

**SPECIAL
EDUCATION
IN HAWAII
PART I**

Report No. 5, 1971

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LEGISLATIVE REFERENCE BUREAU

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FOREWORD

Part I of the report entitled "Special Education in Hawaii" was prepared for the Legislative Reference Bureau by Management Analysis Center, Inc. Part II will be completed and submitted to the 1972 Legislature.

Part I of the report on Special Education is descriptive in nature, detailing the organizational structure of agencies--both public and private--involved in Special Education. Part II of the report will constitute the analytical and recommendation phase of the study with the goal of setting forth the most appropriate organizational structure to effectuate and program for an integrated and comprehensive statewide special education program.

Henry N. Kitamura
Director

March 1971

Mr. Henry Kitamura
Director
Legislative Reference Bureau
State Capitol Building
Honolulu, Hawaii

Dear Mr. Kitamura:

I am very pleased to transmit to you Part I of the Study on Special Education in the State of Hawaii. Part I is an organizational review of the various agencies, public and private, that are involved in Special Education in the State. Part II will provide recommendations for the most appropriate division of responsibilities and organizational structure for Special Education in Hawaii.

As noted in Conference Committee Report No. 20, there are areas in Special Education in the State of overlapping activities and unclear responsibilities, as well as areas where needed services are not being provided. Part II will address itself to these situations and will be issue oriented. Among the issues to be analyzed are:

1. Identification, classification, and diagnosis of educationally handicapped children.
2. Placement of handicapped children in Special Education programs.
3. Recruitment of Special Education teachers and specialists.
4. In-service training for Special Education teachers and specialists.
5. Responsibility for development of an overall plan for Special Education and the implementation of such a plan.
6. Role of private agencies in Special Education.
7. Coordination of the various agencies involved in Special Education.

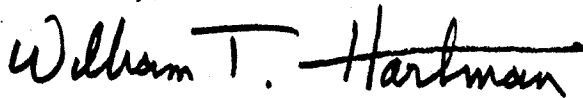
This is not to imply that organizations and organizational structure will not be taken into consideration. The organizational aspects will receive careful and considerable attention, but in the context of:

1. How the various organizations involved in Special Education can contribute to an efficient resolution of the specific issues being analyzed;
2. How the responsibilities for the Special Education programs should be assigned to or shared by the agencies involved.

The final product of Part II will be a report containing recommendations for resolving these organizational issues and implementing an effective and efficient Special Education program for Hawaii. Any changes in organizational structure which may be necessary to create an appropriate organizational structure and division of responsibilities for Special Education in the State will be specified along with a recommended time sequence and order of priority for the changes.

I would like to thank you and your staff for the assistance we received in Part I. Your generous efforts aided us greatly during our data gathering visit to Hawaii. I am looking forward to working with you again in Part II.

Cordially,

A handwritten signature in cursive script that reads "William T. Hartman". The signature is written in dark ink and is positioned above the printed name.

William T. Hartman

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INTRODUCTION

Conference Committee Report No. 20 attached to the general appropriations act for the fiscal year 1970-71 (H. B. 1260) directed the Legislative Reference Bureau in consultation with the University of Hawaii and the State Departments of Education, Health and Social Services to undertake a study of Special Education in the State of Hawaii. Subsequently, the Legislative Reference Bureau contracted Management Analysis Center to perform the study.

Purpose

The purpose of the study is to perform an organizational review of the involvement of the various governmental and private agencies in Special Education. These agencies include:

Department of Education
Department of Health
Department of Social Services and Housing
University of Hawaii
Private Schools

Based on this review, recommendations are to be made of the organizational arrangements and assignment of responsibilities that would best implement the present program of Special Education in the State.

Organization of the Report

The report is divided into two sections, the first presents the existing situation in Special Education and the second sets forth recommendations for the most appropriate organizational structure to implement the Special Education program in Hawaii.

Part One reviews the present status of Special Education in the State in terms of organizations, roles, functions, and responsibilities of all agencies, both public and private, which are involved in Special Education programs. It is designed to provide a description of the organizational structure, programs and activities of all relevant

agencies. It is meant to be a factual document and no attempt is made to evaluate the educational content of any of the programs. Part One is the only section that is included in this document.

Part Two analyzes how each agency involved in Special Education in the State relates or does not relate to the effective implementation of the Special Education program. Any overlaps of jurisdiction which exist among State agencies will be identified and recommendations made as to the appropriate agency to be given responsibility for the function involved. An overall organizational structure will be recommended which best provides a comprehensive and systematic range of Special Education services to exceptional children; the recommendation will include both public and private agencies and the role each will play in an integrated system of Special Education services.

SUMMARY

The primary legal basis for Special Education in Hawaii is Act No. 29 which was passed by the Legislature in 1949. Act No. 29 declares that:

1. All exceptional children shall be provided with instruction, special facilities, and special services for their education, therapy and training.
2. Exceptional children are those who:
 - a. Are under twenty years of age
 - b. Differ in physical, mental, social or emotional characteristics or abilities to such an extent that specialized training, techniques, and equipment are required to enable these persons to attain the maximum of their abilities or capabilities
3. The DOE is given the responsibility to establish and administer programs for exceptional children. They are to cooperate with other State and Federal agencies in providing the necessary services.
4. A separate Division (now a Branch) is created within the DOE to administer Special Education in the State.

Even though the DOE has the primary responsibility for providing services to exceptional children, a large number of different agencies are also involved in Special Education in the State. An outline of the organizations contributing to Special Education in the State of Hawaii is given below:

DEPARTMENT OF EDUCATION

Office of Instructional Services

Special Education Branch

Special Education Section

Special Education Projects Section

General Education Branch

Vocational-Technical Education Section

Curriculum Development and Technology Branch

Hawaii Curriculum Center

District Offices

District Special Education Staff and Diagnostic Teams

Regular Schools

Special Schools

DEPARTMENT OF SOCIAL SERVICES AND HOUSING

Division of Vocational Rehabilitation and Services to the Blind

Vocational Rehabilitation Branch

Services to the Blind Branch

Disability Determination Branch

DEPARTMENT OF HEALTH

Mental Health Division

Hawaii State Hospital

Preventive and Clinical Services Branch

Children's Health Services Division

Crippled Children Branch

Maternal and Child Health Branch

School Health Branch

Waimano Training School and Hospital Division

UNIVERSITY OF HAWAII

College of Education

Department of Special Education

Department of Educational Psychology

College of Health Sciences and Social Welfare

School of Medicine

Division of Speech Pathology and Audiology

School of Social Work

College of Arts and Sciences

Psychology Department

Community Colleges

SPECIAL EDUCATION PRIVATE SCHOOLS

Hawaii Association to Help Retarded Children

Special Education Center of Oahu

Variety Club School

Armed Services Special Education and Training Society

Child Development Center

Honolulu Junior Academy

Sultan Easter Seal School

United Cerebral Palsy Association of Hawaii

Pre-Nursery School

For the 1970-71 school year there are 4,817 handicapped children in the State receiving Special Education services. They are being provided these services by special classes in regular Department of Education schools, special schools operated by the DOE, and private schools. The number of handicapped children in each is as follows:

Regular Schools	3,659
Special Schools	593
Private Schools	<u>565</u>
Total	4,817

These figures represent a 70% increase in the number of children being served in the past five years. In the same time period the number of Special Education teachers has increased 114%, the Special Education administrative staff has increased 90% and the total Special Education costs have increased 170%. A summary comparison of the Special Education program statistics for 1966-67 to 1970-71 is given in Figure 2-1.

The DOE has two main divisions in organization and responsibility, the State office and the District offices. The State office agencies dealing with Special Education are the Special Education Section, Special Education Projects Section and the Vocational-Technical Education Section. They serve as a staff for the Superintendent and provide support to the district and school personnel. The districts, on the other hand, have the operating responsibility for implementing all DOE educational programs within policy guidelines established by the State office. This includes the operation and administration of the Special Education programs in regular schools and of any special schools which are located in the district.

A Master Plan for Special Education in the State is being developed by the State office personnel in cooperation with almost all other organizations dealing with Special Education - within the DOE, other government agencies, private agencies. The purpose of the Master Plan is to establish the direction and priorities of Special Education in Hawaii.

In the DSSH, the Division of Vocational Rehabilitation and Services to the Blind is the organization which has the primary responsibility for providing services to handicapped persons; most of the clients of this division, however, are not children. The Vocational Rehabilitation Branch provides services to physically and mentally disabled persons to enable them to find employment, and the Services to the Blind Branch provides vocational rehabilitation and self-help training to blind and visually handicapped persons.

The DOH has three divisions which have programs for handicapped children. The Mental Health Division is composed of two units, the Hawaii State Hospital and the Preventive and Clinical Services Branch. The Hawaii State Hospital, through its Adolescent Unit and in cooperation with the DOE, provides educational classes at the Hospital for children undergoing treatment there. The Preventive and Clinical Services Branch provides general mental health services throughout the State and provides direct mental health services to schools in the form of screening and identification, diagnosis, case consultation, treatment, in-service training for school personnel, and mental health education. The Children's Health Services Division provides diagnostic services for early identification of handicapped or mentally retarded children and arranges for medical and surgical treatment as needed. The Waimano Training School and Hospital provides institutional care and basic living skills training for the mentally retarded; it also provides specialized training and rehabilitation for patients of the institution.

The University of Hawaii through the Colleges of Education, Health Sciences and Social Work, and Arts and Sciences trains specialists whose skills are essential to the operation of Special Education programs. The Department of Special Education of the College of Education is a newly created department which has the purpose of providing pre-service training of teachers in Special Education. The major areas being offered by the department are educable mentally retarded and trainable mentally retarded, and learning and behavior disorders. Other departments and colleges train persons needed for psychological examiners, speech and hearing therapists, and school social workers. Through the Community Colleges, the University offers post-secondary vocational education training for both regular and handicapped students.

In addition to the services for handicapped children provided by the Department of Education through its Special Education programs in regular schools, special schools, and auxiliary personnel at the District and State level, a number of private agencies also have Special Education programs. Usually these private organizations have initiated their own services in Special Education when they felt that adequate services for a particular group of children were not available from any other source. Often a small group of parents with handicapped children have formed the driving force behind the organization's creation and program development. The private programs are flexible and do change their orientation once their services can be provided by the DOE. Further, a stated objective of all private programs is to assist the children develop or progress to such a degree that they can return to a DOE program in either a special or regular classroom. This does not necessarily occur in all cases, however, as there are parents who prefer to send their children to private schools.

Figure 2-1

A SUMMARY OF SPECIAL EDUCATION STATISTICS, 1970-71

<u>Special Education Pupils</u>	<u>1966-67</u>	<u>1970-71</u>	<u>% Increase</u>
Regular Schools			
Educable Mentally Retarded	{ 1,487	2,415	
Trainable Mentally Retarded		208	
Emotionally Handicapped	83	169	
Learning Disabilities	62	751	
Visually Handicapped and Blind	30	27	
Hard-of-Hearing and Deaf	36	89	
Orthopedically Handicapped	4	--	
Other	76	--	
Total Regular	<u>1,778</u>	<u>3,659</u>	106%
Special Schools	<u>680</u>	<u>593</u>	
Total DOE	2,458	4,252	
Private Schools	<u>363*</u>	<u>565</u>	56%
Total Special Education Pupils	2,821	4,817	71%
<u>Special Education Teachers</u>			
Regular Schools	132	331	151%
Special Schools	<u>69</u>	<u>81</u>	<u>17%</u>
Total DOE	201	412	105%
Private Schools	<u>46</u>	<u>116</u>	152%
Total Special Education Teachers	247	528	114%
<u>Special Education Administrative Staff</u>			
State Office	8	12	50%
District Offices	<u>57</u>	<u>112</u>	<u>96%</u>
Total	65	124	90%

Figure 2-1 - Continued

<u>Special Education Costs</u>	<u>1966-67</u>	<u>1970-71</u>	<u>% Increase</u>
Total DOE	\$2,525,000	\$6,749,000	167%
Private Schools	<u>381,000*</u>	<u>1,100,000*</u>	189%
Total	\$2,906,000	\$7,849,000	170%

* Estimated, all data not available.

HAWAII STATE LEGISLATION REGARDING SPECIAL EDUCATION

The first legislative milestone for Special Education in Hawaii occurred in 1949 when Act No. 29 was passed by the Legislature. Act No. 29 formed the primary legal basis for Special Education programs in the State; it stated that all exceptional children shall be provided with instruction, special facilities and special services for their education, therapy and training. Other key provisions of Act No. 29 include:

Definition of Exceptional Children

1. Children under twenty years of age who deviate from the so-called normal person in physical, mental, social or emotional characteristics or abilities to such an extent that specialized training, techniques, and equipment are required to enable these persons to attain the maximum of their abilities or capacities;
2. Children under twenty years of age who by reason of physical defects cannot attend the regular public school classes with normal children; and
3. Children under twenty years of age who are certified by a licensed physician eligible to membership in the State medical society to be emotionally maladjusted or intellectually incapable of profiting from ordinary instructional methods.

Definition of Special Facilities

Buildings, equipment, and material; transportation; boarding home; personnel qualified to work with exceptional children.

Definition of Special Services

Physiotherapy, or any form of muscle training, speech training, occupational therapy, vocational training, psychological evaluation.

The Department of Education is given the responsibility to establish and administer programs to provide for the education, therapy, and training of exceptional children. They are to cooperate with other State and Federal agencies in providing the necessary services.

A Division of Special Education was created within the DOE to administer Special Education in the State.

The sections of the Hawaii Revised Statutes which apply to exceptional children are reproduced in Figure 3-1. The sections are almost identical with Act No. 29 with only minor changes in wording to reflect the change from Territory status to Statehood. Only Section 301-27 which also concerns the Department of Health was added after 1949.

In addition to Act No. 29, the Hawaii State Legislature has enacted other legislation which involves Special Education either directly, e.g., an appropriation for a specific project, or indirectly, e.g., modifications in the DOE budgeting procedures. A summary of these acts and their key provisions since 1963 is given below:

1963 Act 169 Training of Mental Retardates

Appropriates \$40,500 for the Division of Vocational Rehabilitation (then located in the DOE) for work training of the severely mentally retarded; the allocation of the appropriation was \$7,500 on Hawaii, Kauai, and Maui, and \$18,000 on Oahu.

1965 Act No. 138 Community College Responsibility for Apprenticeship Program

Apprenticeship training may be assigned to either the Community College Services Office of the University of Hawaii or to the Vocational Education Division of the DOE. Previously, Vocational Education had sole responsibility.

Act No. 175 Omnibus Education Act

Permits DOE to establish and maintain preschool classes and schools. This provision was only one of many sections in the Act.

Act No. 99 Operating Budget

Appropriates \$200,000 for a study of public education.

1966 Act No. 8 Operating Budget

Lump Sum Appropriation for Education (new method of appropriation for Education)

- Applies to the DOE and the University of Hawaii
- Money appropriated without reference to specific amounts to be expended or personnel approved for particular programs
- Agencies have authority and flexibility to determine their own program priorities and subsequent allocation of funds within the total amount appropriated by the Legislature
- Guidelines set forth for the agencies in the Act do not mention Special Education
- Review and evaluation of all Vocational Education Programs is requested

1967 Act No. 54 Operating Budget

Additional discretionary powers are given to DOE and University of Hawaii

- Removal of personnel position count
- Removal of annual lapsing of unexpended funds
- Acceptance of Federal funds on a matching basis without specific approval required from Legislature

Statement of Areas of Present Legislative Concern for DOE

- Assurance that each child with learning disabilities be afforded specialized instruction
- Strengthening student counseling as an aspect of Special Education

These were two of only three specific concerns that were mentioned in the Act.

Accountability for the DOE Lump Sum Appropriation

- The DOE is to allocate its budget according to need and not by formula.
- The DOE, with the assistance of the legislative auditor, is to develop a new budgetary system.
- The DOE is to develop objectives which describe the specific results the department expects to achieve and measures of success or failure.
- The DOE is to define, in a better manner, its programs, their alternatives, and costs to reach their objectives.

- The DOE is to prepare a supplemental budget for the Legislature to include the above provisions which will assist in evaluating the State educational programs.

1968 Act No. 74 Operating Budget

Subsidy to Mental Retardation Association of \$140,000

- Twenty classes for mentally retarded trainable children
- \$7,000/class on twelve month basis
- Placed in the DOH budget as a separate line item

1970 Act No. 59 Department of Education, Powers and Duties

Deletes post-high school vocational education and schools for technical instruction from the powers and duties of the DOE and places them under the responsibility of the University of Hawaii.

Act No. 175 Operating Budget

DOE is provided with a modified lump sum budget

- Specific amounts and personnel counts given to major subdivisions within department divisions
- Discretion given within each division for allocation of appropriated funds

University of Hawaii maintains modified lump sum appropriation

- Specific amounts and personnel counts for six divisions within University of Hawaii

Authority for creation of new positions with approval of Governor

- DOE - 58 new positions
- University of Hawaii - 43 new positions

Subsidy to Mental Retardation Associations and Special Education Center

- \$336,000 for Mental Retardation Associations
 - 28 classes for trainable mentally retarded children
 - \$12,000/class, twelve month program
- \$60,000 to Special Education Center of Oahu
 - 5 classes for mentally retarded children
 - \$12,000/class, twelve month program
- Both are placed in the DOE budget

Subsidy to Variety Club School

- \$50,000 to establish a program for preschool children with learning disabilities
- Placed as a separate item in the DOH budget

Figure 3-1

CHAPTER 301
Hawaii Revised Statutes, Vol. 4, 1968
OTHER SPECIAL TRAINING

PART II. EXCEPTIONAL CHILDREN

SECTION 301-21. Exceptional children; special facilities, services.

The following terms wherever used or referred to in this part shall have the following respective meanings:

"Exceptional children" includes:

- (1) Children under twenty years of age who deviate from the so-called normal person in physical, mental, social or emotional characteristics or abilities to such an extent that specialized training, techniques, and equipment are required to enable these persons to attain the maximum of their abilities or capabilities;
- (2) Children under twenty years of age who by reason of physical defects cannot attend the regular public school classes with normal children; and
- (3) Children under twenty years of age who are certified by a licensed physician eligible to membership in the State medical society to be emotionally maladjusted or intellectually incapable of profiting from ordinary instructional methods.

"Special facilities" includes buildings, equipment, and material; transportation; boarding home; personnel qualified to work with exceptional children.

"Special services" means physiotherapy, or any form of muscle training, speech training, occupational therapy, vocational training, psychological evaluation, or any of them. (L 1949, c 29, s. 1; RL 1955, s. 43-20)

SECTION 301-22. Departmental duty toward exceptional children.

It is hereby declared to be of vital concern to the State that all exceptional children residing in the State be provided with instruction, special facilities, and special services for education, therapy, and training to enable them to live normal competitive lives. In order to effectively accomplish such purpose the Department of Education shall establish and administer instruction, special facilities, and special services for the education, therapy, and training of exceptional children, and provide in connection therewith corrective therapy, together with academic, occupational, and related training. The department shall cooperate with other agencies of the State charged with the administration of laws providing any type of service or aid to the exceptional child, and with the United States government through any appropriate agency or instrumentality in developing, extending, and improving such instruction, special facilities, and special services.

