identify patterns in the information and assessment of factors that may assist the Department and the school districts to develop programs addressing the problems of dropouts; and
- Provide school districts with management tools for assessing which students are dropouts and why they drop out. (ORS 339.510)

As defined in statute, "school dropout" means an individual who:

- Has enrolled for the current school year, or was enrolled in the previous school year and did not attend during the current school year;
- Is not a high school graduate; and
- Has withdrawn from school.

"School dropout" does not include a student described by at least one of the following:

- Has transferred to another educational system or institution that leads to graduation and the school district has received a written request for the transfer of the student's records or transcripts.
- Is deceased.
- Is participating in home instruction paid for by the district.
- Is being taught by a private teacher or parent pursuant to ORS 339.030 (3).
- Is participating in a Department of Education-approved public or private education program, including an alternative education program, a Department of Human Resources facility or a hospital education program.
- Is temporarily residing in a juvenile detention facility or a Children's Services Division certified shelter care program.
- Is enrolled in a foreign exchange program.
- Is temporarily absent from school because of suspension, a family emergency, or severe health or medical problems which prohibit the student from attending school. Implementation of the Student Accounting System (ORS 339.505 (c)).

A dropout is a student who withdraws from school without receiving a high school diploma or alternative award.

Implementation of the Student Accounting System

The Department of Education provided schools with reporting forms, along with a manual on the Student Accounting System. Department staff also conducted training workshops at sixteen locations around the state during each of the last two school years (1990-91 and 1991-92).

The data reported here cover students who withdrew during the twelve-month period, October 16, 1990 to October 15, 1991.

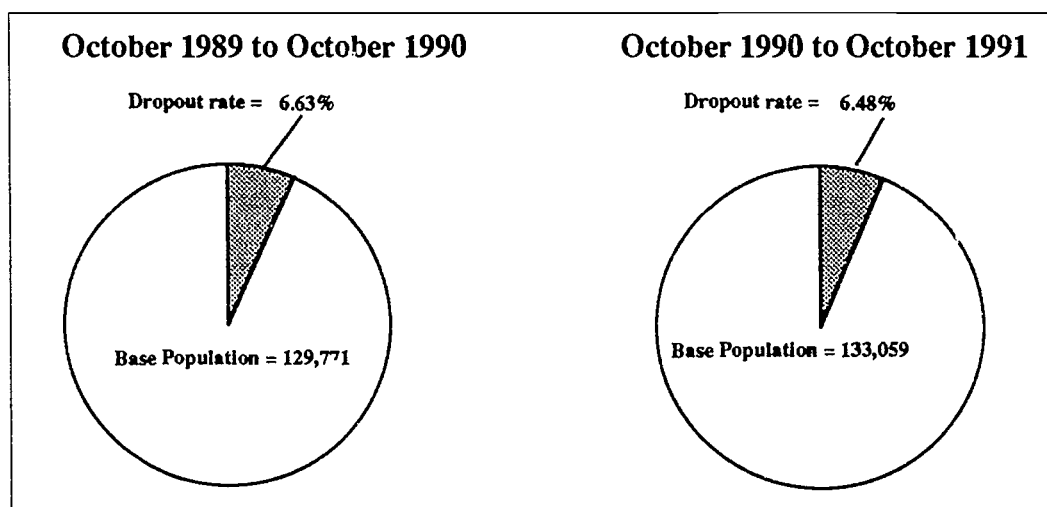
During the spring of 1992, school administrators were given the opportunity to verify by name the students they had reported to the Department of Education and correct any reporting errors.

The reporting system that produces the portrait of Oregon's high school dropouts is significant in four respects. First, schools now have consistent definitions of early school leavers and school dropouts with which to monitor their students' success in completing high school. Second, annual dropout reports are produced at the school, district, county and state levels. Third, the Student Accounting System supplies a wide range of information about students who drop out of high school, which confirms some of the conventional wisdom concerning dropouts, and in other respects, raises new challenges for schools and the state. Finally, state, county and local policymakers have a better tool with which to measure the effectiveness of different approaches for reducing the dropout rate over the next several years.

Findings for the 1990-91 School Year

As of October 1, 1990, a total of 133,059 students were enrolled in Oregon's public schools, grades 9 through 12. These students constituted the base population used to calculate the annual dropout rate.

Chart XXIII - Annual High School Dropout Rate



The National Center for Education Statistics has developed a method to compute a *four-year* dropout rate, using only the 1990 to 1991 data. This "synthetic" method is based on finding the percentage of students in each grade, 9 to 12, that do *not* drop out. These four percentages are multiplied together, and when the result is subtracted from 1, a four-year dropout rate is obtained for a *hypothetical* cohort of students.

The synthetic four-year dropout rate for 1990-91 is 24.1 percent. In the previous year, it was 25.4 percent.

Annual 7th and 8th Grade Dropout Rate

This was the first year for reporting this data. For seventh and eighth grades the dropout rate was 0.9 percent.