This program shall include boarding facilities, when necessary, special classes in schools or homes, and such other facilities as shall be required to render appropriate services to the exceptional child. Existing facilities, buildings, and equipment belonging to or operated by the State shall be made available for these purposes when use thereof does not conflict with the primary use of such facilities. (L 1949, c29, s. 2; RL 1955, s. 43-21)

SECTION 301-23. Division of special education; personnel.

There shall be within the Department of Education a division of special education for the promotion, direction and supervision and control of the program; and the department may employ necessary personnel adequately qualified by training and experience to direct and supervise the types of instruction, special facilities, and special services specified in this part. (L 1949, c 29, s. 3; RL 1955, s. 43-22; ac L 1965, c 175, s. 3)

SECTION 301-24. Facilities, service, when required.

Where one or more exceptional children are found in any one district superintendent's district the superintendent of education shall provide instruction, special facilities, and special services according to the specifications of this part in a manner most expedient and economical. (L 1949, c 29, s. 4; am L 1949, c 339, s. 2; RL 1955, s. 43-23; am L 1965, c 175, s. 3)

SECTION 301-25. Eligibility standards.

The eligibility of exceptional children for instruction, special facilities, and special services shall be determined in accordance with those standards established by the Department of Education. (L 1949, c 29, s. 5; RL 1955, s. 43-24)

SECTION 301-26. Studies, surveys, rules.

The Department of Education shall establish and make such studies, surveys, evaluations, and rules and regulations as are necessary to carry out the purposes of this part. (L 1949, c 29, s. 6; RL 1955, s. 43-25)

SECTION 301-27. Physiotherapist and occupational therapist to be provided.

The Department of Health may, in cooperation with the Department of Education, provide one physiotherapist and one occupational therapist for those exceptional children in the primary and elementary grades within the schools of the city and county of Honolulu needing such services, and, in that connection, may accept funds from private sources and divert any funds appropriated to the board whenever in the opinion of the board such funds can be used to better advantage by being so diverted. (L 1951, JR 32, s. 1; RL 1955, s. 43-27, am L Sp 1959 2d, cl, s. 19; am L 1965, c 175, s. 3)

DEPARTMENT OF EDUCATION

The Department of Education has the primary responsibility for Special Education within the State of Hawaii. It provides services to the majority of handicapped children who are receiving special services, employs 80% of the teachers of Special Education in the State (Figure 4-1), and conducts most of the Special Education classes. It provides identification, diagnostic and remediation services to handicapped children, both through its own programs and in cooperation with other government and private agencies.

The number of educationally handicapped children receiving services from the DOE has almost doubled in the past five years from 2458 children in 1966-67 to 4252 children in 1970-71 (Figure 4-2). This increase has come from increased enrollment in programs located in regular schools: special classrooms; resource rooms; integration of the handicapped children into regular classes. The DOE currently provides special classes and teachers in regular schools for children with the following types of handicapping conditions: educable mentally retarded, trainable mentally retarded, hard-of-hearing, partially sighted, emotionally handicapped, and specific learning disabilities. The number of children in these programs has grown from 1778 in 1966-67 to 3659 in 1970-71. These programs are clearly the dominant ones in terms of children served. The special schools provide resident or day-care services to children who are blind, deaf, educable mentally retarded, trainable mentally retarded, orthopedically handicapped, emotionally handicapped, delinquent, or pregnant. In addition, home/hospital instruction is provided to those who are ill or injured. The enrollment in special schools remained fairly constant at approximately 680 pupils from 1966-67 through 1968-69, and decreased to a new constant level of 590 beginning in 1969-70.

Costs have risen in the past five years at a much faster rate than enrollment (Figure 4-3). The total costs of Special Education by major cost area, including regular and special schools, are shown in Figure 4-4. While the total enrollment in Special Education has risen 73% in this time period, the total costs have increased 165%. The difference is even greater in Special Education programs in the regular schools, where total enrollment has risen 106% and total costs have increased 290%. The net result is that the average cost per pupil has risen sharply. This is shown in the chart below.

	<u>Average Cost Per Special Education Pupil</u>					<u>% Growth 66-67 to 70-71</u>
	<u>66-67</u>	<u>67-68</u>	<u>68-69</u>	<u>69-70</u>	<u>70-71</u>	
Regular School	\$ 520	\$ 580	\$ 670	\$ 850	\$ 980	88%
Special School	\$1240	\$1310	\$1530	\$1970	\$2480	100%
Total Special Education*	\$1030	\$1090	\$1130	\$1360	\$1590	54%

*Includes State and District Administration and Federal Funds

The growth in the number of Special Education teachers in the DOE (Figure 4-1) also clearly shows that the emphasis in Special Education in the State is being placed on regular school programs. The number of Special Education teachers in regular schools has increased 150% in the past five years, while the number of Special Education teachers in the Special Schools has only increased 17% or a total increase of only twelve teachers in the special schools.

Certification of teachers and specialists in Special Education, as in other areas, is done by the Office of Personnel Services. The requirements for certification are established in cooperation with the appropriate DOE offices and with the University of Hawaii. Most recently (December 30, 1970), the Office of Personnel Services issued certification requirements for Special Education teachers, Psychological Examiners, and Speech and Hearing Specialists.

To reflect the Legislative intent expressed in Act No. 29 and subsequent bills, the DOE has established a formal policy on Special Education. It is entitled "Special Classes and Services for Handicapped Students" and is listed in the School Code as No. 2150.2.1. It reads as follows:

Special Classes and Services for Handicapped Students
Policy

The Department of Education shall provide special classes and services for school-age students who are handicapped as a result of physical or sensory deficit, mental retardation, or emotional disturbance. The Program for Handicapped Students shall include experiences to compensate for the interference to learning resulting from handicapping conditions, insuring the development of each student to his optimum potential. The placement of students in

special classes shall be on the basis of affording the most effective learning environment for each student.

To implement this policy statement the DOE has established regulations concerning Special Education in the State. These are listed in the School Code as No. 2150.2.2. They read as follows:

1. Each district shall assume responsibility for the identification of students requiring special instructional services, the establishment of classes for students requiring such arrangements, and the placement of students within these classes.
2. A student transferring from a special class in one school to another school in which placement is not immediately possible shall be permitted to enroll in the regular classes of the school.
3. Placement of handicapped students in self-contained special classes, integration into regular classes for a portion of the day, or complete integration into regular classes shall be determined by the nature and severity of the learning handicap.
4. There shall be an annual evaluation of all students placed in special classes. All students able to profit from placement in regular classes shall be transferred to such classes.
5. Home and/or hospital instruction shall be provided for eligible students.
6. Transportation shall be arranged for students in cases where the local school is unable to provide adequate instruction to compensate for specific handicapping conditions.

STATE OFFICE

The DOE is divided into four offices at the State level: Personnel Services; Business Services; Instructional Services; and Library Services (Figure 4-5). These offices are each headed by an Assistant Superintendent and provide supportive services to the Superintendent and the school districts. In addition, there is an Office of Planning and Analytical Studies which forms part of the Superintendents staff and is headed by a Special Assistant. The responsibility for Special Education at the State level comes under the Office of Instructional Services through the

Special Education Branch.

Office of Instructional Services

The mission of the Office of Instructional Services as stated in the organizational description of the DOE is:

1. To identify the present and emerging needs for the development of educational programs and related services.
2. To carry out such planning, programming, and evaluative activities as to ensure the quality and effectiveness of a comprehensive program of education administered on a statewide basis.

To carry out this major function, the following sub-functions are assigned to the Office:

- Identification of the educational needs of students and the communities served by the school system and interpretation of those needs in terms of educational goals and program objectives.
- Providing leadership to the school system in educational theory, concepts and methodology by developing and nurturing a basic philosophy of education and by keeping abreast of and disseminating information regarding new educational developments.
- Development of a wide scope of statewide curriculum plans for various subject matter areas taught in the school system. Preparation and selection of curriculum outlines, guides, resource materials, new course materials, and other guides for use throughout the school system.
- Development of educational policies, regulations and program standards for systemwide application and administration.
- Initiation and administration of developmental projects and experimental programs to develop new instructional materials, organization and teaching methods to meet the changing needs of education.

- Conducting studies, research, and testing and evaluation activities on the use of educational technology in various instructional programs. Development of policies and guidelines relating to the introduction and application of technology in the school system.
- Assessment of present and future requirements for instructional manpower resources and professional development throughout the school system. Planning and development of programs for upgrading the skills and knowledge of educational officers, teachers and para-professional personnel.

As indicated by the functions listed above, the Office of Instructional Services is a staff operation whose purpose is to provide general policy guidance and direction, leadership through curriculum development and research into new and useful educational technology, evaluation of on-going programs, and planning for the Superintendent and the School Districts. Therefore, the Special Education Branch, as a part of the Office of Instructional Services, is not an operating unit in charge of program implementation, but rather an advisory unit with certain expertise which is to be used to assist the districts in their implementation of Special Education programs and services.

Special Education Branch

At the present time, Special Education is one of four Branches of the Office of Instructional Services. The organizational relationship of the Special Education Branch and the other Branches of the Office of Instructional Services are illustrated in Figure 4-6.

In 1949, Special Education was located in the Division of Special Services and headed by a Director of Health and Work with Handicapped Children. In 1955, a Director of the Educable Mentally Retarded Program was added and in 1957, a Director of the Gifted Children Program was also added. In 1959, an Assistant Supervisor was placed in charge of the Office of Instructional Services (then called Office of Curriculum and Instruction) with Deputy Supervisors in charge of each four Divisions, one of these being Guidance, Health and Special Education. A Director of Special Education was added to this Division in 1960. In 1961, the Guidance, Health and Special Education Division had three main branches each headed by a Director: Guidance; Health; and Special Education. In 1966, the Division was designated a Branch and the name was changed to

the Special Services Branch. In 1967, the Office of Instructional Services was expanded to seven branches, one of which was the Special Services Branch. In 1969, the Office of Instructional Services was reorganized into four branches and the functions of the old Special Services Branch were separated among several of the new branches. The newly named Special Education Branch received the Special Education program; the Health Education Program was put in the General Education Branch; and the Guidance activities were placed in the Special Programs Branch and called Student Affairs. This reorganization divided the Special Education Branch into two sections, Special Education and Special Education Projects, and the functions of the Special Education Branch were divided between them. Prior to this time all of Special Education has been in a single section under a single director. This organizational history of the Office of Instructional Services is summarized in Figure 4-7.

A summary of the positions existing in Special Education at the State level for the last six years is shown in Figure 4-8. The title of the Director has been changed four times and in 1969-70 there was no Director's position. The position was recreated in 1970-71, but is still vacant at this time. Program Specialists in Mental Retardation, Speech and Hearing, and School Social Work have been a part of the Special Education staff at the State office throughout this period. The Administrator of Special Schools (the title was Administrator of Special Education in 1965-66) was transferred to the Honolulu District for the school year 1967-68 along with the transfer of the special schools to the district, removing that position from the State office. Program Specialists in Guidance were retitled Program Specialists in Counseling, and along with the Program Specialist in School Health Services, were transferred to the General Education Branch of the Office of Instructional Services in 1968. In 1969, following the separation of the Special Education Branch into two sections, the positions of Program Specialist for Mental Retardation, Speech and Hearing, and Social Work were placed in the Special Education Section. The Educational Psychologist was placed in the Special Education Projects Section along with the newly created positions of the Child Study and Consultation Services team (Speech and Hearing Specialist, Visiting Teacher, Diagnostic Prescriptive Teacher, Psychological Examiner), a Program Specialist for the Instructional Materials Center, and a Teacher-Coordinator. In 1970, the positions of Program Specialist, Physically Handicapped and State Office Teacher were added to the Special Education Section.

The organization chart for the Special Education Branch is shown in Figure 4-9.

Over the past six years the gradual decline in the number of State office personnel in the Special Education Branch has been caused by decentralization of the Special Schools and a shift of functions to other branches; however, in the past two years this trend has been reversed and there has been a rapid growth in the number of Special Education personnel at the State level due to the addition of new services, primarily the Child Study and Consultation Services team.

Special Education Section

The assigned functions of the Special Education Section as set forth by the organizational description of the DOE are given below:

The primary purpose of this section is to plan and develop educational programs designed to meet the special needs of students who are physically, mentally, or emotionally handicapped and to provide professional assistance and consultative services to the districts and schools in the implementation of Special Education programs. Specific functions include:

- Develops instructional objectives, policies, and standards for the various areas of handicaps for application through the school system.
- Develops curriculum guides, resource material and equipment lists relating to the various areas of handicaps to guide and stimulate instructional activities in the schools.
- Evaluates and recommends system-wide action on educational proposals generated by teachers, educational officers, parents and community groups.
- Monitors the activities of schools to ensure conformance to minimum program standards, established instructional policies, and legal and administrative directions.
- Keeps abreast of and disseminates information throughout the school system regarding significant research results and promising educational activities which are recommended by the Special Education Planning and Development Section.
- Identifies pre-service and in-service training needs of teachers and other instructional personnel.

The major activities of the Special Education Section since its inception in 1969 can be grouped in seven categories:

1. Development of a PPB system for Special Education
2. Development of a Master Plan for Special Education
3. Writing Legislative reports
4. Summarizing and compiling data concerning Special Education
5. Meetings with District personnel
6. Meetings with private schools and other community groups
7. On-site visits to, observations, and assessments of Special Education programs in the State

In addition to serving as staff and advisors to the district and school level personnel who are responsible for the operation of the on-going Special Education programs, the Special Education Section has been serving as staff to the Legislature and the Board of Education in the development of a PPB system and a Master Plan and the preparation of Legislative reports concerning Special Education. These activities involved the conceptualization and writing of the program plans required by the Legislature, their presentation to various committees, and revisions to the plans to refine them and incorporate ideas and suggestions from others within DOE, other government departments, the Legislature and private agencies into the plans. The work in the PPBS area resulted in the Special Education Analytic Document of January, 1970, which identified the major issues facing Special Education in Hawaii. In addition, it proposed alternatives for program improvement related to:

1. Curriculum guides
2. Diagnosis, prescriptive evaluations, and follow-up services

An Annex to the 1970 Analytical Document for Special Education was issued in December, 1970, which analyzed the additional issues of:

1. Services to students, ages 6-20, currently in private schools receiving State subsidies.
2. Services to exceptional students ages 4 and 5.

It should be noted, as is done in the Annex to the Analytic Document, that the Special Education program described is the interim program until the Master Plan for Special Education is completed and establishes new program directions.

Development of curriculum guides and standards is a responsibility of the State office which has been assigned to the Special Education Section. A list of the documents currently available along with their development date is given below. Not all of the guides were developed by this section, however, as the section was established in 1969; earlier guides were developed by the Special Services and Special Education Branches.

1. Special Education Program, Revised, November, 1969.
2. Program Standards for the Emotionally Handicapped, First Draft, August, 1968.
3. Program Standards for the Mentally Handicapped, First Draft, August, 1968.
4. Program Standards for the Specific Learning Disabilities, Approved, 1968.
5. Home-Hospital Instruction Handbook, Draft, September 17, 1968.
6. School Social Work Guide, issued March, 1965.
7. Speech and Hearing Handbook, issued 1969.
8. A Resource Guide for Special Education Teachers, Special Services Branch, August, 1968.
9. Educational Specifications and Standards for Facilities, Office of Instructional Services and Office of Business Services, issued April, 1970.
10. Program Standards for Identification and Diagnosis, Special Education Projects Section, Second Draft, February, 1971.

Special Education Projects Section

The purpose and functions of the Special Education Projects Section as described in the organizational description of the Department of Education are given below:

The primary purpose of this section is to plan, develop, and conduct special projects to assist students who are physically, emotionally, and mentally handicapped. This section seeks to develop and improve a system of identifying and diagnosing the needs of handicapped children and of prescribing instructional programs to meet those needs. This is carried out through in-depth medical-psychological-educational diagnosis of the needs of representative samplings of handicapped pupils and through intensive review of materials of instruction developed and used throughout the nation. Specific functions include:

- Development of and writing of project proposals for Federal financial assistance in Special Education.
- Planning and directing a program of in-depth evaluative service for representative samplings of handicapped pupils, maintaining necessary liaison with community, medical, and governmental agencies, in order to analyze and identify the nature and special needs of the handicapped.
- Review and evaluation of materials for instruction such as those developed by the Northwest Regional Instructional Materials Associate Center for Handicapped Children and Youth for their merit and feasibility in meeting the educational needs of Hawaii's handicapped children.

The activities of this Section were listed in the Section's Status Report dated January 29, 1970. The active projects were:

1. Child Study and Consultation Services
2. Federal Projects
3. In-Service Training of Teachers and Administrators in Special Education
4. Traineeships for Personnel in the Education of Handicapped

A summary of the expenditures on Special Projects by the Special Education Projects Section is given in Figure 4-10.

1. Child Study and Consultation Services

Child Study and Consultation Services is a psycho-educational clinic which is currently functioning as a special project within the Special Education Project Section. It consists of a central diagnostic consultive team which has the following members:

- Educational Psychologist (team leader)
- Diagnostic teachers
- Psychological Examiner
- Visiting teacher (vacant)
- Speech and hearing teacher

The central team has several purposes:

- To provide additional diagnostic, prescriptive and follow-up services to handicapped children in the Districts.
- To serve as a model for additional teams at the district or school complex level.
- To provide in-service training to district Special Education staff and diagnostic team members.
- To demonstrate team diagnosis utilizing techniques and tests which have not been used previously by district and school personnel.

The central diagnostic team was preceded by two Federally funded assessment teams formed at the State level. In the Summer of 1966, an assessment team was established to provide diagnostic services for three special schools, Linekona, Popukaina, and Diamond Head, which were at that time under the jurisdiction of the State office. The need for such an assessment team was created by the de-centralization of special services personnel which had been mandated by the State Legislature in 1965. All speech-hearing teachers, school social workers, and psychological examiners had been transferred from the State office to the district offices in September, 1965, leaving the State operated schools without these ancillary services. Since that time, all three schools have been assigned to Honolulu School District rather than being administered by the State office and the ancillary services are provided by the District.

The central team dates from 1969 when the 1969 Hawaii State Legislature appropriated \$606,000 to improve identification and diagnostic services

in Special Education. Thus, state monies were made available for the formation of a central diagnostic team.

After an initial trial period which began in the new school year 1969-70, the diagnostic team approach was thought to be successful by the Special Education Branch, but the demand for its services was more than could be handled by the central team. In November, 1969, a proposal was submitted to the Board of Education to establish five additional teams in five separate school complexes. At the present time there are a total of forty persons on diagnostic teams in the school districts of Honolulu, Leeward Oahu, Hawaii, Maui, Kauai (Figure 4-11). The diagnostic teams are administered by the school district in which they are located.

2. Federal Projects

The Federal Projects administered by the Special Education Projects Section are funded through Title VI, Education of the Handicapped Act, and P. L. 85-926, Preparation of Personnel for the Education of Handicapped. These funds are granted and approved by the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education and Welfare.

Title VI funds have been appropriated to improve State administration educational programs for the handicapped. They are used to encourage development of projects to improve education of handicapped students. Hawaii receives the minimum level of funding due to the size of the population in the State. Five percent or \$75,000, whichever is the larger amount, may be used for administration. Due to the priority needs of the State, only \$50,691 were expended for administration in 1969.

The only Title VI Project at the State level is the Special Education Instructional Materials Services, an Associate Center of the Northwest Regional Instructional Materials Center at the University of Oregon, Eugene, Oregon. The Associate Instructional Materials Center in Hawaii was begun in February, 1969. The need for the Instructional Materials Center has arisen due to the recent increase in production of Special Education instructional materials. These materials are expensive and the descriptions of them in manufacturers' catalogues are not sufficient for teachers to decide whether or not they should purchase them in quantity for classroom use. The Instructional Materials Center purchases examples of promising materials and loans them out to Special Education teachers and administrators to allow them to become acquainted with the materials before deciding to purchase them. A list of the Instructional Materials Center's inventory of

materials and their usage is given in Figure 4-12. The breakdown of who has used the Center's resources is shown in Figure 4-13.

In addition to purchasing sample and demonstration materials in Special Education, the Instructional Materials Center field tests new materials and evaluates them with the assistance of State Program Specialists. The Instructional Materials staff also provides consultation to the teachers and administrators who use the resources in their selection of materials to test and to purchase. The Center also disseminates information on materials, equipment, publications and research in the field of Special Education. To this end the Instructional Materials Center distributed an Inventory Listing of the materials stocked by the Center in September, 1969, and a Subject Listing of its materials in February, 1970. The Listings were sent to Special Education teachers, principals, and librarians to inform them of the materials which were available from the Instructional Materials Center; approximately 600-700 listings of each type were sent out in each mailing.

In addition to the Associate Center located in Honolulu, the Special Education Projects Section has established four subcenters which serve as satellite depositories for instructional materials. Their locations are:

Kauai (District Superintendent's Office)
Maui (District Superintendent's Office)
Hawaii (Kona Educational Complex)
Leeward (Campbell Educational Complex)

The satellite centers were established in order to make the Instructional Materials Center's services more accessible to the teachers in outlying districts and to encourage greater use of the Center's resources. Statistics on satellite Centers' resources are given in Figure 4-14.

Title VI Projects at the school levels are:

1. Special projects in developing skills in the use of media and to create instructional materials for use with media.
 - a. Honolulu
 - b. Leeward
 - c. Windward
 - d. Maui
2. Experiment on the Use of Musicall Methods in Teaching Trainable Children, Pearl Harbor Kai School, Central District.

A contractual agreement to purchase diagnostic services from Children's Hospital and Staub Clinic has been entered into by the Department of Education. The purchase of diagnostic services from these private agencies is funded through a Title III Project which is administered by this Section. The Child Study and Consultation Services team serves as liaison for purchasing these services. Another Title III project has established a class at Pearl Harbor Kai School for preschool children affected by the rubella epidemic.

P. L. 89-313 Projects in Schools for the Handicapped are approved by this office but administered by Honolulu and Windward District offices. Funds are provided to develop innovative projects to improve educational programs for the severely handicapped students in institutionalized or day-care schools.

3. In-Service Training

In 1969, nine workshops or special institutes were developed and administered by the Special Education Projects Section utilizing Federal funds from Title VI and P. L. 85-926. The number of participants attending these workshops was 464. From 1966 through 1969, the Section has sponsored twenty workshops; these workshops have had a total attendance of 1307 persons. A listing of workshops presented by the Section from 1966 through 1969 is shown in Figure 4-15.

4. Traineeships and Fellowships

Under P. L. 85-926 funds are made available for training of personnel to work with handicapped children. Generally, fellowships are granted for full-time study at an accredited college or university, while traineeships are usually for short courses such as summer schools or special study institutes. As exhibited in Figure 4-16, there has been a move to the exclusive use of traineeships in the last two years. This is due to the greater number of persons which can be provided with training through use of traineeships.

Master Plan

At the present time, efforts are underway to develop a Master Plan for Special Education in the State. The task has been assigned to a member of the Office of Planning and Analytical Studies and personnel in the

Special Education Section are providing assistance with the staff work.

There has been a deliberate attempt to involve many persons, a wide variety of viewpoints, and all of the organizations dealing with Special Education in the Master Plan development. The working relationships among the different groups (as anticipated by the Office of Planning and Analytic Studies) are diagrammed in Figure 4-17.

The initial development work has been to establish twelve major areas to be covered by the Master Plan and to determine the priorities of the different areas. Figure 4-18 lists the major parts of the Master Plan in Special Education that are to be developed and implemented. The initial effort is being concentrated on the first six items; these have been deemed the most critical ones. Work on the remaining six will be initiated as the first areas are completed.

Hawaii Curriculum Center

The Hawaii Curriculum Center, while located organizationally within the Curriculum Development and Technology Branch of the DOE, has its offices on the University of Hawaii campus. It was established as a joint activity of the DOE and the University of Hawaii to serve as the site of operation for Title III projects (innovative and exemplary projects for the educational improvement of the handicapped) and for other designated curriculum development and evaluation projects. It is jointly funded by the Federal government and the State of Hawaii. As a cooperative agency, the Center coordinates the curriculum development resources -- personnel, facilities, and funds -- of the Department of Education, the University of Hawaii, Federal agencies, and other cultural and educational agencies in the community. The resources of the Center itself are used systematically to develop new curricula as mandated by the Department of Education. The major project to date has been the Hawaii English Project, a regular curriculum program.

The use of Federal funds for Title III projects requires that 15% of these funds be expended for the handicapped. The Center has been receiving Title III funds for approximately three years. The project for the past two years has been to provide special psychiatric services for preschool children affected by the rubella epidemic. The funding has been at an annual level of approximately \$85,000. This project has now been taken over by the State and is funded from State general fund monies. The current project involving handicapped children is for the development of instructional materials in language arts at the elementary level for

educable mentally retarded children. The project is funded at approximately \$90,000. A similar, but smaller, project of approximately \$15,000 is being funded through the Commissioner's Reserve portion of Title III monies. This project also involves developing instructional materials in language arts at the elementary level, but the emphasis is on educable mentally retarded children who are bilingual, i. e., English is not the language spoken at home.

SCHOOL DISTRICTS

The Hawaii school system is divided into seven districts: four on Oahu - Honolulu, Windward, Leeward, Central; and one for each of the major neighbor islands - Kauai, Maui, and Hawaii. Since the 1965-66 school year, the operating responsibility for the Department of Education educational programs has been decentralized to the district level. Each of the districts is headed by a District Superintendent who reports directly to the Superintendent of Education. Under the District Superintendent are the district staff and the teaching and administrative personnel of the schools and school complexes.

Role of the District

The district has the responsibility of implementing all DOE educational programs within policy guidelines established by the State office. A clear line-staff relationship exists in the organizational structure; the State office personnel act as staff for the Superintendent in establishing policies, guidelines, and direction, while the District Superintendent has direct operating responsibility for running the educational programs in his district. For example, in Special Education the district staff specialists and Special Education teachers both are ultimately responsible to the District Superintendent, not to the State office personnel, for the performance of the Special Education programs in the district. The listing of the major functions of the District Superintendent demonstrates the strong concentration of authority in the position. The list shown below is from Windward District, but is typical of the other districts as well.

1. Plans, directs, and evaluates the school program within the district in accordance with the plans and policies of the Department.
2. Supervises and directs the business affairs of all schools within the district, including budget preparation, facilities maintenance, allocation of resources, etc.
3. Directs and coordinates district-wide programs of personnel services, including the hiring and placement, employee welfare, and career management services.
4. Administers pupil personnel services such as diagnostic services; coordinates Special Education programs.

5. Maintains liaison and communicates with governmental and community groups.

Of particular interest to this study is the fact that Special Education programs, teacher placement and allocation of resources are under direct district administration and supervision.

The organizational structure and responsibility are designed and operated in such a manner that the State office personnel play only an advisory role with their counterparts at the district level, and that final action rests with the district personnel. This is illustrated by a typical district organization chart shown in Figure 4-19. While there are differences among districts, the chart shows the support services that are generally provided by the district staff.

District Organization

The Curriculum Specialist, Special Services (in some districts the title is Curriculum Specialist, Special Education, and two districts have both positions) serves as the administrator and coordinator of Special Education personnel and programs within the district. A list of the functions of the Curriculum Specialist, Special Services, is given in Figure 4-20; the list was obtained from the Windward and Hawaii districts, but it is typical. The specific duties vary by district, but the responsibilities common to this position include:

1. Special Education programs
 - identification
 - diagnosis
 - staff support for Special Education teachers and classes
2. Diagnostic team
3. Guidance and counseling
4. Home and hospital instruction
5. Health education
6. Liaison with other agencies

A comparison of the duties by district is given in Figure 4-21.

Typically, the Curriculum Specialist has reporting to him the special service personnel on the district staff, such as the psychological examiners, speech and hearing therapists, and school social workers, as well as the diagnostic team or teams in the district. A typical organizational structure for Special Education at the district and school levels is shown in Figure 4-22.

A major feature of the district staff is the diagnostic team or teams which serve the schools or school complexes in the district. The teams, which are comprised of a psychological examiner, speech and hearing specialist, diagnostic/prescriptive teacher, and a visiting teacher, provide testing and educational evaluation on pupils referred to them by the schools. At the school level various team members screen the pupils referred to them; the pupil is then assigned prescriptive services or sent to the appropriate agency. Originally these personnel were in the State office, but all psychological examiners, speech and hearing specialists, and school social workers were transferred to the district offices in September, 1965, during the decentralization of special services within the DOE which was based on the mandate of the State Legislature of that year.

The Home/Hospital Instruction Program, which is administered at the District level by the Curriculum Specialist, Special Services, provides tutorial services to pupils in the elementary and secondary levels of both public and private schools who are confined in a hospital or at home because of illness, injury or emotional problems. The elementary children receive a maximum of three hours of instruction per week and the secondary students a maximum of five hours per week. The service is provided by hourly paid instructors. In addition to individual children, tutorial services are provided on a part-time regular basis to certain special schools (Shriner's Hospital School, Booth Memorial Home and Annex) to supplement their educational services. The total statewide budget for Home/Hospital Instruction has grown steadily from \$48,000 in 1966-67 to \$196,000 in 1970-71.

District Staffing Levels

The growth of the district staff personnel is shown in Figure 4-23 which gives the number of Special Education district staff personnel by position since 1966-67. During the last five years, the size of the staff has doubled. The bulk of the increase has come during 1968-70 in the primary staff area; i.e., personnel in the educational, diagnostic and prescriptive areas working to prevent development of handicapping

conditions by early diagnosis and prescriptive teaching. This is shown graphically in Figure 4-24. For example, psychological examiners have increased from nine in 1966-67 to twenty in 1970-71, speech and hearing from nineteen to twenty-six, school social workers and visiting teachers from fifteen to twenty-two, and diagnostic/prescription teachers from zero to ten. The increase in the past two years has been primarily the result of placing additional diagnostic teams in school complexes.

Special Education Pupil Enrollment

There has been a steady and rapid rise in the number of educationally handicapped children being served by the DOE. As indicated in Figure 4-25, this increase has occurred in all districts. With the exception of children affected by the rubella epidemic, the growing number of handicapped children in DOE programs in all probability does not indicate an increasing incidence rate among children of the State. Rather, it is the result of improved identification and diagnostic methods, primarily the greatly increased number of diagnostic teams at the district and complex level, and the greater availability of resources to serve an increasing number of identified handicapped children.

Cooperative Programs in Special Education

At the district level the DOE has joint or cooperative programs with a number of other agencies. Among those reported by the districts are:

1. Health Aide Program by the Department of Health
2. Learning Disabilities Clinic run by the Children's Health Services Division of the Department of Health
 - Department of Health provides identification and medical diagnosis
 - Department of Education provides speech and hearing specialist to the clinic, is responsible for educational certification and placement in classroom

3. Child Development Clinic run by the Crippled Children's Division of the Department of Health
 - Provides diagnostic services to the Department of Education on referral to determine educable mentally retarded or trainable mentally retarded
4. Services for the emotionally handicapped from the Mental Health Division of the Department of Health
 - Mental Health clinics provide diagnosis and psychiatric service for Department of Education referrals
 - Mental Health Division provides school visits by psychiatrists
 - identification of emotionally handicapped children
 - counseling with children and parents
5. Preschool hearing impairment program with the Children's Health Services Division of the Department of Health (Central District)
6. Home and hospital instruction provided to Department of Health clients needing services
7. Waimano Training School and Hospital run by the Department of Health
 - Full range of services for trainable mentally retarded
8. Hawaii State Hospital
 - The DOE provides teachers for classes for the seriously emotionally disturbed
9. University of Hawaii
 - Hearing aid evaluation done at Speech and Hearing Clinic
 - Teacher training programs
 - In-service training and workshops

10. Work Study Program with the Division of Vocational Rehabilitation and the Department of Social Services and Housing
11. Department of Social Services and Housing - coordination with DOE referrals from school social worker and schools in the Family Court
12. Corrections Division, Department of Social Services and Housing
 - The DOE provides teachers for classes for delinquents at the Hawaii Youth and Correctional Facility
13. Summer program for blind teenage students run by the Services to the Blind Branch of the Division of Vocational Rehabilitation
14. Commission on Children and Youth
 - Special Education information provided by district staffs
15. State Employment Office
16. Job Corps
17. Variety Club
 - Preschool and school age children with specific learning disabilities
18. Salvation Army
19. YMCA
20. Hawaii Association to Help Retarded Children
21. Armed Services Special Education Training Society
22. Tripler General Hospital
23. Child and Family Service

24. Liliuokalani Trust

25. Catholic Social Services

SPECIAL SCHOOLS

Special schools are those that serve only handicapped pupils. Currently there are eight special schools in Hawaii, all located on Oahu. They are listed below along with the type of children served by each.

<u>School</u>	<u>Type of Child</u>	<u>Age Range</u>
Hawaii School for the Deaf and the Blind	Deaf Blind	3-20 years 6-12 years
Linekona School	Educable mentally retarded with emotional problem	8-16 years
Pohukaina School	Orthopedically handi- capped, trainable mentally retarded	5-19 years 8-18 years
Booth Memorial and Annex	Pregnant teenagers	7-12 grade
Kaioli School	Emotionally handicapped	8-18 years
Shriners' Hospital School	Orthopedically handicapped	K-11 grade
Hawaii State Hospital School	Emotionally handicapped	12-19 years
Olomana School	Delinquents	12-19 years

Initially, these schools were under the responsibility of the State and administered by the Administrator, Special Education, in the Special Services Branch of the Department of Education. In the school year 1966-67, the special schools were decentralized and placed under the responsibility of the districts in which they were located. Due to this change, Honolulu District was given responsibility for Hawaii School for the Deaf and the Blind, Linekona School, Pohukaina School, Booth Memorial Annex, Kaioli School, and Shriners' Hospital School; Windward District received Hawaii State Hospital School and Olomana School. The transition of the special schools from State to district responsibility was

delayed for one year after the general decentralization in the Department of Education (which included Special Education) to allow the districts sufficient time to digest their new responsibilities. Since the majority of the special schools were transferred to the Honolulu District, the position of Administrator, Special Education, was transferred also from the State office to the Honolulu District office; it was retitled Curriculum Specialist, Special Education. In Windward District the special schools are the responsibility of the Curriculum Specialist, Special Services.

P.L. 89-313 is a Federal act which provides funds for State operated schools for the handicapped. The purpose of the funding is to develop innovative projects to improve the educational programs for the severely handicapped students in institutionalized or day-care schools. From 1966 through 1970 a total of \$335,000 of P.L. 89-313 funds has been expended by the DOE for projects involving all special schools except Olomana, which does not qualify as a special school under the U.S. Office of Education guidelines. These projects are approved by the Special Education Projects Section and are administered by the Honolulu and Windward District offices. The DOH has also expended the \$95,000 of P.L. 89-313 funds during this time; the projects have involved handicapped children at Waimano Training School and Hospital, Pohukaina School and Linekona School.

A summary of Special Education pupils in special schools is given in Figure 4-26. It shows that the total number of children in the special schools has remained more or less constant over the last five years, but that enrollment in individual schools has changed considerably. For example, the enrollment at Linekona has dropped steadily due to the increasing availability of other DOE programs for the educable mentally retarded on Oahu, and the deaf enrollment at the Hawaii School for the Deaf and the Blind has greatly increased due to the rubella epidemic. The average cost per pupil (Figure 4-27) of the special schools varies considerably with the type of school, the facilities required and the services provided; however, in all schools the costs have been steadily rising over the past five years.

A synopsis of each special school is given below.

Hawaii School for the Deaf and the Blind

History: The school was begun in 1914 to provide educational services for the deaf and the blind pupils of the entire State. Residential services are provided for pupils from the neighbor islands and rural Oahu when needed. Deaf children can be enrolled from ages 3 to 20 and blind pupils between the ages 6 to 12. Referrals of pupils to the school come from DSSH, DOH, Public Health Nurses, Tripler General Hospital, pediatricians, and family doctors.

In addition to the general curriculum for the deaf, which follows that of the regular schools as much as possible, the program for the deaf includes a preschool nursery school, a special class for deaf children with additional handicaps and close cooperation with the resource program of the Kahala School.

The blind children are taught the reading and writing of braille and subject matter found in the regular curriculum in the DOE. When they complete grade six and are proficient in assistance devices needed in their schooling, they are transferred to the resource program at Washington Intermediate School.

<u>Enrollment:</u>	<u>66-67</u>	<u>67-68</u>	<u>68-69</u>	<u>69-70</u>	<u>70-71</u>
Deaf	107	117	133	147	159
Blind	19	13	12	11	9
Total	126	130	145	158	168

<u>Personnel:</u>					
Instructional	21	21	24	27	31
Support	20	22	21	24	27
Total	41	43	45	51	58

<u>Budget:</u>	\$317,000	\$343,000	\$387,000	\$440,000	\$533,000
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Linekona School

History: Linekona was founded in 1924 to provide a special school for slow learning children. Today it is a school for educable mentally retarded children or for children who function as educable mentally retarded due to underachievement. The children who are placed in the school also have emotional problems resulting in behavior in a regular classroom that is unacceptable and disrupting. The school accepts children from ages 8 to 16. Linekona is also responsible for the administration of the educational program at the Detention Home.