Summary and Conclusions

Oregon school districts are required to report students who are identified as dropouts to the Department of Education. As defined in statute ORS 339.505, a dropout is a student who withdraws from school without receiving a high school

diploma or alternative award. Districts provide a variety of information on each student, so dropouts as a group can be described by several characteristics.

The Department of Education summarizes the reports on dropouts in grades 9 through 12 at the school, district, county and state levels. This is the third annual summary of dropout rates and characteristics.

In summary, the findings of the 1990-91 reporting year indicate:

- A statewide annual dropout rate of 6.48 percent, compared to a rate of 6.63 percent in the previous reporting year (Chart XXIII).
- A dropout rate for Hispanic students that is more than double the overall statewide rate, and a dropout rate for Black students that is 56 percent higher than the overall rate.
- Students have a slightly higher likelihood of dropping out of larger high schools.
- Most dropouts were significantly deficient in credits, with only 21 percent having enough credits to graduate on schedule.
- A high proportion of dropouts (37 percent) were enrolled in the school district one year or less.
- Students have a higher likelihood of dropping out in early fall (most of whom are "no shows" from the previous term).
- Reasons for leaving most often cited by school personnel include non-attendance, lack of motivation, credit deficient, lack of achievement, and unstable home situation.

HOME SCHOOLING

Introduction

Prior to 1985 there were no statewide guidelines or standards for home schooling. These laws relating to home schooling were established by the Oregon Legislature: OAR 581-21-026 (statutory authority ORS 339.030), Exemptions from Compulsory School Attendance; OAR 582-21-027 (statutory authority ORS 339.035), Teaching by a Private Teacher or Parent; OAR 581-21-028 (statutory authority ORS 339.030), Exemptions from Compulsory School Attendance, and OAR 581-21-034 (statutory authority 326.460), Home School Students Authorized to Participate in Interscholastic Activities. Following the legislation, conditions were established and revised by the Oregon State Board of Education.

State Board of Education Policy Regarding Nonpublic Education/Home and Private Schools

The State Board of Education recognizes and supports the legal right of parents to educate their children in nonpublic school settings, including home or private schools. Parents who choose such alternatives have a responsibility to society to demonstrate periodically, through statutorily established procedures, that their children are making reasonable progress toward the acquisition of knowledge and skills needed for responsible adult citizenship.

The State Board of Education encourages local public school officials to assist parents whose children are in nonpublic school settings.

Table 59 - Registered Home Schooling Students Compared with Tested Home Schooling Students, 1986-1991

Years	Number of Students Registered	Number of Students Tested	Percent Tested vs Registered
1986-87	2,671	1,121	42%
1987-88	3,103	1,658	53%
1988-89	3,716	2,973	80%
1989-90	4,578	3,509	77%
1990-91	5,544	4,426	80%

Because the welfare of our state and nation depends on the availability of quality education for all children, the State Board of Education encourages local public school officials to assist parents whose children are in nonpublic school settings by providing a variety of instructional services (such as textbooks, testing, guidance and selective subject area enrollments) for their children when such cooperative arrangements are constitutional and will not detract from the effectiveness of local school programs (State Board of Education policy, adopted 1988).

Present Evidence

Data compiled by the Oregon Department of Education from reports by education service districts, as

shown in Table 59, represent current trends relating to home schooling. Beginning with the school year 1986-87, there has been a significant increase in the number of home schooling students tested compared with the number of persons registered as home schooling students.

In the five years for which data is reported in Table 60, between 55.6% (1986-87) and 47.0% (1988-89) scored at or above the 71st percentile, while 10.8% (1988-89) to 12.9% (1990-91) of home schooling students scored at or below the 30th percentile.

Table 60 - Percent of Home Schooling Students Scoring at Given Percentiles, 1986-1991

Percentile	1986-87	1987-88	1988-89	1989-90	1990-91
0-15	*	*	4.4	4.1	4.7
16-20	*	*	2.0	2.3	2.5
21-30	4.5	4.8	4.4	5.3	5.7
31-40	6.2	6.3	9.7	6.5	5.7
41-50	6.8	8.6	9.3	8.3	8.6
51-60	9.2	9.6	10.0	9.2	9.5
61-70	11.3	12.2	13.0	12.6	11.9
71-80	16.7	13.5	15.0	14.2	13.4
81-90	15.1	15.9	15.0	15.5	15.3
91-100	23.8	21.4	17.0	22.0	21.2

*Percentiles were accumulated differently during these years. Percent values for these percentiles were: 0-10: 1986-87, 2.3, and 1987-88, 4.1; 11-20: 1986-87, 4.1, and 1987-88, 3.6.

Policy and Program Issues

Home schooling is an educational option that an increasing number of Oregon parents are choosing for their children. To ensure maximum educational benefit to students, coordination among parents, educational service districts and local districts is essential.