<u>Enrollment:</u>	<u>66-67</u>	<u>67-68</u>	<u>68-69</u>	<u>69-70</u>	<u>70-71</u>
Linekona	144	130	107	93	79
Detention Home	18	20	20	9	16
Total	162	150	127	102	95

<u>Personnel:</u>					
Instructional	10	10	10	10	10
Support	5	6	10	10	8
Total	15	16	20	20	18

<u>Budget:</u>	\$114,000	\$132,000	\$134,000	\$157,000	\$182,000
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Pohukaina School

History: The program began in 1937 as a class for orthopedically handicapped at Kawananakoa School. In 1949, the class was moved to Punhale School and then shifted to Pohukaina in 1953 where the special classes for the orthopedically handicapped were operated along with the regular classes. In 1966, Pohukaina became a wholly special school for orthopedically handicapped and trainable mental retardates. The orthopedically handicapped students range from five to eighteen years of age and the trainable mental retardates from eight to eighteen years of age.

Enrollment:

	<u>66-67</u>	<u>67-68</u>	<u>68-69</u>	<u>69-70</u>	<u>70-71</u>
Orthopedically handicapped	111	125	115	101	104
Trainable Mental Retardates	<u>80</u>	<u>83</u>	<u>86</u>	<u>88</u>	<u>94</u>
Total	191	208	201	189	198

Personnel:

Instructional	20	20	22	22	23
Support	<u>14</u>	<u>14</u>	<u>17</u>	<u>17</u>	<u>18</u>
Total	34	34	39	39	41

Budget:

\$218,000	\$239,000	\$248,000	\$303,000	\$356,000
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Booth Memorial and Annex

History: Booth Memorial Home School was started in 1959 as a result of a proposal by the Salvation Army to the Department of Education to conduct classes for pregnant girls in its caring facilities in Kaimuki. The Booth Annex was started later as a day school for pregnant girls living at home. The Annex is located at Pohukaina School. The program at Booth provides for the schooling of pregnant teenage secondary school girls who would normally drop out of school.

<u>Enrollment:</u>	<u>66-67</u>	<u>67-68</u>	<u>68-69</u>	<u>69-70</u>	<u>70-71</u>
Pupils	44	68	88	68	46

<u>Personnel:</u>					
Full-time	1	1	1	1	1
Part-time	2	4	6	6	5

Kaioli School

History: Kaioli School was begun in 1962 when the Department of Education provided a teacher for emotionally handicapped children living at the Salvation Army Home. All of these children have some degree of emotional and social adjustment problems which prevent them from adjusting to regular school situations. The age of children served ranges from 12 to 18.

<u>Enrollment:</u>	<u>66-67</u>	<u>67-68</u>	<u>68-69</u>	<u>69-70</u>	<u>70-71</u>
Pupils	29	35	53	21	17
<u>Personnel:</u>					
Teachers	2	2	4	3	3
Aides	-	-	-	1	1

Shriners' Hospital School

History: The Shriners' Hospital School was established around 1940 within the facilities of the Shriners' Hospital for orthopedically handicapped children who were waiting for corrective surgery or were convalescing. Children range in age from five to sixteen.

<u>Enrollment:</u>	<u>66-67</u>	<u>67-68</u>	<u>68-69</u>	<u>69-70</u>	<u>70-71</u>
Pupils	23	43	33	32	25

<u>Personnel:</u>					
Teachers	2	3	3	3	3

State Hospital School

History: The State Hospital School provides school age children who are patients at the hospital with an opportunity to continue their schooling. Organizationally, the educational program at the State Hospital is a department of Castle High School and the students are integrated back into the high school on a part time basis where possible.

<u>Enrollment:</u>	<u>66-67</u>	<u>67-68</u>	<u>68-69</u>	<u>69-70</u>	<u>70-71</u>
Average Enrollment	29	30	30	25	22
Total Pupils	NA	43	45	64	65
<u>Personnel:</u>					
Full-time	2	2	2	2	2
Part-time	1	1	1	-	-
<u>Budget:</u>	NA	NA	\$15,300	\$20,800	\$22,600

Olomana School

History: Olomana School provides the educational program for the Hawaii Youth Correctional Facility. Its pupils have been declared delinquents by the courts; their ages range from 12 - 19 and from grades 7 - 12.

<u>Enrollment:</u>	<u>66-67</u>	<u>67-68</u>	<u>68-69</u>	<u>69-70</u>	<u>70-71</u>
Average Enrollment	80	61	48	40	42
Total Pupils	114	NA	NA	98	82

<u>Personnel:</u>					
Instructional	7	10	6	8	11

<u>Budget:</u>	\$93,000	\$86,000	\$73,000	\$112,000	\$155,000
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VOCATIONAL-TECHNICAL EDUCATION

The objective of the secondary school Vocational-Technical program is to develop pupils who have basic academic and occupational skills and knowledge which would enable them to meet entrance requirements for a post-secondary occupational program of their choice and/or to qualify for entry level positions in one or more families of occupations. As a result of instruction in this program, the individual should be able to:

Be prepared to enter a selected post secondary vocational-technical course of study.

Perform entry level tasks within one or more related job families.

Assume responsibilities of a reliable worker in terms of appearance, conduct, and attitude.

Prior to 1965 the Department of Education had responsibility for all Vocational Education within the State of Hawaii. However, Act 138, SLH 1965, placed the post-high school Vocational Education program under the administration of the Community College Services Office of the University of Hawaii and in 1965 this change was instituted. The only exceptions to this transfer were Hawaii Technical School, Hoomana (the prison school), the Adult Distributive Program, the Young Farmer Program and the Vocational Education program of the Adult Education Section of the DOE; these remained under the jurisdiction of the Department of Education. In July, 1969, Hawaii Technical School was transferred to the Community Colleges and in July, 1970, Hoomana was also. At the present time the Department of Education has responsibility for the secondary school programs in vocational education and the remaining exceptions noted above.

Organizationally, Vocational Education is located within the General Education Branch of the Office of Instructional Services in the DOE. Figure 4-6, the organizational structure of the Office of Instructional Services, illustrates the location of Vocational Education in the Department of Education.

Administratively, the personnel located in the State office consist of:

Administrator
Program Specialist, Industrial Arts
Program Specialist, Industrial - Technical
Program Specialist, Home Economics
Program Specialist, Agriculture
Program Specialist, Business - Distributive
Teacher-Coordinator for Teaching Hawaiana to persons working
in the tourist industry

Industrial Arts is concerned with the study of industry, through practical experiences with industrial materials, tools, machines, processes, and procedures. Industrial-Technical is vocation and occupation oriented. The other areas cover both of these aspects in dealing with their specific subject matter.

Until the Fall of 1969 there was no Vocational Education program for handicapped children. The Division of Vocational Rehabilitation of the Department of Special Services and Housing did provide some rehabilitation services based on referrals from the Department of Education, but it was on a single case basis and no program was in operation. In September, 1969, the Vocational Education Section offered three new programs, one of which was exclusively for Special Education students. These programs were:

1. Pre-Industrial Preparation Program - primarily for under-achieving disadvantaged children
2. Introduction to Vocations Program - for "normal or regular" children with varying interests, aptitudes, and abilities
3. Occupational Skills Program - for handicapped children

The purpose of the Occupational Skills Program is to help handicapped children gain occupational competence. The program is now offered to educable mentally retarded students in a limited number of schools. The program was started with this handicapped group because the Department of Education now serves most of the educable mentally retarded in its school system. The program calls for expanding the coverage of educable mentally retarded in public schools from the current level of less than 20% to 100% coverage in six years and to include emotionally handicapped and learning disability children in the group being served by the Occupational Skills Program within this time period also. The projection made in the Vocational - Technical Education Analytic Document is for 5% of the total student population to be enrolled in the Occupational Skills Program by the 1976-77 school year. Figure 4-28,

taken from the original Analytic Document, January, 1970, and revised in January, 1971, presents the program goals. The five percent would include borderline educable mental retardates as well as emotionally handicapped and learning disability children. The identification of eligible handicapped children will be made through the present Department of Education, Special Education procedures. Emotionally handicapped and learning disability pupils can be served by the same or very similar Vocational Education program as that now being used with mentally retarded children.

The Occupational Skills Program is begun at the tenth grade level based on chronological age, i.e., about 15-18 years old. Essentially the program consists of three phases:

1. The Occupational Skills Program Coordinator (on the District staff) in cooperation with the Special Education teachers and counselors in the school explores possible job opportunities for the handicapped children in the District.
2. A short exploratory course (several sessions) in a potential occupational area is given to all students enrolled in the program to enable them to see if they are interested in the area. The course areas are:
 - Clerical Services
 - Related Sales Services
 - Child Care Services
 - Home Services
 - Clothing Maintenance Services
 - Ground Maintenance Services
 - Shop and Building Maintenance Services
 - Supervised Food Services
 - Tradesmen's Helpers

Outside personnel who have actual working experience at the journeyman level are brought into the classroom to describe the type of work involved and provide instruction in the occupational area selected for exploration.

3. For those students who are interested in a particular area as a career opportunity, an in-depth training course is provided. The Department of Education contracts with outside personnel with specific work experience in the job area to teach the training course. Insofar as possible, the work situation is simulated in the school classroom or the children are taken to the actual job site.

A key person in this program is the Occupational Skills Program Coordinator who is assigned to the district staff. Organizationally, his position is similar to the Curriculum Specialist, Special Education, in that he reports to the District Superintendent, but receives support and guidance from the State office. Currently, only Central Oahu District reported having an Occupational Skills Program Coordinator on the district staff, but plans include adding this position in all districts as funds become available. In the districts without a specific Coordinator position, the duties are being performed by one of the Curriculum Specialists on the district staff. The functions of the Occupational Skills Program Coordinator for the Occupational Skills Program are:

- To explore potential job opportunities in community before offering training. He must insure that there is a place for the handicapped students before beginning a training program.
- To coordinate the activities of Special Education students in Vocational Education with Special Education teachers, school counselors and the vocationally competent instructors.
- To assist in placement of Vocational Education students following training.

The program began only one year ago and is still relatively small, particularly in comparison with the need projected in Figure 4-28. The relevant program statistics for the first year of operation are shown below.

Occupational Skills Program, 1969-70

Schools	3-1/2
Students	496 in exploratory courses (duplication of students occurred) 275 in in-depth training courses (less than 100% of students took these courses)

The funding for the Special Education Vocational Education programs comes from both State and Federal sources. Through the Vocational Education Act, the State of Hawaii receives certain Federal funds for Vocational Education. The recipient agency for all Federal funds for Vocational

Education is the University of Hawaii; the Community College Services Office is the administrating agency for these funds. The Department of Education is allocated a portion of these Federal monies for Vocational Education. State and Federal funds which have been provided for Vocational Education programs for the past two years are given below. These are total figures and include both handicapped and non-handicapped programs.

	<u>1969-70</u>	<u>1970-71</u>
State Funds	\$1,528,600	\$2,190,300
Federal Funds	<u>697,900</u>	<u>740,400</u>
Total Vocational Education Funds	\$2,226,500	\$2,930,700

Source: Vocational-Technical Education Section

Of the Federal funds, 10% of the base grant is required to be used in programs for the handicapped. This amount totaled \$128,000 in 1969-70. Of this amount, \$100,000 was allocated to the Department of Education for the installation of the Occupational Skills Program. The same amount was allocated for this program in 1970-71. From State funds in 1970-71, the Occupational Skills Program received approximately \$80,000 for its operation.

Figure 4-1

TEACHERS OF SPECIAL EDUCATION IN THE STATE OF HAWAII

	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>	<u>1970-71</u>
Regular Schools	132	183	270	267	351
Special Schools	<u>69</u>	<u>68</u>	<u>71</u>	<u>70</u>	<u>81</u>
Total DOE Teachers	201	251	341	337	412
Private Schools	<u>46</u>	<u>57</u>	<u>55</u>	<u>85</u>	<u>116</u>
Total Teachers	247	308	396	422	528
% of Teachers Employed by the DOE	81%	81%	86%	80%	78%

Source: Department of Education

1966-67 through 1968-69, Office of Personnel Services, DOE
1969-70, 1970-71, Special Education Section, DOE

Private Schools

Office of Personnel Services, DOE

SPECIAL EDUCATION PUPILS ENROLLED IN
DEPARTMENT OF EDUCATION PROGRAMS

MANAGEMENT ANALYSIS CENTER INCORPORATED

Figure 4-3

COMPARISON OF ENROLLMENT AND COST INCREASES IN SPECIAL
EDUCATION IN THE DEPARTMENT OF EDUCATION

	<u>% Enrollment Increase (Decrease)</u>	<u>% Cost Increase</u>
Regular Schools	106%	290%
Special Schools	(13%)	75%
Total Special Education	73%	165%

Figure 4-4

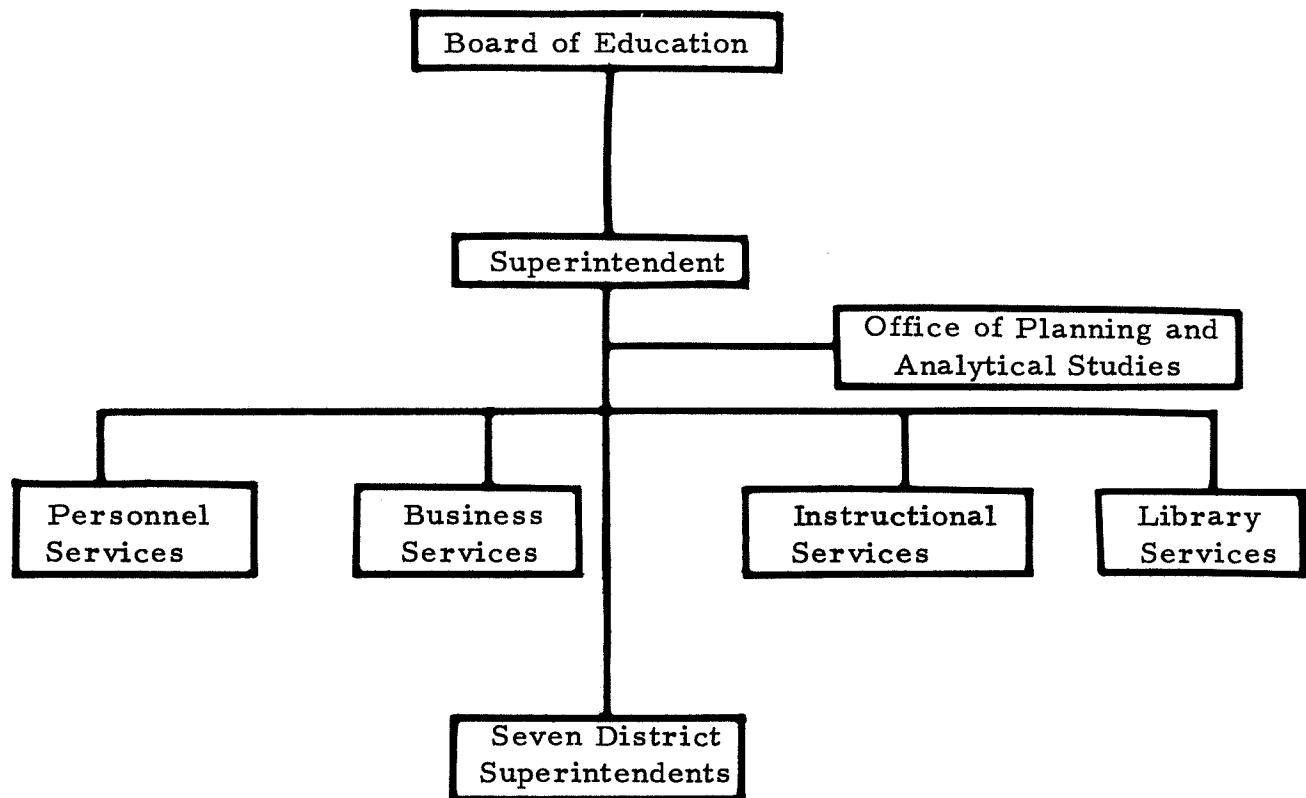
SPECIAL EDUCATION COSTS OF THE DEPARTMENT OF EDUCATION*

	<u>66-67</u>	<u>67-68</u>	<u>68-69</u>	<u>69-70</u>	<u>70-71</u>
State Office Administration	\$149,000	\$152,000	\$112,000	\$112,000	\$241,000
District Administration					
Staff	488,000	540,000	600,000	683,000	980,000
Expenses and Equipment	<u>72,000</u>	<u>72,000</u>	<u>83,000</u>	<u>102,000</u>	<u>122,000</u>
	560,000	612,000	683,000	785,000	1,102,000
Special Education in Regular Schools	921,000	1,310,000	1,876,000	2,554,000	3,598,000
Federal Funds	<u>48,000</u>	<u>216,000</u>	<u>208,000</u>	<u>296,000</u>	<u>335,000</u>
Sub-Total	1,678,000	2,290,000	2,879,000	3,747,000	5,276,000
Special Schools	<u>847,000</u>	<u>917,000</u>	<u>1,046,000</u>	<u>1,162,000</u>	<u>1,473,000</u>
Department of Education					
Total	<u>\$2,525,000</u>	<u>\$3,207,000</u>	<u>\$3,925,000</u>	<u>\$4,909,000</u>	<u>\$6,749,000</u>

*Source: Department of Education Budget Requests; 1966-67 through 1971-73.

Figure 4-5

DEPARTMENT OF EDUCATION ORGANIZATION CHART



Note: The DOE organizational structure is undergoing changes at the present time and the final structure may be slightly different from that pictured above.

Figure 4-6
OFFICE OF INSTRUCTIONAL SERVICES ORGANIZATION CHART
DEPARTMENT OF EDUCATION

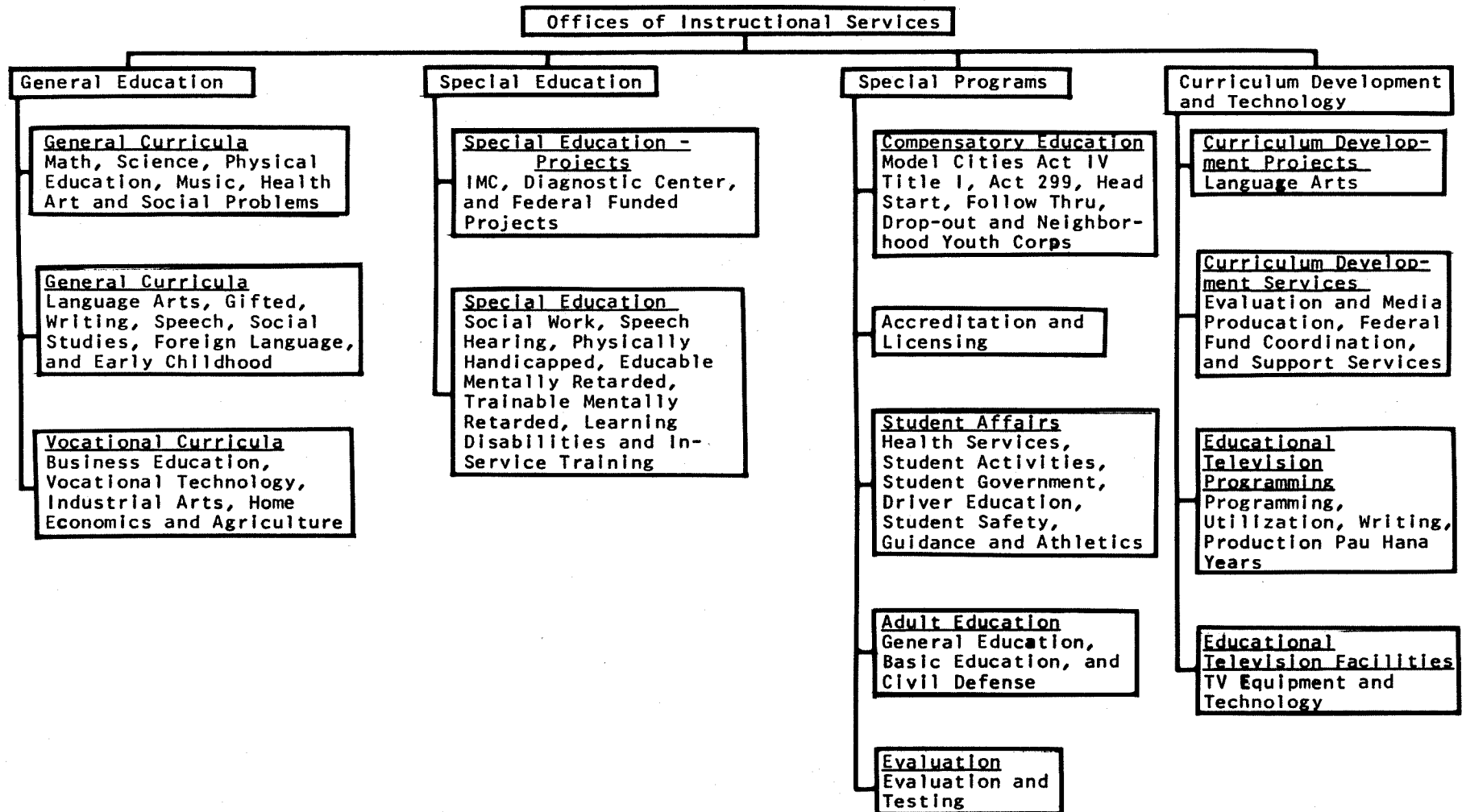


Figure 4-7

SUMMARY OF THE ORGANIZATIONAL HISTORY OF THE OFFICE OF INSTRUCTIONAL SERVICES

<u>YEAR</u>	<u>POSITION CHANGE (#)</u>	<u>ORGANIZATIONAL UNIT</u>				
1949	Deputy Superinten- dent (3)	<u>DIVISION OF INSTRUCTION</u>	<u>DIVISION OF SPECIAL SERVICES</u>	<u>DIVISION OF VOCATIONAL EDUCATION</u>		
1955			Director Health and Work With Handicapped Children			
1957			Add Director Educable Mentally Retarded Program			
			Add Director Gifted Children			
1959	Assistant Super- intendent (1)	<u>ELEMENTARY DIVISION</u>	<u>SECONDARY DIVISION</u>	<u>VOCATIONAL, POST HIGH, AND ADULT DIVISION</u>	<u>GUIDANCE, HEALTH AND SPECIAL EDUCATION DIVISION</u>	
					Director Health Services and Work with Handicapped Children	
					Director of Educable Mentally Retarded Program	
					Director Dental Health	
1960					Activate Special Education Director	
1961	Assistant Super- Intendent (1) Deputy Directors(5)	<u>INSTRUCTIONAL AIDS</u>	<u>SECONDARY EDUCATION</u>	<u>ELEMENTARY EDUCATION</u>	<u>GUIDANCE HEALTH AND SPECIAL EDUCATION</u>	<u>VOCATIONAL, POST-HIGH AND ADULT EDUCATION</u>
					Special Education Branch	
					Guidance Branch	
					Health Education Branch	
1962	Change to Directors (5)					
1963	Change to <u>Divisions</u>					
1964		<u>Change to SCHOOL LIBRARY AND INSTRUCTIONAL MATERIALS DIVISION</u>				
1966	Change to Branches(4)	<u>ETV BRANCH</u>	<u>GENERAL EDUCATION BRANCH</u>	<u>SPECIAL SERVICES BRANCH</u>	<u>VOCATIONAL, POST-HIGH AND ADULT EDUCATION BRANCH</u>	
1967	Expansion (7)	<u>ETV BRANCH</u>	<u>ACCREDITATION AND LICENSING BRANCH</u>	<u>COMPENSATORY EDUCATION BRANCH</u>	<u>SECONDARY EDUCATION BRANCH</u>	<u>VOCATIONAL, POST-HIGH AND ADULT EDUCATION BRANCH</u>
			<u>ELEMENTARY EDUCATION BRANCH</u>	<u>SPECIAL SERVICES BRANCH</u>		
1968	Change to Branches Add	<u>EVALUATION BRANCH</u>	<u>ADULT EDUCATION BRANCH</u>	<u>SPECIAL EDUCATION BRANCH</u>		
1969	Reorganized (4)	<u>GENERAL EDUCATION BRANCH</u>	<u>SPECIAL EDUCATION BRANCH</u>	<u>SPECIAL PROGRAMS BRANCH</u>	<u>CURRICULUM DEVELOPMENT AND TECHNOLOGY BRANCH</u>	

Figure 4-8

DEPARTMENT OF EDUCATION STATE OFFICE PERSONNEL
IN SPECIAL EDUCATION

1965-66 Positions

1. Director of Guidance, Health and Special Education
 2. Administrator of Special Education
 3. Program Specialist, Mental Retardation
 4. Program Specialist, Speech and Hearing
 5. Administrator of Guidance
 6. Program Specialist, Guidance
 7. Program Specialist, School Social Work
 8. Program Specialist, School Health Services
 9. State School Psychologist
- Total Personnel - 9

1966-67 Positions

1. Director of Guidance and Special Education
 2. Administrator of Special Schools
 3. Program Specialist, Mentally Handicapped
 4. Program Specialist, Speech and Hearing Services
 5. Administrator of Guidance
 6. Program Specialist, School Social Work
 7. Program Specialist, School Health Services
 8. Program Specialist, Guidance
 9. State School Psychologist (vacant 1/2 year)
- Total Personnel - 8-1/2

1967-68 Positions

1. Director of Special Services
 2. Program Specialist, Mentally Handicapped
 3. Program Specialist, Speech and Hearing
 4. Program Specialist, Elementary Counseling
 5. Program Specialist, Secondary Counseling
 6. Program Specialist, School Social Work
 7. Program Specialist, School Health Services
 8. State Educational Psychologist - Vacant
- Total Personnel - 7

Figure 4-8 - Continued

1968-69 Positions

1. Director, Special Services
 2. Assistant Planner, Title VI (vacant 1/2 year)
 3. Program Specialist, Mentally Handicapped
 4. Program Specialist, Speech and Hearing Services
 5. Program Specialist, School Social Work
 6. Program Specialist, Elementary Counseling (transferred to General Education, October, 1968)
 7. Program Specialist, Secondary Counseling (transferred to General Education, October, 1968)
 8. Program Specialist, School Health Services (transferred to General Education, October, 1968)
 9. State School Psychologist - Vacant
- Total Personnel - 4-1/2

1969-70 Positions

Special Education Section

1. Administrator, Special Education
2. Program Specialist, Mentally Handicapped
3. Program Specialist, Speech and Hearing
4. Program Specialist, School Social Work

Special Education Projects Section

1. Administrator, Special Education Projects
 2. Educational Psychologist
 3. Speech and Hearing Teacher
 4. Visiting Teacher
 5. Diagnostic Teacher
 6. Special Education Teacher (February, 1969)
 7. Program Specialist, Title VI Instructional Materials Services
 8. Teacher-Coordinator, Title VI
- Total Personnel - 11-1/2

Figure 4-8 - Continued

1970-71 Positions

Director, Special Education - Vacant
(Newly created position, July, 1970)

Special Education Section

1. Administrator, Special Education
2. Program Specialist, Mentally Handicapped
3. Program Specialist, Speech and Hearing
4. Program Specialist, School Social Work - Vacant
5. Program Specialist, Physically Handicapped
6. State Office Teacher

Special Education Projects Section

1. Administrator, Special Education Projects
 2. Educational Psychologist
 3. Speech and Hearing Teacher
 4. Visiting Teacher
 5. Diagnostic Teacher - Vacant
 6. Special Education Teacher
 7. Program Specialist, Title VI Instructional Materials Services
 8. Teacher-Coordinator, Title VI
 9. Psychological Examiner - Vacant
- Total Personnel - 12

Figure 4-9

SPECIAL EDUCATION BRANCH ORGANIZATION CHART
DEPARTMENT OF EDUCATION

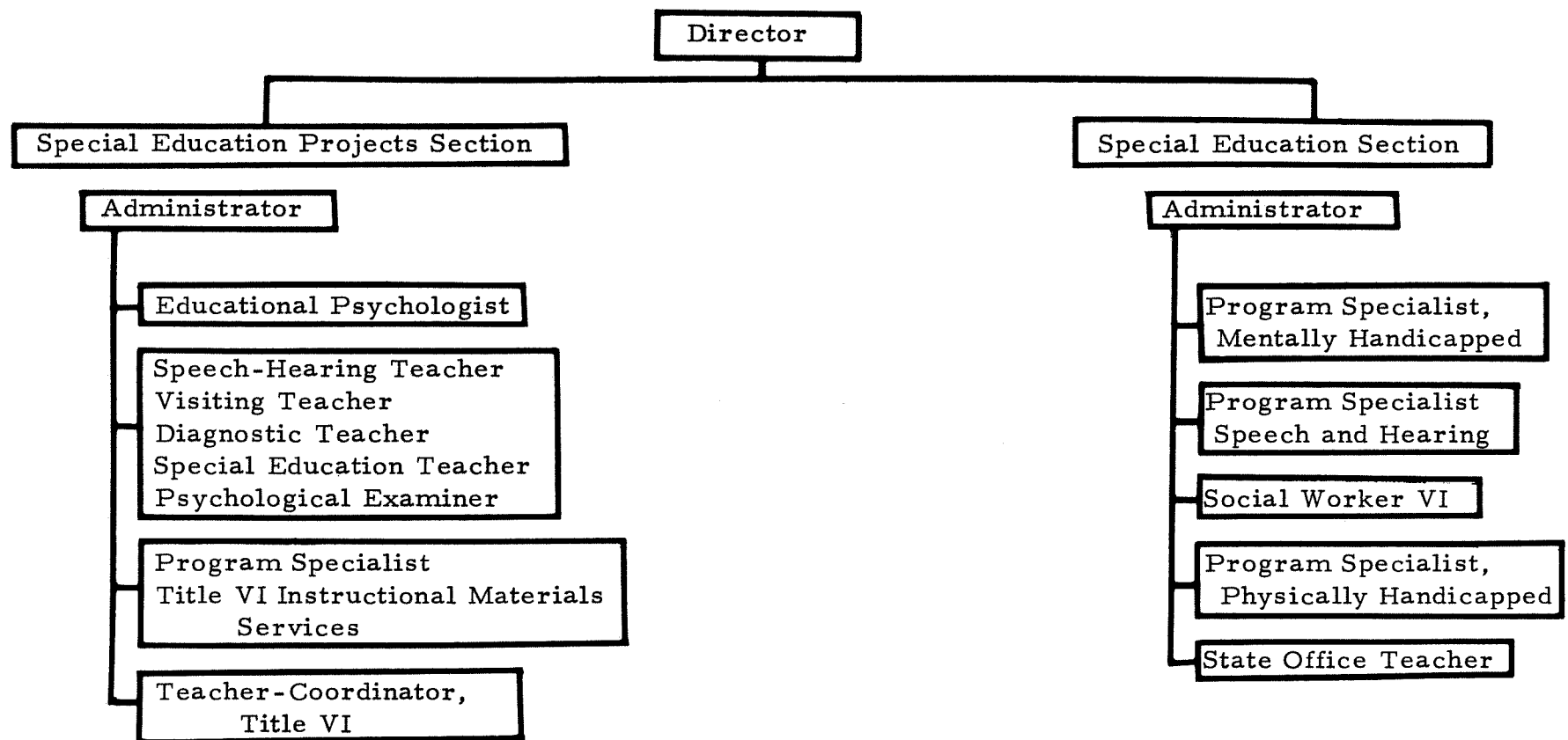


Figure 4-10

SPECIAL EDUCATION PROJECTS SECTION
SUMMARY OF EXPENDITURES, 1969

Child Study and Consultation Services	\$ 48,707
Federal Projects	
Title VI, Education for the Handicapped	
Administration	50,961
Instructional Materials Center	51,242
Use of Media in Education	3,000
Use of Musically Method	1,200
	<u>\$106,403</u>
Title III	
Purchase of Medical Services	53,000
Preschool Class for Rubella Cases	23,000
	<u>\$ 76,000</u>
P. L. 89-313	
Assistance to State Operated Special Schools	114,994
In-Service Training (1969)	
P. L. 89-313	0
Title VI	11,136
P. L. 85-926	13,118
	<u>\$ 24,254</u>
Traineeships	
P. L. 85-926	62,788
Total Projects	\$433,146

Source: Status Report on Special Education Services, Special Education Projects Section, January 29, 1970.

Figure 4-11

DIAGNOSTIC TEAMS AS OF JANUARY 31, 1971*

<u>District</u>	<u>Psychological Examiners</u>	<u>Diagnostic/ Prescriptive Teachers</u>	<u>School Social Workers and Visiting Teachers</u>	<u>Speech and Hearing Specialists</u>	<u>Total</u>
Honolulu	5	3	6	10	24
Leeward Oahu	1	1	1	1	4
Hawaii	1	1	1	1	4
Maui	1	1	1	1	4
Kauai	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>4</u>
Total	9	7	10	14	40

*Source: State Summary, Special Education Staff and Student Survey as of January 31, 1971,
Special Education Section.

Figure 4-12

HAWAII ASSOCIATE INSTRUCTIONAL MATERIALS CENTER
INVENTORY AND USAGE

	<u>Materials in Inventory November, 1970</u>	<u>Short Term Loans of Materials 2/69 - 11/70</u>
Professional Books	394	269
Textbooks	1,447	717
Programmed Materials	423	322
Pamphlets	122	9
Film Loops	60	25
Filmstrips	77	56
Phonograph Records	69	32
Audiotapes	81	122
Manipulative Devices	325	497
Flash Cards	24	37
Charts	23	2
Kits	166	239
Models	12	9
Educational Games	38	54
Equipment	<u>48</u>	<u>44</u>
Totals	3,309	2,434

Source: Information on Special Education in the Hawaii State
Department of Education, Special Education Projects Section.

Figure 4-13

PERSONS USING THE INSTRUCTIONAL MATERIALS CENTER

<u>Instructional Materials Center Users</u>	<u>Number of Persons Visiting the Instructional Materials Center 2/69 - 11/70</u>
Public School Administrators	24
Public School Teachers	365
Private School Administrators	2
Private School Teachers	32
University of Hawaii Students	28
Department of Health Teachers	<u>19</u>
Total Users	470

Source: Information on Special Education in the Hawaii State Department of Education,
Special Education Projects Section.

Figure 4-14

INSTRUCTIONAL MATERIALS INVENTORY IN SATELLITE CENTERS
AS OF NOVEMBER, 1970

	<u>Number of Items</u>
Maui District Office	53
Kauai District Office	244
Kona Educational Complex	90
Leeward Educational Complex	<u>68</u>
Total Materials in Satellite Centers	455

Source: Information on Special Education in the Hawaii State
Department of Education, Special Education Projects
Section.

Figure 4-15

WORKSHOPS AND INSTITUTES SPONSORED BY THE
SPECIAL EDUCATION PROJECTS SECTION

<u>Dates</u>	<u>P. L. 89-313 In-Service Training Activities</u>	<u>No. of Participants</u>	<u>Cost</u>
8/15-17/66	Conference on Education of Exceptional Children	97	\$ 485
8/22-23/66	Utilization of Case Findings for Educational Planning	48	2,714
6/17-21/68	Parent Institute -- Pre-Kindergarten Deaf Program	20	1,197
8/5-7/68	Institute for Teachers of the Orthopedically Handicapped	25	3,823
8/26-30/68	Cued Speech Workshop	19	2,006
	Total	209	\$10,225

<u>Dates</u>	<u>Title VI Funds - Workshops</u>	<u>No. of Participants</u>	<u>Cost</u>
8/12-13/68	Orientation Meeting for Beginning Teachers in Special Education	44)	\$ 7,778
8/14-16/68	Orientation Meeting for Teachers in Special Education	77)	
4/25-26/69	Instructional Materials Techniques Workshop for Special Education Teachers	102	1,350
6/19-20/69	Education of Crippled and Trainable Children in U.S. and European Countries	55	784
7/7-11/69	Musical Method of Teaching Trainable Children	15	1,084
8/4-6/69	Training Session for Special Education Teachers	56	3,214
8/18-19/69	Institute on Planning for Special Education Administrators in Special Education	57	4,064
10/11/69	Follow-up Training Session on Use of Media	14	640
	Total	420	\$18,914