Section III
Special Projects/Studies

TRAUMATIC BRAIN INJURY

Introduction

In 1990, the U.S. Congress recognized Traumatic Brain Injury (TBI) as a separate disabling condition that could make a student eligible to receive special education, if needed. The Federal Register (August 19, 1991) defined Traumatic Brain Injury as "an injury to the brain caused by an external physical force or by an internal occurrence such as stroke or aneurysm, resulting in total or partial functional disability or psychosocial maladjustment that adversely affects educational performance. The term includes open or closed head injuries resulting in mild, moderate, or severe impairments in one or more areas, including cognition; language; memory; attention; reasoning; abstract thinking; judgement; problem-solving; sensory perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not include brain injuries induced by birth trauma."

Purpose of the Program

In 1991, the Office of Special Education launched a program to assist school districts and education service districts to respond to the mandate to provide services to students under the category of Traumatic Brain Injury. This program has consisted of training and technical assistance throughout the state.

While students with traumatic brain injuries had in the past received services in Oregon public schools, they had not always been the most appropriate services due to lack of understanding of traumatic brain injury and its sequelae and due to the changing nature of this disability. Although students with TBI may sometimes seem to function much like students born with other disabling conditions, it is very different to be disabled from birth than it is to acquire a suddenly severe disability. Students with TBI can often recall how they were before their injury and are often depressed and frustrated by the realization that they can no longer do things that they were able to do in the past.

Recovery is a long, slow process that can be enhanced significantly by attending school with an appropriate educational program in place that changes as the student changes and provides the supports needed to be successful.

Information on Students

Traumatic Brain Injury is one of the fastest growing categories of disabling conditions in the schools. There are about twice as many students with TBI as there are with congenital deafness and ten times more than students with spinal cord injuries (Bigler, 1990). Vehicular accidents account for most of the 165,000 head injuries that require hospitalization for children and youth each year. It has been estimated that each year one child in 500 receives injuries severe enough to cause lasting learning and/or behavior problems (Krause, Fife, & Conroy, 1987).

Another way to look at it is that 3% of students may be expected to have a head injury by age 15 (Rivera & Mueller, 1986). Adolescent boys form the largest subgroup of students with TBI. In general, a large city school district may have about 75 new cases of TBI each year, while a smaller community may expect three or four students to experience TBI.

***Traumatic
Brain Injury:
An Educator's
Manual has
been sent to
every school
district and ESD
in the state and
is now in its
second printing.***

Organization and Operation

One of the first activities was to re-write, print and disseminate statewide, a manual which was first developed by Portland Public Schools. The manual, *Traumatic Brain Injury: An Educator's Manual* has been sent to every school district and ESD in the state and is now in its second printing.

Shortly after the initial dissemination of the manual, a series on TBI in the schools was broadcast over Oregon Ed-Net. This series, which was very well received by teachers, therapists and other school personnel was watched by over 300 people at the time of broadcast. Since that time, hundreds more have viewed the video tapes of the broadcasts.

Following this initial, general training, the Office of Special Education focuses on helping specific personnel increase their knowledge of TBI. This year's emphasis will be on appropriately assessing students with TBI. There will be an Ed-Net broadcast followed by two one-day workshops for school psychologists.

Future efforts will be based upon the needs that are identified in the schools.

Bigler, E.D. (Ed.). (1990). *Traumatic brain injury: Mechanisms of damage, assessment, intervention and outcome*. Austin, TX: PRO-ED.

Krause, J.F., Fife, D., & Conroy, C. (1987). *Pediatric brain injuries: The nature, clinical course, and early outcomes in a defined United States population*. *Pediatrics*, 79, 501-507.

Rivera, F.P., & Mueller, B.A. (1986). *The epidemiology and prevention of pediatric head injury*. *Journal of Head Trauma Rehabilitation*, 1, 7-15.

VERY SPECIAL ARTS

Introduction

Very Special Arts (VSA) was initiated in Oregon in 1984 as a cooperative effort between the Oregon Alliance for Arts Education, Oregon Department of Education, Office of Special Education, and special education departments of Portland State University and Western Oregon State College.

The goal of Very Special Arts programming is to enable children and adults with disabilities to develop their creative potential through participation in the arts.

Operational and program support comes through an annual grant from the national Very Special Arts organization, charitable trusts and foundations, local education agencies and school districts, the Oregon Arts Commission and local arts councils. Federal dollars from the U.S. Office of Education, Elementary and Secondary Education Act, Chapter 2, Secretary's Discretionary Fund are distributed to Oregon and all 50 states and the District of Columbia for Very Special Arts programming by the national Very Special Arts organization.

In Oregon, funds are received by Very Special Arts Oregon, Inc., a nonprofit, tax exempt organization. The Oregon Department of Education, Office of Special Education provides office space and in-kind assistance for Very Special Arts. The ODE in-kind support is estimated to be one-half of the federal dollar grant to the program.

Educational research has proved that music improves mathematical ability.

Purpose of the Program

Dance, drama, music, literature and the visual arts express the feelings and perceptions and sensibilities that lie at the heart of human experience. But art is also an educational process for developing creative talents and skills that may not be realized through traditional methods of teaching. The educational and rehabilitative benefits of the arts are most obvious in people with special needs.

Educational research has proved that music improves mathematical ability. Dance builds rhythm and motor skills. Drama encourages communication and interaction. Writing increases verbal skills and powers of concentration. The visual arts develop aesthetic awareness and sensitivity. More importantly, artistic endeavors nurture independence and self-worth—qualities that promote achievement and enhance well-being in every realm of life. By fostering educational and rehabilitative skills, Very Special Arts programs help pave the way for people with special needs to enter the mainstream of society.

Organization and Operation

Annual Very Special Arts programming includes teacher inservice training and workshops in the creative arts, artist in education residencies in special education and resource classrooms, providing information, resources and consultations to special education and art teachers, and working with schools and communities to develop both physical and programmatic access to the arts to promote compliance with the Americans with Disabilities Act of 1990. The heart of Very Special Arts programming is the VSA Festival which represents the culmination of year-round programming in the arts and features performances, exhibitions, demonstrations, workshops, and hands-on arts activities.

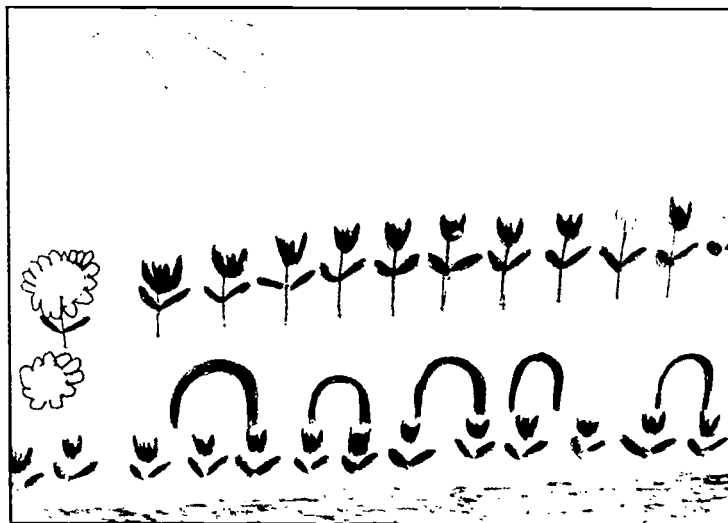
Very Special Arts Oregon provides coordinated programming and outreach throughout specific regions of the state. Eight geographic regions have been established. To date, six of those regions are providing Very Special Arts services with the assistance of a volunteer committee and a volunteer district/local coordinator.

As a nonprofit 501 (c) (3) organization, a board of trustees oversees Very Special Arts Oregon programs and operations. The executive director, under the direction of the board, directs program and financial development for the organization statewide.

Outcomes and Accomplishments

During 1991, Very Special Arts programs reached over 5,000 Oregon students, educators, and disabilities service providers.

A highly successful, recent program has been the White House 200th Anniversary Art Exhibition. During 1992, Very Special Arts and the White House Historical Association cosponsored the White House 200th Anniversary Art Exhibition by inviting student artists with disabilities to submit interpretations of the theme, "Life in the White House." As part of the project, teacher materials were developed for studying the history of the White House. One piece of



artwork was selected from each state to become part of the "White House 200th Anniversary Art Exhibit" which was shown at the White House, October 11-13, 1992.

A student artist with a disability was selected to represent Oregon as part of this project. She was provided with an all expense paid trip to Washington, DC for the opening of the Exhibition. This project provided a forum for students with disabilities to be recognized for their creative ability and heightened public awareness of the contribution the arts make to education. In addition, the program provided a framework for the celebration of the bicentennial anniversary of the White House at the state level.

Budget Information

Actual cash and in-kind income for the 1991 program year totals \$74,600 of which \$28,000 is cash and \$46,600 is in-kind. Significant sources of in-kind include Oregon Department of Education \$8,000; local education agencies, \$6,000; local arts councils, \$8,000; service organizations, \$8,000. Significant sources of cash support include national Very Special Arts, \$15,000; major foundations and charitable trusts, \$5,000; Oregon Arts Commission, \$4,500; and Friends of Very Special Arts, \$2,000.

Policy and Program Issues

The most significant issue impacting Very Special Arts program development and outreach is the need for a stable source of funding for administrative overhead. Corporate sponsors and charitable trusts and foundations often fund innovative programs like those provided by Very Special Arts. However, they are reluctant to fund a program's administrative costs.

As the Department of Education works to implement educational reform through the 21st Century Schools Reform effort, it is hoped that Very Special Arts will be viewed as a partner in developing specific arts programs to facilitate the integration and full inclusion of special populations into schools and communities across the state. Such a partnership could alleviate concerns for funding Very Special Arts.