Figure 4-15 - Continued

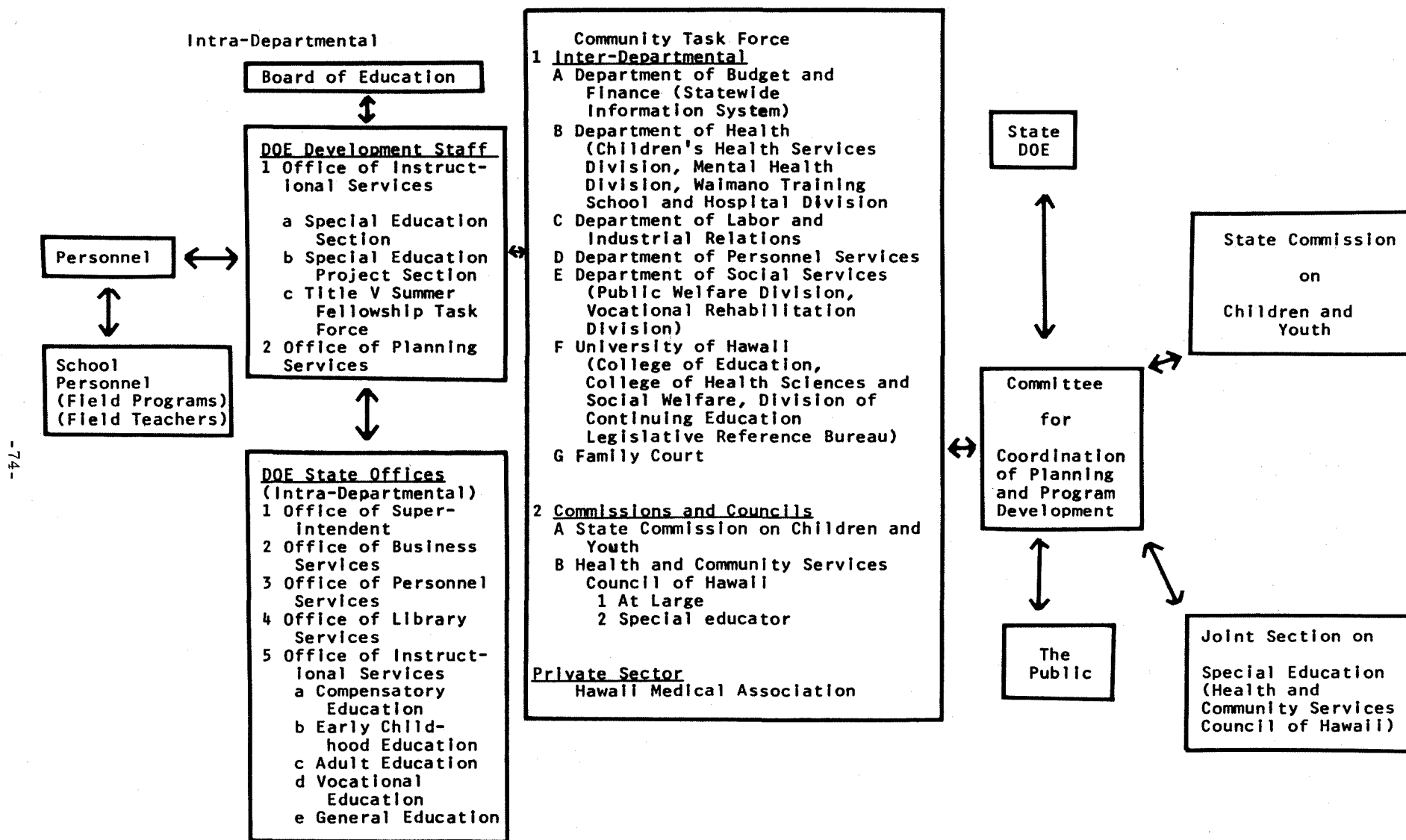
<u>Dates</u>	<u>P.L. 85-926 Funds Special Institutes</u>	<u>No. of Participants</u>	<u>Cost</u>
11/9-10/66	Principal's Institute in Special Education	61))	\$14,539
11/11-13/66	Teacher's Institute in Special Education	143))	
10/4-6/67	Training Institute of Special Services Personnel	195	15,423
11/8-10/68	Training Institute in Administration of Special Education Classes	114	8,794
5/22-23/69	Follow-Up Conference of Training Institute held on 11/8-10/68	84	3,211
8/20-22/69	Orientation Meeting for Special Education Teachers and Principals New to the Special Education Program	41	5,650
10/15-17/69	Trends and Issues in Administration and Supervision of Special Education Programs	40	4,257
	Total	<u>678</u>	<u>\$51,874</u>

Figure 4-16

P. L. 85-926 TRAINEESHIPS FOR PREPARATION OF
PERSONNEL FOR THE EDUCATION OF HANDICAPPED

	<u>No. of Fellowships</u>	<u>No. of Traineeships</u>
1966-67	3	None
1967-68	1	22
1968-69	None	23
1969-70	None	38

Figure 4-17
WORKING ARRANGEMENTS TO DEVELOP SPECIAL EDUCATION MASTER PLAN

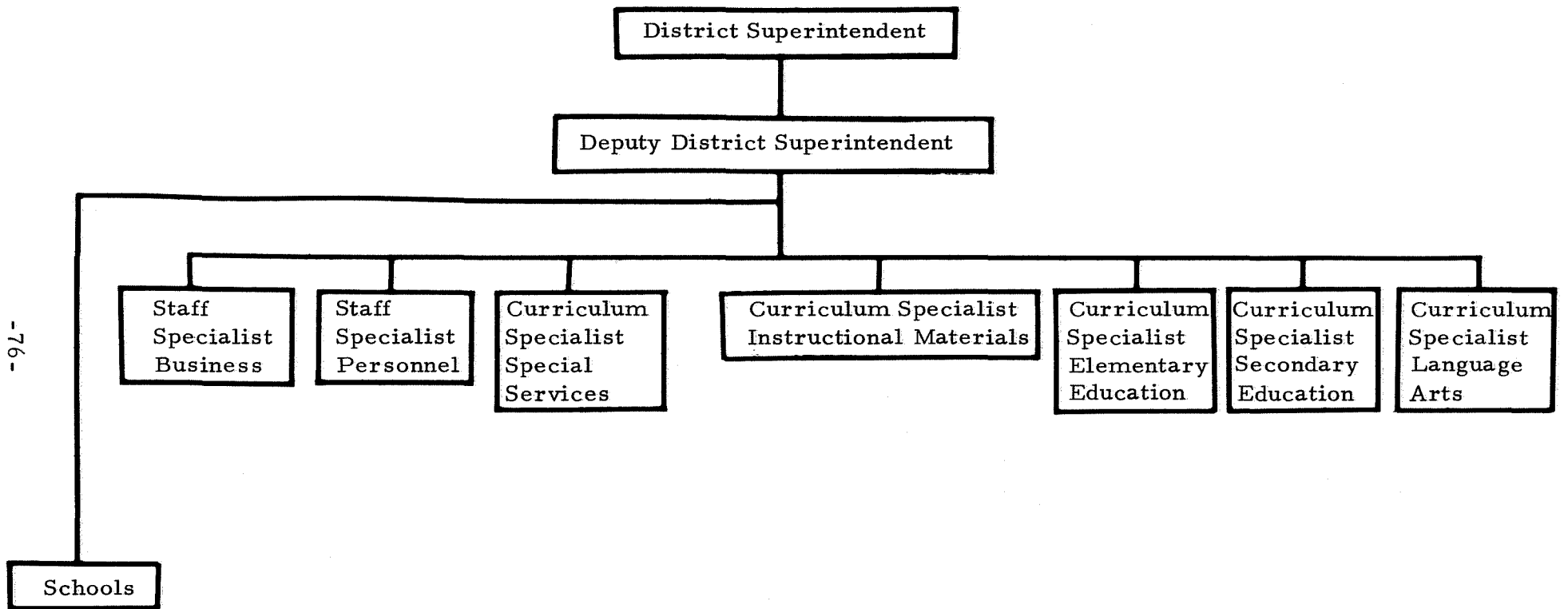


TASK DEFINITIONS
MASTER PLAN PRIORITIES

1. Intra-Department Organization
 - Special Education - Special Programs Section
 - Compensatory Education
 - Vocational Education
2. Coordination
 - Departments and Commissions
 - Community Task Force
 - Private Agencies Coordination
3. Early Remediation - Preventive
 - Identification
 - Program
 - Personnel
 - Coordination
4. Classification System
 - Student Classification System
 - Staffing
 - Instructional Personnel
 - Ancillary
5. Programs
 - Guides and Handbooks
 - Strategies
6. Extending Services to Private Agencies
 - Referral, Contracting, Funding
 - Programs
7. In-Service Training
 - Endorsement System
8. Data System
9. Facilities Guideline
10. Extending Services to Post-School Students
11. Correspondence between Statutory and Regulatory Law
12. Management System
 - Impact
 - Feedback
 - Evaluation

Figure 4-19

SCHOOL DISTRICT ORGANIZATION CHART



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Figure 4-20

SPECIAL SERVICES FUNCTIONS AT THE DISTRICT LEVEL

- Review, selection and direction of the placement of pupils in Special Education classes.
- Provision of diagnostic services for pupils such as psychological testing services, speech and hearing testing services, etc.; coordination of various clinics for health, speech and hearing, etc.
- Screening and approval of suspensions and expulsions.
- Provision of social work services to families with problem children.
- Assistance to principals, counselors, and teachers to plan an effective guidance program and serves as liaison between the State and district office as well as with governmental and community agencies in working with handicapped children.
- Provision of other special pupil personnel services such as handling of district exceptions, dropouts, etc.
- Administration of a program of instructional services to homebound and hospitalized children.
- Coordination or direction of the establishment of implementation of programs for the handicapped in the district.
- Provision of technical guidance and consultation on personnel matters to the schools.

Figure 4-21

COMPARISON OF SPECIAL EDUCATION TITLES AND DUTIES AMONG DISTRICTS

District	Position	
	Curriculum Specialist Special Education	Curriculum Specialist Special Services
Honolulu	Directs all Special Education programs Administers and supervises special schools Curriculum Assistance Home/Hospital Instruction	Counseling and Guidance Diagnostic Services Referral Services Pupil information and record keeping School Health Program Compensatory Education Federal Programs Liaison with other agencies for Federal Programs
Windward	Special Education program (teachers and classes) Health Aid project (DOH) Compensatory Education (partial)	Diagnostic Team Home/Hospital Instruction Compensatory Education (partial) Counseling Special Schools Unwed Mothers Team Operation Program
Central		Special Education programs Diagnostic functions Guidance services Home/Hospital Instruction Liaison with other agencies

Figure 4-22 - Continued

District	Position	
	Curriculum Specialist Special Education	Curriculum Specialist Special Services
Leeward		Special Education Programs Guidance and Counseling Health Services Home/Hospital Instruction Unwed Mothers Foreign Students Suspensions and Dismissals Liaison with other agencies
Hawaii	Title is Special Education and Special Services Special Education programs Guidance and Counseling Health Education and Services Home/Hospital Instruction Unwed Mothers Liaison with other agencies Suspensions and Dismissals Foreign Students	
Kauai		Special Education programs Liaison with other agencies Guidance and Counseling Special Services Team Health Education and Services Home/Hospital Instruction Suspensions, Dismissals and District Exceptions
Maui		Special Education classes and programs Child Study Team Compensatory Education (partial) Work Study Program Home/Hospital Instruction Detention Home Instruction Counseling

Figure 4-22

SPECIAL EDUCATION DISTRICT ORGANIZATION CHART

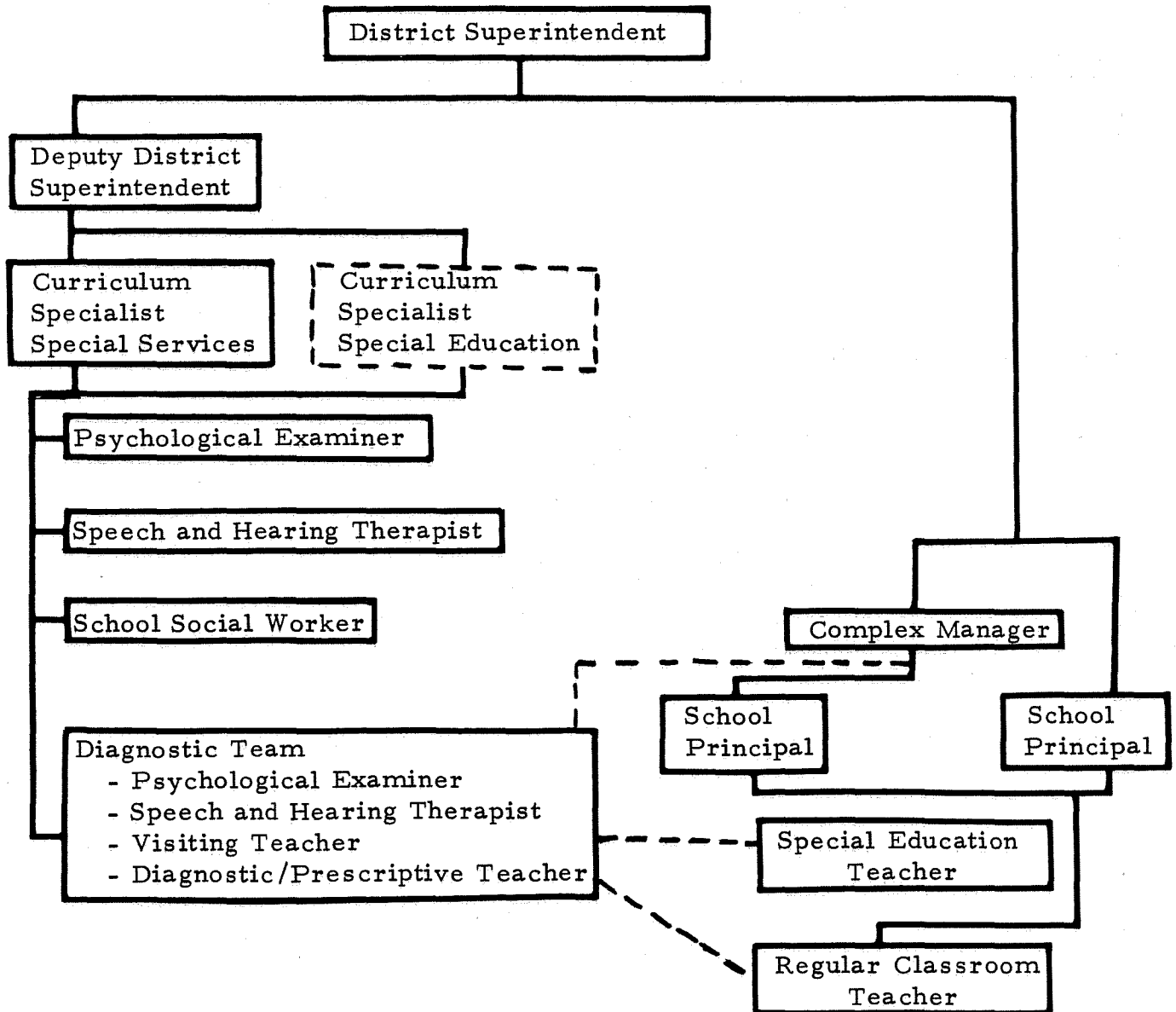


Figure 4-23

TOTAL DISTRICT SPECIAL EDUCATION STAFF

	<u>66-67</u>	<u>67-68</u>	<u>68-69</u>	<u>69-70</u>	<u>70-71</u>
Curriculum Specialist	7	7	8	8	9
Beginning Teacher Supervisor	-	1	3	3	3
Stenographer	<u>6</u>	<u>7</u>	<u>7</u>	<u>10</u>	<u>14</u>
Supervisory and Clerical	13	15	18	21	26
Psychological Examiner	9	10	11	13	20
Speech and Hearing Therapist	19	21	22	24	26
School Social Worker and Visiting Teacher	15	15	15	16	22
Diagnostic/Prescriptive Teacher	-	-	-	2	12
Special Language Teacher	-	-	-	1	4
School Psychologist	<u>1</u>	<u>2</u>	<u>2</u>	<u>1</u>	<u>2</u>
Primary	44	48	50	57	86
Total	57	63	68	78	112

Source: District staffing statistics provided by each district.

Figure 4-24

TOTAL DISTRICT SPECIAL EDUCATION STAFF

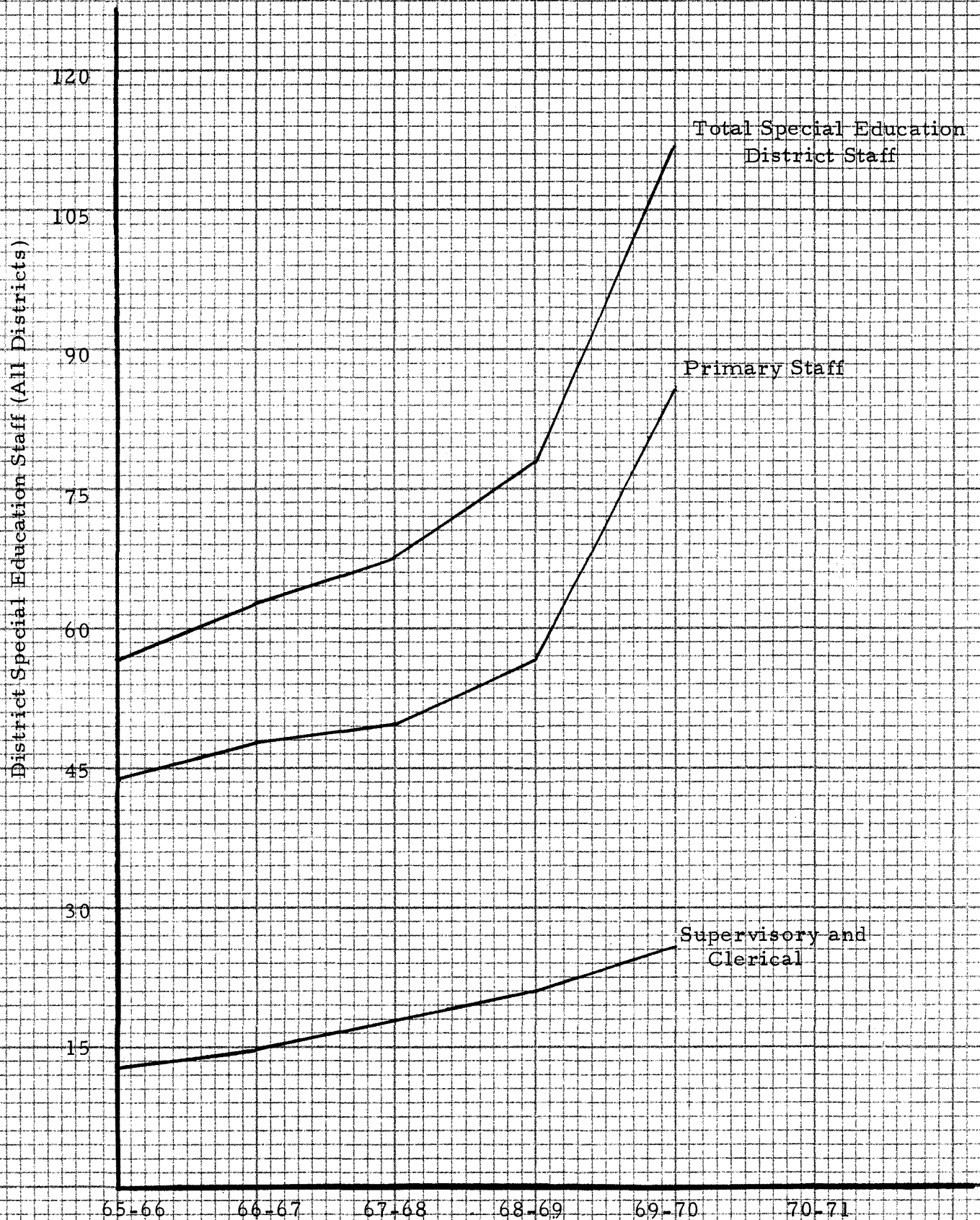


Figure 4-25

SPECIAL EDUCATION PUPIL ENROLLMENT BY DISTRICT*

	<u>66-67</u>	<u>67-68</u>	<u>68-69</u>	<u>69-70</u>	<u>70-71</u>
Honolulu	330	573	759	847	966
Central	219	327	383	360	402
Leeward	238	317	366	447	496
Windward	228	316	373	550	777
Hawaii	225	335	530	536	546
Maui	115	133	200	225	250
Kauai	<u>100</u>	<u>117</u>	<u>139</u>	<u>189</u>	<u>233</u>
Total	1445	2118	2750	3154	3670

*Source: Enrollment statistics provided by each district.