MEDICAID AND THIRD PARTY BILLING PROJECT

Introduction

School districts are required to provide medical and health-related services to children who are determined eligible under the Individuals with Disabilities Education Act (IDEA). Under the law, school districts must prepare an Individualized Education Program (IEP) for each child eligible for services and identify all special education and related services that are specified in the federal Medicaid statute to be medically necessary under the state Medicaid agency. However, the number of children qualifying for these services, the severity of their disabilities, and the expense of medical evaluations and treatment have caused costs to escalate.

A study of private insurance coverage of Oregon school children indicates that approximately 20,000 students are receiving services that may be reimbursable

The School-Based Health Services Administrative Rules Guide, addresses the scope of health services provided for Medicaid children.

to schools. Many of these services would be required to be covered by private insurance if the child were not receiving them through school.

In October of 1989, at the direction of the legislature, the Oregon Department of Education (ODE) and the Department of Human Resources (DHR) entered into an interagency agreement to develop a way to utilize Medicaid as a funding source for health-related services provided by schools. Medicaid is a federal/state program designed to pay for medical and health-related services for low-income individuals. Oregon's current rate is 63 percent federal funds, 37 percent general funds. There is no cap on total expenditures that may be reimbursed by the federal government.

Implementation

In 1991, the Oregon Medicaid Assistance Program (OMAP) requested a State Plan amendment which added school-based health services to the list of covered Medicaid services. This was intended to improve the ease of billing for school services. The Title XIX Rehabilitation Service option, approved by the Health Care Financing Administration (HCFA) implemented in September 1991, packages medically-related IEP services into new school-based health service codes. This allows for a much larger array of reimbursable services including nursing services, psychological services, expanded OT/PT services, evaluation services, contracted evaluation services, delegated health care aide or transport attendant and medically necessary transportation mileage.

The *School-Based Health Services Administrative Rules Guide*, published in September 1991, addresses the scope of health services provided for Medicaid children with disabilities in the *special* educational setting. Medicaid rules require that providers of health/medical services be state licensed or otherwise certified. School medical providers (SM) send claims directly to OMAP or through a third party billing agent. Payments are made directly to the schools as the performing provider - "School Medical (SM) provider of services."

Program Activity to Date

The Office of Medical Assistance Program, Oregon's Medicaid agency, has provided a Medicaid specialist who is outstationed at the ODE to develop the billing system, train local school districts, and coordinate and oversee all activities necessary to implement this task. OMAP's Medical Management Information System (MMIS) is now receiving and processing claims for reimbursement to school providers. Schools have the option to bill on paper, via electronic media or through a third party billing administrator.

Since the implementation of the school-based health services program in September 1991, the number of active SM providers has increased from 19 to approximately 40 districts and programs. From July to March of the 1991-92 school year, \$1,298,170.80 was paid in claims to school districts in Oregon.

The ODE established a Policy Advisory Committee on Medicaid Billing to make recommendations regarding use of private insurance, parent consent, staff licensure requirements, confidentiality issues and rates.

The following districts and programs were reported as actively pursuing Medicaid reimbursement as of July 1992:

Marion ESD
Mid-Oregon Regional Program
Umatilla ESD
Salem-Keizer School Dist.
Union ESD
Union ESD
Sisters School District
Wasco ESD
Portland School District (HCA)
Coos County ESD
Beaverton School District
Lebanon School District 16C
Eastern Oregon Regional Program 1
Lebanon School District 16
Mapleton School District 32
Douglas ESD
Bethel School District
Creswell School
Jefferson County ESD
Lowell School District 71

Linn Benton ESD
Oregon City School Dist.
Bend-LaPine School District
Multnomah ESD
Portland Public Schools
Yamhill ESD
Grants Pass School District
Oregon School for the Blind
Springfield School District #19
Oregon School for the Deaf
Corvallis School District 509J
Umatilla ESD
Bandon School District 54
Washington County ESD
Cascade Regional School Programs
Eugene School District 4J
Junction City School District
Pleasant Hill School District 1
Sandy Elementary School District #46

Matching Funds

The Handicapped Child Fund, which was set aside to cover the state General Fund program, was nearly exhausted by the first year of the biennium. This required Oregon Department of Education administrators to look for other funds. A new match procedure in which match funds will be subtracted from each district's state aid payment is being implemented.

ASSISTIVE TECHNOLOGY

Introduction

*Assistive
Technology can
allow a student
with no speech
to "talk" using
a computer.*

Assistive Technology has been used by students with disabilities in the public schools for many years. In 1990, the passage of Individuals with Disabilities Education Act (IDEA) mandated that "if a child with a disability requires assistive technology devices or services in order to receive a free appropriate public education, the public agency shall ensure that the assistive technology devices or services are made available to that child, either as special education, related services or as supplementary aids and services that enable a child with a disability to be educated in regular classes." With the advent of personal computers and computer driven equipment, school staff have been required to learn many new technology skills in order to meet this mandate.