Special Schools not included

NOTE: These figures are different from those in Figure 4-2. The reason is that the sources of information are different in each case. Some of the differences are due to a different reporting date from each source.

Figure 4-26

SUMMARY OF SPECIAL EDUCATION PUPILS IN SPECIAL SCHOOLS

<u>Type of Child</u>	<u>School</u>	<u>66-67</u>	<u>67-68</u>	<u>68-69</u>	<u>69-70</u>	<u>70-71</u>
Educable mentally retarded	Linekona	144	130	107	93	79
Trainable mentally retarded	Pohukaina	80	83	86	88	94
Emotionally handicapped	State Hospital	29	30	30	25	22
	Kaioli	29	35	53	21	17
		58	65	83	46	39
Learning disabilities	None					
Deaf	Hawaii School for the Deaf and the Blind	107	117	133	147	159
Blind	Hawaii School for the Deaf and the Blind	19	13	12	11	9
Orthopedically handicapped	Pohukaina	111	125	115	101	104
	Shriners	23	43	33	32	25
		134	168	148	133	129
Delinquent	Olomana	80	61	48	40	42
Pregnant Teenagers	Booth	44	68	88	68	46
Total		666	705	705	626	597

Source: Annual Reports, Special Schools and Programs for the Physically Handicapped, 1966-67, 1967-68
 Annual Reports, Special Schools and Special Education Classes, Honolulu District, 1968-69, 1969-70
 Data provided by Honolulu and Windward School Districts

Note: These figures are different from those in Figure 4-2.
 The sources of information are different in each case.

MANAGEMENT ANALYSIS CENTER INCORPORATED

Figure 4-27

SPECIAL SCHOOL COSTS

		<u>66-67</u>	<u>67-68</u>	<u>68-69</u>	<u>69-70</u>	<u>70-71</u>
Hawaii School for the Deaf and the Blind	Total Cost	317,000	343,000	387,000	440,000	533,000
	Pupils	126	130	145	158	168
	\$/Pupil	2,520	2,640	2,670	2,780	3,170
Linekona	Total Cost	114,000	132,000	134,000	157,000	182,000
	Pupils	162	150	127	102	95
	\$/Pupil	700	880	1,060	1,540	1,910
Pohukaina	Total Cost	218,000	239,000	248,000	303,000	356,000
	Pupils	191	208	201	189	198
	\$/Pupil	1,140	1,150	1,230	1,600	1,800
Hospital Schools (Booth Shriners Kaioli)	Total Cost	57,000	35,000	70,000	46,000	88,000
	Pupils	96	146	174	121	88
	\$/Pupil	590	240	400	380	1,000
Hawaii State Hospital School	Total Cost			15,300	20,800	22,600
	Pupils			30	25	22
	\$/Pupil	NA	NA	500	800	1,000
Olomana	Total Cost	93,000	86,000	73,000	93,000	118,000
	Pupils	80	61	48	40	42
	\$/Pupil	1,160	1,410	1,520	2,300	2,800

Source: Costs - DOE Budget Requests, 1966-67 through 1971-73.
Pupils - Figure 4-26.

Figure 4-28

PROJECTED OUTPUTS OF THE OCCUPATIONAL SKILLS SUB-PROGRAM

<u>Year/Total 10-12 School Population</u>	<u>5% of Total School Pop- ulation (10-12)</u>	<u>Estimated Total Enrollment in Program (10-12) 1/</u>	<u>5% of Grade 12 Total</u>	<u>Estimated Number of Students Graduating From Program 2/</u>	<u>Percentage of Successful Graduates as of 6 months after graduation</u>
1969-70 <u>4/</u> 35,294	1,765	173 <u>3/</u> (10%)	536	34 <u>3/</u> (6%)	84% (29)
1970-71 36,022	1,801	324 (18%)	561	101 (18%)	55% (56)
1971-72 38,187	1,909	535 (28%)	600	168 (28%)	60% (101)
1972-73 39,176	1,959	744 (38%)	612	233 (38%)	65% (151)
1973-74 40,060	2,003	1,162 (58%)	627	363 (58%)	70% (254)
1974-75 40,875	2,044	1,594 (78%)	644	502 (78%)	75% (377)
1975-76 41,688	2,084	2,042 (98%)	650	637 (98%)	80% (510)
1976-77 42,801	2,140	2,140 (100%)	671	671 (100%)	80% (510)

1/ 5% of grades 10-12 population is ultimate goal.

2/ 5% of total graduates to be in this program is ultimate goal.

3/ Unduplicated count; duplicated count 418 total with 85 completions.

4/ Report of actual operation.

MANAGEMENT ANALYSIS CENTER INCORPORATED

UNIVERSITY OF HAWAII

A primary function of the University of Hawaii, in relation to Special Education, is to provide the State with a supply of trained personnel with the specific skills needed to fulfill the Special Education programs offered by other State agencies. The training is provided by several colleges within the University as a variety of skills are required. The colleges and departments of the University that provide specialized training which is used in Special Education programs are:

College of Education	Department of Special Education Department of Educational Psychology
College of Health Services and Social Work	Division of Speech Pathology and Audiology School of Social Work
College of Arts and Sciences	Psychology Department

Of these departments only the Department of Special Education has as its primary goal to prepare its students for working or teaching within an educational environment. The other departments provide training and teach skills that are useful and essential in Special Education programs, but do not have education as their major orientation.

College of Education

The College of Education is an upper-division college and graduate professional school. Its major role is the pre-service training of teachers through a course of instruction that involves both classroom coursework and student teaching. Other functions of the college which are noted in the University of Hawaii Bulletin are:

- To advance education in the State through research studies on the learning process and curriculum development of new materials and methods for teaching.
- To provide professional leadership and service to projects in the Pacific Islands and Southeast Asia.

The college offers a Bachelor of Education (B.Ed.) with majors in:

- Elementary Education
- Secondary Education
- Special Education
- Vocational Agriculture Education
- Vocational Home Economics Education
- Industrial Arts Education
- Technical and Industrial Vocational Education

With a B.Ed. degree the State Department of Education grants the Basic Teacher's Certificate (Class II). Upon completion of the Professional Diploma or Master of Education degree programs, the State DOE grants the Professional Teacher's Certificate (Class III). The College of Education offers a Master of Education (M.Ed.) in:

- Educational Administration
- Educational Communications
- Educational Foundations
- Educational Psychology
- Elementary Education
- Secondary Education

A Ph.D. is offered in Educational Psychology.

In addition to the degree programs, the college also offers several certification programs. They are:

- School Psychology Certificate Program
- School Counseling Certificate Program
- Teaching the Mentally Retarded Certificate Program
- Teaching the Emotionally Disturbed Certificate
Program
- Teaching the Culturally Disadvantaged Certificate
Program

The programs prepare specialists in their particular fields and lead to recommendation for certification, but the certification is the function of the DOE.

The organization of the College of Education is shown in Figure 5-1. It is generally organized along educational program lines.

Department of Special Education, College of Education

Special Education is the newest of the seven departments of the College of Education, being officially established in January, 1971. It had existed de facto since the beginning of the 1970-71 school year. At present the Department offers only a B.Ed. degree, but is expected to offer a Masters program beginning in 1971-72.

The purpose of the Department of Special Education is to prepare teachers of Special Education for the State.

1. To provide a sufficient number of qualified teachers in Special Education to meet the needs of the State.
2. To orient the teacher training programs so that the training being provided is relevant to the needs of the State.

No administrative training in Special Education is offered by the Department. All initial efforts have been focused on teacher training as this was seen to be the greatest need. Current plans call for the Department to begin an education administration coursework sequence in September, 1971.

The two major areas of study now being offered by the Department of Special Education are:

- Teaching of the educable and/or trainable mentally retarded children.
- Teaching of children with learning or behavior disorders.

The Special Education program in the College began in 1964 with only graduate courses, and one professor, and was a part of the Department of Educational Psychology. A brief summary of the organizational development of the Department of Special Education is given below:

1964 Special Education program was initiated as part of the Department of Educational Psychology

Program originally consisted of only graduate course offerings and practice teaching

- offered a Master's degree
- no undergraduate program offered in Special Education

One faculty member on the Special Education staff

1965

Two faculty members on the Special Education staff

1966

Five faculty members on the Special Education staff

- two funded by the State as approved positions (permanent positions), three funded by Federal grants (temporary positions)

Only one faculty member remaining on Special Education staff at the end of the year.

1967

Added two new faculty members for a total of three on the Special Education staff

Level of Federal funding declining due to lack of State funding required for matching grants

1969

Three faculty members on the Special Education staff

Initiated activity to establish Special Education as a separate department of the College of Education, apart from the Department of Educational Psychology

- Special Education was in relatively poor position to attract students into the field because of inability to offer an undergraduate program
- This step was urged by U. S. Office of Education

1970

Approval to establish a separate Department of Special Education was obtained

- No separate funds for the Department of Special Education until 1971-72 fiscal year; it will remain funded under Educational Psychology Department until July, 1971

Six full-time faculty members on the Special Education staff

- all on State funded positions
- also have part-time faculty member serving 1/4 time

The faculty of the Department of Special Education estimate that there are approximately 50-60 undergraduates in Special Education at the present time. The exact number is not known since the Department has only been in existence as a separate Department for a short time. In addition to the undergraduates, there are an estimated thirty students at the Masters level.

Since 1966, forty-two students whose field of study has been Special Education have graduated from the University of Hawaii with a M. Ed. These have all graduated through the Department of Educational Psychology. The annual statistics obtained from this department are given below:

<u>Year</u>	<u>Annual Graduates with a M. Ed. Degree, Specializing in Special Education</u>
1966	1
1967	6
1968	9
1969	14
1970	<u>12</u>
	42

The Department of Special Education has established a University classroom, a clinic teaching room and a resource room at Linekona School, a special school of the DOE for educable mentally retarded children with emotional problems. The Linekona Teacher Training project represents a joint effort between the DOE and University of Hawaii to increase the relevance and practicality of teacher training in Special Education. The project provides coursework in a Special Education school environment for Special Education students at the University of Hawaii. The students are able to observe the DOE teachers actually teaching at Linekona and receive instruction by University of Hawaii Special Education faculty. The students participate directly in the program through practice teaching and application of testing procedures.

The project began in the Fall, 1970, when three College of Education courses were taught at Linekona. Seventy-four pre-service teachers (University of Hawaii students) enrolled in these courses. Of these, forty-six were specializing in learning and behavior disorders and twenty-eight in mental retardation.

The faculty of the Department of Special Education assist with special courses for in-service training for teachers in local schools. The impetus for initiating a course and the selection of the specific course is based on requests from teachers. The in-service training is administered by the College of Continuing Education, but Department of Special Education faculty are used as teachers. Each faculty member is limited to four outside courses per year by his contract with the University. Each in-service course has to attract enough students to meet minimum enrollment requirements to make the class self-supporting or the class will be cancelled.

The Department of Special Education is also involved in a Federally funded teacher training program under the Educational Professional Development Act. The EPDA is a Federal program funded by the U. S. Office of Education to train personnel in areas of critical shortage in education. Hawaii has designated Special Education as such an area and began a program in 1969 to train additional personnel as classroom teachers for DOE Special Education classes.

In 1969-70, thirty students were enrolled in the EPDA program which lasted for the entire school year. To increase the output of teachers in 1970-71, the program was shortened to one semester and a group of eighteen students was enrolled each semester. In the opinion of the Special Education faculty the change from a full year of instruction to a one semester course has severely reduced the effectiveness of the program. The major problem is that the Federal requirements do not allow anyone with any educational training or background to participate in the program; this means that the persons entering the program have no education orientation. The new schedule in 1970-71 allows only one semester to provide sufficient training to qualify new personnel as Special Education teachers. The Special Education faculty feels that twelve semester hours of class plus practice teaching is not sufficient to train a qualified Special Education teacher. The students appear to feel this way also, as most of them do not plan to go directly into Special Education teaching; instead, they will continue at the University of Hawaii for further training in Special Education.

Division of Speech Pathology and Audiology

The Division of Speech Pathology and Audiology operates a Speech and Hearing Clinic which provides diagnostic and therapeutic services in speech and hearing for children, University students and staff. The Division of Speech Pathology and Audiology is attached to the School of Medicine, and the Clinic has a medical, not an education, orientation.

Through an interdisciplinary University committee, clinic personnel and Special Education faculty have initiated discussions to coordinate their objectives and activities.

The Speech and Hearing Clinic received an offer from Hawaii Association for Help to Retarded Children in 1970 to let the Hawaii Association for Help to Retarded Children classes be used for student training. For the 1969-70 school year, the offer was received late in the year when most of the students already had assignments; only one student attended a Hawaii Association for Help to Retarded Children class. This year, 1970-71, no Clinic students are presently using these classes.

Community Colleges

The Vocational Education program at the post-high school level has been being administered by the Community Colleges, Office of the Vice President for University of Hawaii, since 1965 when this responsibility was transferred to the University from the DOE. The University is the designated recipient agency for all Federal funds for Vocational Education received by the State. A requirement attached to these Federal funds is that 10% of the basic State grant must be used for the handicapped. Once received, these funds are allocated among the various Vocational Education programs including those operated by the DOE and those in the Community Colleges operated by the University.

In 1969-70, the University received approximately \$128,000 in Vocational Education funds for the handicapped. Of this amount, \$100,000 was allocated to the DOE to support its new Occupational Skills Program for the mentally retarded. The remaining \$28,000 was allocated to Maui Community College based on a proposal that they submitted to establish a counseling and crafts program and cooperative employment training for the handicapped. This was the only proposal received from the Community Colleges for use of Vocational Education funds for the handicapped.

The base grants were awarded in October, but the Federal funds were not made available to the University until May, 1970, almost the end of the fiscal year and the school year. The Community Colleges waited until funds were available before beginning any activities. Consequently, there was not enough time left to develop fully and implement a program at Maui Community College for 1969-70. Carryover of funds is permitted, however, and the 1969-70 and the 1970-71 funds are now available for the Community Colleges.

For the 1970-71 fiscal year, the Federal allotment will remain about the same and the DOE will maintain its \$100,000 portion. However, the University has received proposals from Honolulu, Maui, and Hawaii Community Colleges and the remaining funds will be distributed among them; the proposals are summarized in Figure 5-2. These proposals came directly from the Community Colleges at the urging of the Office of the State Director for Vocational Education. There was no coordination with the Department of Special Education of the University of Hawaii in developing the programs for the handicapped in the Community Colleges.

In the Fall, 1970, there were one hundred fifty-one identified handicapped students enrolled in the Community Colleges. They were enrolled in thirty-four different programs in six different Community Colleges. Figure 5-3 presents the different programs with enrollment by number of handicapped students at each Community College.

Figure 5-1

COLLEGE OF EDUCATION ORGANIZATION CHART

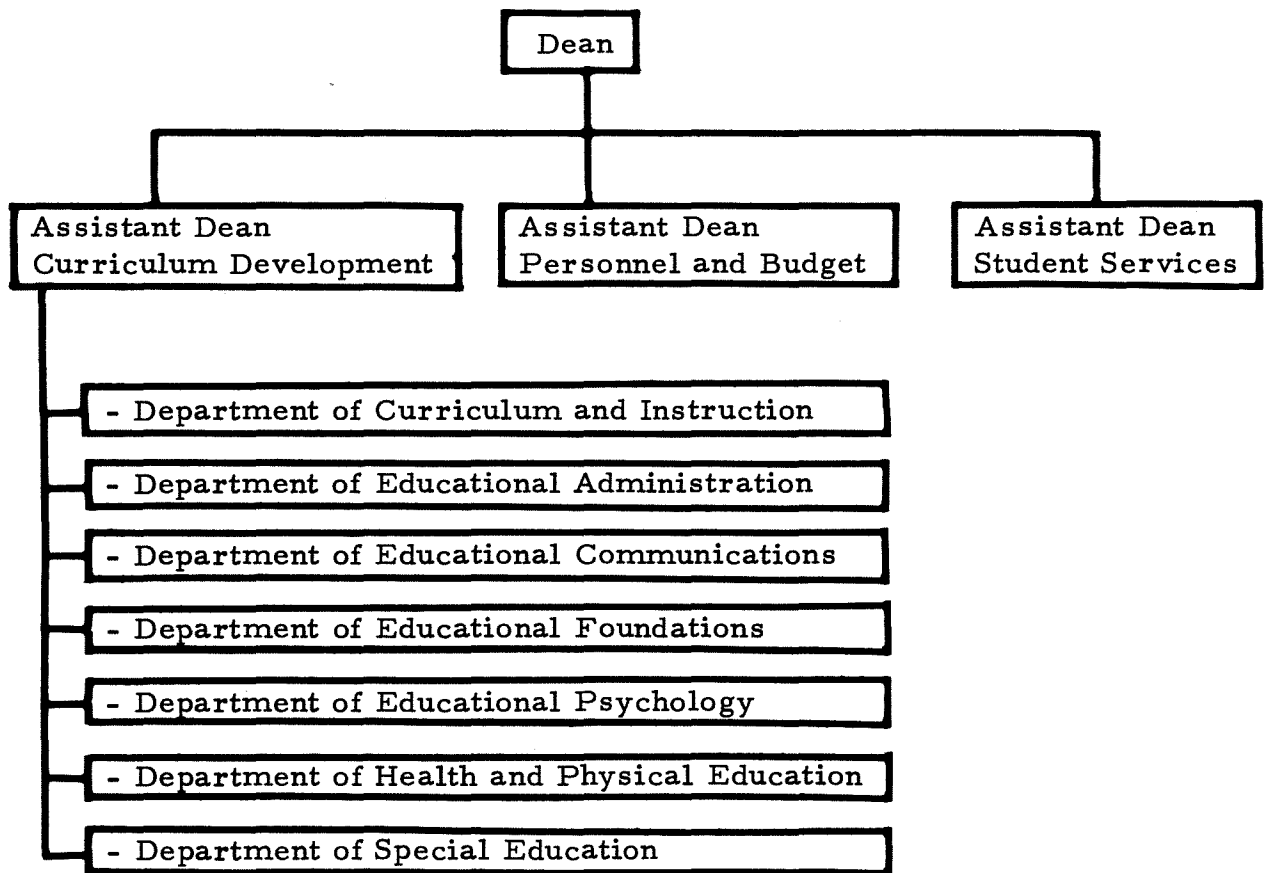


Figure 5-2

APPROVED VOCATIONAL EDUCATION PROGRAMS FOR THE HANDICAPPED
IN THE COMMUNITY COLLEGES, 1970

Hawaii Community College

Description: An intensive tutoring, skill training, and employment counseling program for vocational-technical handicapped students.