Purpose of the Program

For the last four years, the Office of Special Education's efforts to help make assistive technology available to students with disabilities have been carried out by the Oregon Technology Access Program (OTAP) which is housed at Douglas Education Service District. With the passage of IDEA, many school districts have questions regarding information about the types of assistive technology available, funding for individual devices and services, and compliance with the law. The program provides technical assistance to districts in all areas relating to assistive technology.

Information on Students

Assistive Technology can impact the life of any student with a disability. It can allow a student with no speech to "talk" using a computer. It can allow a student without the use of his hands to write using an adapted computer. It can allow a student without vision to "read" using scanners and talking computers.

Organization and Operation

OTAP provides training and technical assistance to parents, teachers, administrators, and related services staff throughout the state. Each year numerous workshops are provided in strategic sites in each region of Oregon. In addition, OTAP operates a loan library of equipment and software, a copying and dissemination service for public domain software, and an information and referral service for educators and parents.

During the 1991-92 school year 1,045 requests for service were received, 690 educators were trained, 1,175 public domain discs were copied and 275 items were borrowed from the loan library. Since its inception in 1988, requests for service from OTAP have increased by more than 40% each year.

OTAP is an important factor in helping students with disabilities achieve success in regular classrooms and in the world of work. OTAP staff provide training and technical assistance that allows educators to appropriately select and utilize assistive technology for students with disabilities.

Budget and Funding Information

OTAP was originally funded by a two-year federal grant to the ODE to develop a statewide system of assistive technology assistance. For the past three years it has been jointly funded by the ODE and Oregon's Technology Access for Life Needs Project (TALN), a federally-funded project through the Vocational Rehabilitation Division.

Appendix

WHAT HAPPENS TO SCHOOL LEAVERS IN SPECIAL EDUCATION? A REPORT FROM THE UNIVERSITY OF OREGON FOLLOW-ALONG PROJECT

The ultimate impact of public school programs can only be measured by the outcomes that are achieved by students and their families as a consequence of their participation in such programs. The establishment of an appropriate framework for conducting such evaluations is particularly complex in the area of special education for students with disabilities. Although many school programs and desired outcomes are similar for all students, with and without disabilities, there are also some unique programs and desired outcomes that apply primarily, if not exclusively, to students with disabilities and their families. How well are these programs achieving their intended results? This appendix describes an effort in Oregon that addresses this question.

In 1988, the University of Oregon received a federal grant to work with the Oregon Department of Education on the design and implementation of follow-along project to evaluate the impact of secondary special education and transition programs in Oregon. The target population for this study was a 20% sample of all students with disabilities in Oregon who were in their last year of school during the 1989-90 school year. Information was collected from this sample over a 3 year period of time: during the students' last year in school, and during the first 2 years after they left school. Sources of information included the student, his or her parents, and a teacher who knew the student very well. Six types of information were collected, including: (1) basic demographic information about the student and his/her family; (2) school services received, (3) school outcomes achieved, (4) quality of life experienced by the student while still in school; (5) post-school services received; and (6) quality of life experienced by the student after leaving school.

A vast amount of information has been collected through this project, and a variety of dissemination approaches will be used to inform people of project findings. The underlying dissemination issue is to make the information available in ways that are helpful to intended users. In general, this means that the reports must be readable, timely, and not overwhelming. A large "telephone book" of information, which is the usual way of presenting such information, will not be followed in this project. Instead, a series of short reports will be developed and disseminated in 3 broad areas: (1) school experiences and outcomes during the last year of high school; (2) post-school experiences and outcomes during the first 2 years out of school; and (3) the relationships between what happens in school and what happens after leaving school.

Two types of reports are being produced on each selected topic: (1) a 15-25 page "long report" which presents data along with interpretive text, and (2) a 2 page "short report" which offers a quick summary of findings and implications about the topic addressed in the long report. The short reports will be disseminated widely to possible users of the information throughout Oregon. The longer reports will be available upon request for a small fee (\$2.00 per report) to cover printing costs. Two examples of short reports are included in this appendix.

Eleven topics have been identified for presenting the school experiences and outcomes of the people in our sample. The topics include:

- ▶ Planning for transition
- ▶ Social problems experienced by students in high school
- ▶ Related services needed and received by students with disabilities
- ▶ Student job experiences while they are still in school
- ▶ Academic instruction and student performance
- ▶ Vocational instruction and student performance
- ▶ Independent living instruction and student performance
- ▶ Personal/social instruction and student performance
- ▶ Friends and family relationships
- ▶ Student and family expectations
- ▶ Student satisfaction, self-esteem and personal choice opportunities

Reports on all of these topics will be available no later than January 1, 1993. Reports on post-school experiences and outcomes will be available by September 1, 1993, and the last set of reports will be available by January 1, 1994. For additional information, contact the project director:

Andrew S Halpern
Professor of Education
175 College of Education
University of Oregon
Eugene, Oregon 97403

Planning for Transition

by Andrew S. Halpern

University of Oregon Follow-Along Project

*Brief Report No. 1
Spring 1992*

With the passage of Public Law 101-476 in 1990 (the Individuals with Disabilities Education Act), transition planning has become a required component within the IEP's of all students with disabilities, beginning no later than age 16. Such planning must be "outcome-oriented", must include documentation of current student performance in relevant transition areas, must take into consideration the needs, preferences and interests of the student and his or her family, and must include, if appropriate, the involvement of adult agencies which will provide assistance to students and their families after the students leave school.

What do we know about the current status of transition planning for students in special education? This report will provide you with some brief answers to this question. Such information can help us to understand what still needs to be done in order to improve transition planning in the future.

What is the University of Oregon Follow-Along Project?

The University of Oregon Follow-Along Project began during the 1989-90 school year. Project staff identified two samples of special education students in Oregon and Nevada who were in their last year of high school at that time. Student disabilities ranged from mild to severe. We collected information from and about these students while they were still in school, and also for 2 additional years after they left school. The findings presented in this report come from information that was collected while the students were still in school, using teacher questionnaires as a source of information.

What Did We Find?

We examined seven areas of possible transition need. These areas included remedial academics, vocational training, independent living skill training, social skill training, assistance in securing income subsidy, post-secondary education, and residential placement. The following major findings of teacher perspectives emerged from our investigation:

- ▶ The 2 greatest areas of transition need were vocational training and post-secondary education, which applied to more than half of the students that we surveyed. Additional remedial academics training was also needed by approximately one-third of the students. Residential placement was indicated least often as an immediate transition need.
- ▶ Students with mental retardation had the greatest number of transition needs, especially those identified as Educable Mentally Retarded. These students had an average of more than 4 transition needs per person! By contrast, those students identified as Trainable Mentally Retarded had slightly more than 3 transition needs per person, and those with all other disabilities had slightly more than 2 transition needs per person.
- ▶ Between 25% and 50% of all identified transition needs were NOT addressed during the process of transition planning. The areas most likely to be ignored were remedial academics and social skills training. Those students identified as Seriously Emotionally Disturbed or

Specific Learning Disabled were most vulnerable to having their transition needs unaddressed, followed by those identified as Educable Mentally Retarded.

- ▶ According to teachers, the main reasons for not addressing identified transition needs were either because the student dropped out of school or because the student or family was not interested in receiving additional services. Lack of available services was indicated as a problem in less than 20% of the cases.
- ▶ For the most part, appropriate referral sources were utilized to address identified transition needs. These sources varied, depending on the type of need being addressed. In addition to public agencies, employers and landlords from the private sector were sometimes indicated as referral sources.

Future Challenges

Transition planning will become increasingly important as part of the high school experiences for all students with disabilities. Because of the new federal special education legislation, part of these improvements will have to occur within the IEP process. Several specific areas of needed improvement can be inferred from the findings of this project:

1. Type of disability seemed to predict whether or not a student's transition needs would be addressed. Students identified as EMR were the most "vulnerable", having the largest number of needs and a relatively high proportion of unmet needs. Although the transition

needs of all students should be addressed, *special efforts must be made to address the needs of those identified as EMR.*

2. When considering the reasons why identified transition needs were often not addressed during the transition planning process, teachers believed that, in many cases, the primary reason involved a lack of interest on the part of the student and/or family. *The transition planning process must change, in order to incorporate more effectively the needs and interests of students and their families.*
3. Although lack of student interest was indicated as a major reason for not addressing transition needs, there were some instances where a need went unaddressed due to a lack of available services. *Whenever needed post-school services are unavailable, efforts must be made in local communities to increase access to such services., and to empower families to address their own needs.*
5. Many appropriate agencies are currently involved in the transition planning process as sources of referral to address identified transition needs. In order to build upon this foundation, *we must do what we can to (1) make parents and students aware of appropriate referral sources, (2) insure that the referrals are actually responsive to the unmet needs of students with different types of disabilities, and (3) encourage additional involvement of both agencies and the private sector as referral options.*

If you are interested in a full report on this topic, send your request for Report Number 1 to the following address: Secondary Special Education and Transition Programs, 175 Education Building, University of Oregon, Eugene, Oregon, 97403. There is a charge of \$2.00 for each report, to cover printing costs. Please make your check or money order payable to the University of Oregon, and include it with your request.

Job Experiences of Students With Disabilities During Their Last Two Years of School

by Andrew S. Halpern

University of Oregon Follow-Along Project

*Brief Report No. 4
Summer, 1992*

Work experience has long been viewed as an important part of secondary school programs for students with disabilities. Proponents have suggested numerous benefits, including enhanced relevance of the school program for students who are not academically oriented, which then results in greater enthusiasm to remain in school. Recent findings from some follow-up studies have also suggested that paid work experience during the school years is a particularly good predictor of post-school employment success.

What do we know about the job experiences of special education students during their last 2 years in school? This report will provide you with some brief answers to this question. Such information can help us to understand the role that student jobs may play within the context of a total school program.

What is the University of Oregon Follow-Along Project?

The University of Oregon Follow-Along Project began during the 1989-90 school year. Project staff identified two samples of special education students in Oregon and Nevada, along with a third sample of students without disabilities in Nevada, who were all in their last year of high school at that time. Student disabilities ranged from mild to severe. We collected information from and about these students while they were still in school, and also for 2 additional years after they left school. The findings presented in this report come from information that was collected while the students were still in school, using teacher questionnaires and parent interviews as sources of information.

What Did We Find?

We examined several aspects of the

jobs that were held by students during their last two years of school. The information that we gathered included who got the jobs, what kinds of jobs they held, how they found their jobs, how long they worked on their jobs, how many hours they worked each week, and how much money they earned. The following major findings emerged from our investigation:

- ▶ Most students in our samples, with and without disabilities, held jobs during their last two years of high school. Almost all of these were paid jobs that the students obtained outside of their school programs. Although type of student disability did not generally affect these findings, students with mental retardation were more likely than others to participate in jobs that were part of a school-based work-experience program.
- ▶ Consistent with labor trends in general, the jobs held by students in all 3 samples were largely in the service sector or in the clerical & sales sector. Food service jobs were the most popular single type of job held by respondents in all 3 groups.
- ▶ Most of the students in all 3 samples found their jobs either on their own or with the help of family or friends. Less than 25% of the students with disabilities and less than 5% of the students without disabilities used either schools or adult service agencies to help them find a job. When school or adult agency personnel did get involved, this occurred more often in the finding of summer jobs than in the finding of school-year jobs.
- ▶ Students without disabilities were more likely than students with disabilities to

keep their jobs for a long period of time. Both groups of students, however, worked fairly long hours on the job, averaging more than 20 hours per week during the school year, and more than 30 hours per week during the summer. These findings were very persistent, regardless of the type of disability that the student might have.

- ▶ More than half of the students with disabilities in Oregon and Nevada earned less than minimum wages on their jobs, as contrasted with similar low wages for approximately one-quarter of the students without disabilities. On the other hand, a sizeable minority of students earned more than \$5.00 an hour, including 17% of the Oregon students with disabilities and 24% of the Nevada students with disabilities, as contrasted with 45% of the students without disabilities. When type of disability was taken into consideration, those students with mental retardation tended to earn less than average, and those with specific learning disabilities tended to earn more than average.

Future Challenges

Since most students, with and without disabilities, appear to be working at a job while they are still in school, we need to examine the purposes and consequences of such work. In particular, we need to question the relationship (or lack thereof) between everything that a student does in school that is part of the curriculum, and paid work that is independent of the curriculum. These two types of "work" can complement one another, but they can also conflict with each other.

A relatively large number of students, with and without disabilities, were working more than 20 hours per week during the school year, sometimes for decent wages and too often for very low wages. Whether or not the wages

were appropriate, however, we must still ask ourselves, "what student needs are being addressed through such work experiences?" Since students typically received little or no help from school or agency personnel in finding their jobs, it is possible, if not likely, that these jobs were largely unrelated to the student's overall education. The value of the jobs may be questionable, and they may even serve as a diversion from the student's education. Keeping this precaution in mind, the following recommendations are offered for future consideration:

1. Students should be encouraged to consider carefully the amount of time they are working at a paid job during the school year, in order to avoid working long hours at the expense of attending to their other educational needs. This issue should be discussed and debated among teachers, employers and families, *with the goal of eventually developing a community and school policy about hours per week on the job, that makes sense and that people are willing to adopt.*
2. Students, parents and teachers should be encouraged to plan and coordinate the interface between paid job experiences and the overall vocational and educational program for each student. To the extent possible, each paid job should play a definite and clearly understood role within the student's program. It may even be desirable to avoid certain possible jobs which, though well paying, do not meet this criterion.
3. Employers should be encouraged and trained to regard student employment as part of the student's educational program, keeping in mind the employer's economic needs. Toward this end, *apprenticeship programs should be explored, using European models, such as those found in Germany, as a starting point.*

If you are interested in a full report on this topic, send your request for Report Number 4 to the following address: *Secondary Special Education and Transition Programs, 175 Education Building, University of Oregon, Eugene, Oregon, 97403. There is a charge of \$2.00 for each report, to cover printing costs. Please make your check or money order payable to the University of Oregon, and include it with your request.*

**Norma Paulus, State Superintendent of Public Education
Oregon Department of Education
700 Pringle Parkway SE
Salem, OR 97310-0290**