Number of Participants: Fourteen

Cost: \$7,952

Honolulu Community College

Description: To provide special education assistance and to help modify the vocational and educational programs to meet the needs of the handicapped students.

Number of Participants: Sixty

Cost: \$20,000

Maui Community College

Description: To identify and recruit handicapped students to the College; to provide special services in the form of special curricular materials, devices, tutoring, counseling; to develop a vocational ceramics program for the handicapped.

Number of Participants: Thirty

Cost: \$28,160

Figure 5-3
IDENTIFIED HANDICAPPED STUDENTS' ENROLLMENT IN
COMMUNITY COLLEGE PROGRAMS, FALL, 1970

	Honolulu C. C.	Kapiolani C. C.	Leeward C. C.	Maui C. C.	Kauai C. C.	Hawaii C. C.	Program Total
BUSINESS PROGRAMS:							
Accounting		3		1	2	2	8
Clerical-Bookkeeping		2					2
General Business					3		3
General Clerical		1	1		2		4
General Office Training				4			4
Hotel Front Office Clerk						2	2
Hotel Mid-Management		3		3			6
Merchandising Mid-Management		3				2	5
Secretarial Science		1		2	1	1	5
HEALTH PROGRAMS:							
Practical Nursing		4					4
Technical Nursing				1			1
TRADE-TECHNICAL PROGRAMS:							
Aircraft Mechanics	2						2
Architectural Drafting	6			2	2		10
Auto Body Repair and Painting	5			3	3	1	12
Automotive Mechanics					2	3	5
Carpentry	1			4	1		6
Electronics	1						1
Engineering Technology	1						1
Industrial Technology				5			5
Machine Technology						1	1
Metalworking	1						1
Refrigeration and Air Conditioning	3						3
Sheet Metal	1						1
Welding	3			2		1	6
OTHER PROGRAMS:							
Apparel Design and Construction				4			4
Applied Arts	3						3
Commercial Baking	1						1
Cosmetology	1						1
Food Service, Culinary Arts		1				4	5
Food Service, Management		2					2
General Education				2		3	5
Liberal Arts	8	3	13	3	1		28
Police Science				1			1
Unclassified	1	1			1		3
SCHOOL TOTAL	38	24	14	37	18	20	151

DEPARTMENT OF SOCIAL SERVICES AND HOUSING

The program activities of the Department of Social Services and Housing are: family, child and adult welfare; economic assistance; rehabilitation toward self-care and support; delinquency prevention and control; treatment and rehabilitation of adult and juvenile offenders; vocational rehabilitation of the physically handicapped; rehabilitation services for the blind. In addition, the program of paroles and pardons, public housing and criminal injuries compensation are assigned to the department for administrative purposes. The organizational structure for the Department of Social Services and Housing is shown in Figure 6-1. The divisions which provide services to handicapped children in one fashion or another are:

Vocational Rehabilitation and Services for the Blind Division Public Welfare Division

- Program Development Services, Children's Services
- Medical Care Administration Services

Corrections Division

- Hawaii Youth Correctional Facility Branch
- Juvenile Parole Branch

When providing services to children, the orientation of DSSH is toward any child requiring the services provided by the department, not just the educationally handicapped child. The result is that even though handicapped children are receiving services from the department, no records are kept specifically for handicapped children. Consequently, no information is available concerning services provided to handicapped children by most divisions in the department. The one exception to this situation is the Division of Vocational Rehabilitation and Services to the Blind; since a large portion of its clients are handicapped, it does maintain records on services to handicapped persons.

Division of Vocational Rehabilitation and Services to the Blind

The organization chart in Figure 6-2 shows that the Division of Vocational Rehabilitation and Services to the Blind is separated into three branches, each of which represents a separate program. The Division of Vocational Rehabilitation and Services to the Blind was created in 1967 as a result of two organization shifts. Prior to this time, Division of Vocational Rehabilitation had been a part of the Department of Education, while the Services for the Blind Branch had been under the jurisdiction of the Public Welfare Division of DSSH. In 1967 these two units were combined

into one, the title of the new group became the Division of Vocational Rehabilitation and Services to the Blind, and the group was made a new division of DSSH.

Vocational Rehabilitation

The purpose of the Vocational Rehabilitation Program is to provide services to physically and mentally disabled persons to enable them to find employment. As a result, the persons served in this branch are usually teenagers or older. Of the total caseload of approximately 5,000 cases/year, the division estimates that about one-third involve clients that are less than twenty years old. They are believed to represent a proportional amount of the costs of the Branch. The services provided in the Vocational Rehabilitation Branch are listed below:

1. Diagnostic services of medical, psychological, social and vocational nature.
2. Medical and related services to correct handicapping conditions, including artificial appliances such as artificial limbs and braces, eyeglasses, hearing aids, etc.
3. Individual and group counseling and guidance.
4. Training.
5. Living expenses and transportation during rehabilitation.
6. Tools, licenses, equipment necessary for training or to obtain jobs.
7. Job placement and follow-up, including establishment and placement in small business enterprises such as vending stands for severely handicapped persons.
8. Related services as interpreter services for the deaf, reader services for the blind, etc.

Mental retardates comprise approximately 20% of the workload of the Vocational Rehabilitation Branch. The types and numbers of services provided a disabled person depend on his problems and needs. Generally, the retarded require all of the following types of vocational rehabilitation services:

1. Diagnostic services with special emphasis on the vocational aspects.
2. Individual counsel and guidance.
3. Training.
4. Job placement and follow-up.

Vocational diagnosis and training are generally provided through sheltered workshops and work-study programs. Older retardates, past school age, are provided vocational training in sheltered workshops or on jobs in industries. Employment opportunities for the educable group are generally available in service industries and sheltered workshops. For the trainable group the need is primarily for activity center programs.

Two years ago a new work-study program for the educable mentally retarded was initiated as a cooperative effort between the public schools in which the program is located and the Division of Vocational Rehabilitation. It provides an integrated and coordinated program of special education and vocational rehabilitation services. The schools have the educational responsibility, i. e., special education and on-campus work stations for evaluation and training, and the Division of Vocational Rehabilitation assumes the vocational rehabilitation responsibilities, i. e., off-campus work evaluation and training, job placement and follow-up.

Specifically, the program offers:

1. Basic academic skills.
2. Application of academic skills.
3. Work related and independent social living skills.
4. Basic self-care.
5. Orientation to the work world.
6. Vocational evaluation in the form of diagnostic examinations.
7. Work evaluation and training in on and off-campus work stations and sheltered workshops.

8. Work skills training with employers and in institutions offering skills training.
9. Job placement.
10. Follow-up services.

Responsibility for expenses is related directly to the participation of each organization in operation of the program. The schools are responsible for expenses such as teacher salaries, school equipment and supplies, space. Vocational Rehabilitation is responsible for all diagnostic examinations, restorative services where there are no other resources, on-the-job evaluation and training fees, and job placement costs. In addition, Vocational Rehabilitation is responsible for those expenses incurred as the result of the program. These include student stipends, telephone services where mutually agreed for efficient operation of the program, excursions for exposure to the work world, and mileage costs incurred by schools to oversee the vocational aspects of the program.

The work-study program also includes dropouts. This is possible since the dropouts and delinquents are included in the federal classification of Vocational Rehabilitation eligible persons. (Note: United States Office of Education excludes dropouts and delinquents from Special Education classification and will not provide funds for programs which include these categories.) Figure 6-3 gives the enrollment in the program for the 1970-71 school year. The enrollment of the educable mentally retarded children in the work-study program represents approximately 21% of the educable mentally retarded children in the public secondary schools.

Services to the Blind

The purposes of the programs for the blind and visually handicapped were set forth by the Blind Advisory Board in June, 1970, in a Statement of Program Philosophy and Purpose which read, in part:

"Improve the standard of living and quality of life for blind and visually handicapped individuals by removal of social and economic barriers through:

1. Rehabilitation into gainful occupations, and
 2. Increasing their capacity for independent living
- and

Prevent blindness through the promotion and support of community action in the development of projects and programs focused on the prevention of blindness."

The Services to the Blind Branch of the Division of Vocational Rehabilitation and Services to the Blind provides a variety of services to the blind and visually handicapped persons in the State of Hawaii. The services offered by the branch include:

1. Vocational Rehabilitation - rehabilitation of blind and visually handicapped persons into gainful occupation. Services are available to individuals who are thirteen years of age and older who have a visual disability which is interfering with their educational achievement, preparation for employment, or is responsible for loss of employment or a threat to continuation in employment.
2. Provision of group recreational activities (purchased from donated funds).
3. Provision of special aids or appliances, such as talking book machines, canes, braille watches.
4. Assistance to blind and visually handicapped children below age of thirteen and their families - counseling, preschool placement, securing educational materials.
5. Orientation and mobility training for all ages.
6. Low vision clinic which provides an evaluation for optical aids.
7. Preparation of blind and visually handicapped persons for employment in blue collar jobs in the community or supervised work in vending stands or workshops.
8. Prevention of Blindness through Glaucoma Detection Clinics, preschool vision screenings, and distribution of information concerning blindness to the public.

The responsibility for children who are blind or visually handicapped is split between the Department of Education and the Division of Vocational Rehabilitation and Services to the Blind. For children from ages 6-12, the Hawaii School for the Deaf and the Blind, which is operated by the Department of Education, takes educational responsibility for most blind children. When they obtain proficiency with educational assistance devices they are transferred to a resource program in a

regular intermediate school. After a blind child passes school age, i. e., more than twenty years old, the Division of Vocational Rehabilitation and Services to the Blind assumes responsibility for providing needed assistance and services. Formal responsibility for preschool blind children belongs to neither agency, but both provide some services to this age group. Therefore, most of the activities of the Services to the Blind Branch are concerned with providing services to adults. Personnel in the Division of Vocational Rehabilitation and Services to the Blind estimate that the Services to the Blind Branch has an annual caseload of approximately 750 cases. Of these, some 500 are provided with services from the Branch. In this 500 only about fifty are children in the 0-20 age range and they represent a proportional amount of the cost of operating the branch, i. e., 10%.

Disability Determination

The State is paid by the federal government to administer social security applications from injured persons. This is a paperwork function; there is no contact with the clients. The Branch has two functions:

1. Determine if applicants meet social security criteria.
2. Determine if applicants can be rehabilitated; if so, they are referred to another section of Division of Vocational Rehabilitation and Services to the Blind.

Approximately 5% of the clients of this branch are children; they represent approximately 5% of the cost.

The actual expenditures in each of the Division of Vocational Rehabilitation and Services to the Blind branches for the last five years is shown in Figure 6-4. They show a rapid, steady growth in all three branches, with the expenditures of each branch approximately doubling over this time period. To approximate the funds spent on handicapped children the estimated percentages of children among clients of each branch (based on division estimates) were applied to the expenditures of the branch. The resulting estimations of the amount of funds spent on handicapped children by the Division of Vocational Rehabilitation and Services to the Blind are highlighted below and presented fully in Figure 6-5.

	<u>% of Handicapped Children</u>	<u>Expenditures on Handicapped Children by the Division of Vocational Rehabilitation and Services to the Blind</u>	
		<u>1966-67</u>	<u>1970-71</u>
Vocational Rehabilitation	33%	\$348,000	\$755,000
Services to the Blind	10%	6,000	10,000
Disability Determination	5%	<u>34,000</u>	<u>64,000</u>
Total		\$388,000	\$829,000

Figure 6-1

DEPARTMENT OF SOCIAL SERVICES AND HOUSING
ORGANIZATION CHART

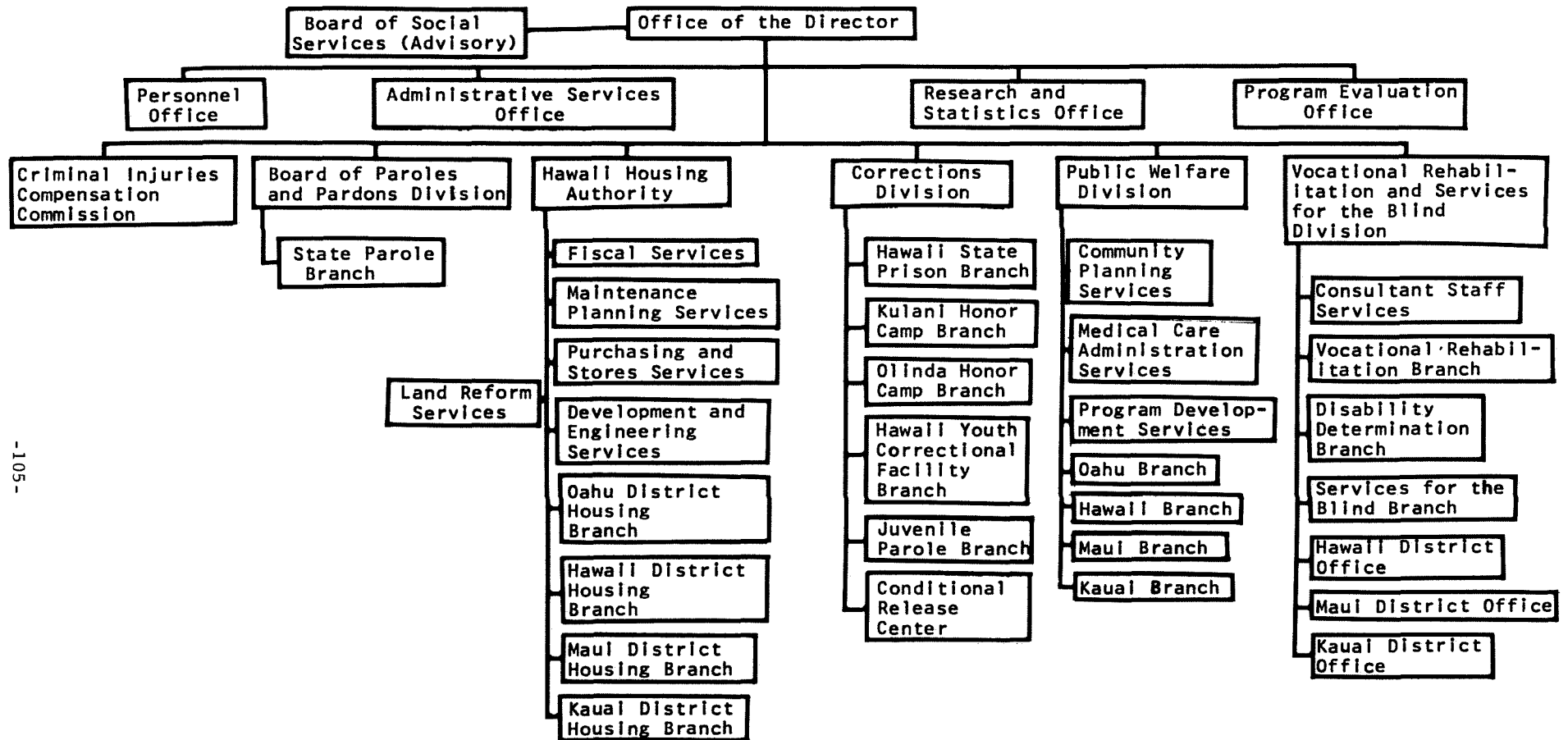


Figure 6-2

VOCATIONAL REHABILITATION AND SERVICES FOR THE BLIND DIVISION

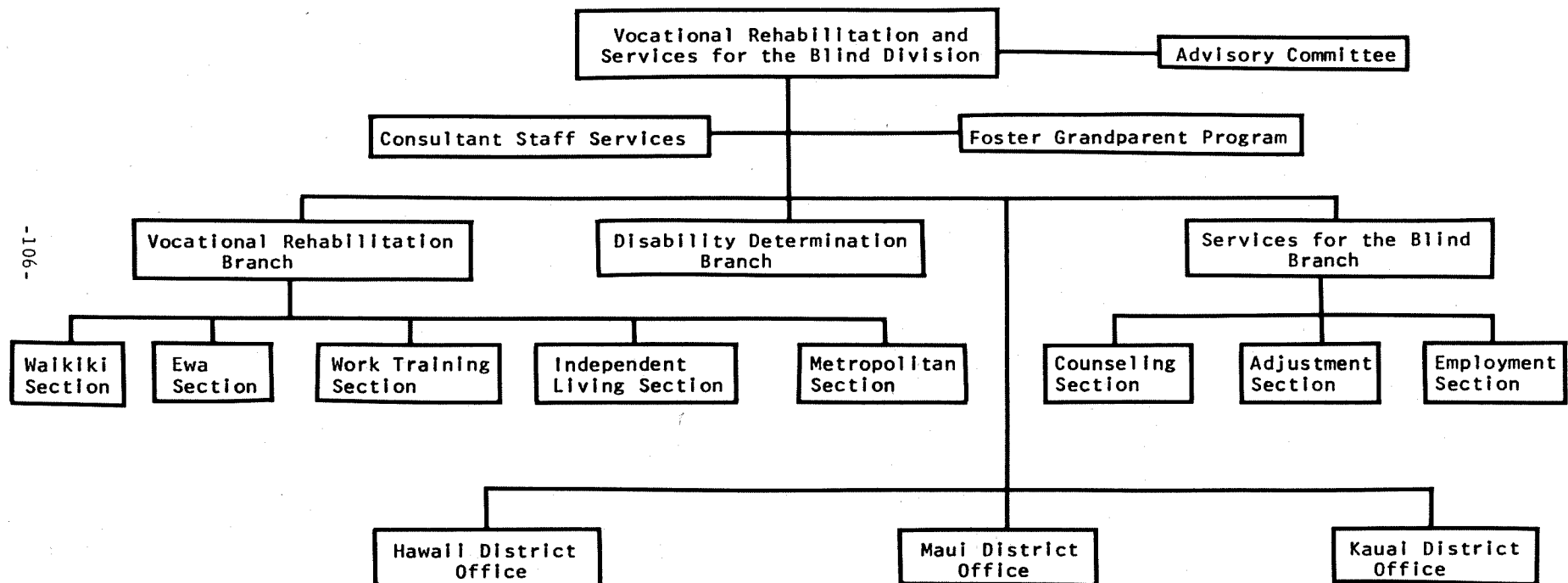


Figure 6-3

WORK STUDY PROGRAM PUPIL ENROLLMENT, 1970-71

<u>School</u>	<u>Educable Mentally Retarded</u>	<u>Dropout</u>	<u>Island and Stat Total</u>
<u>Oahu</u>			
Farrington High	55		
McKinley High	60	22	
Kaimuki High	13		
Kailua High	19		
Castle High	23		
Kahuku High	10		
Waianae High	50		
Campbell High	<u>10</u>	—	
	240	22	262
<u>Hawaii</u>			
Hilo High		17	
Kau High		<u>17</u>	
		34*	34
<u>Maui</u>			
Maui Community College	20		
<u>Kauai</u>			
Kauai High	19		
Waimea High	<u>18</u>	<u>12</u>	
	37	12	49
Grand Total, State	297	68	365

*Combined Mental Retardation-Dropout

Source: Division of Vocational Rehabilitation Document

Figure 6-4

ACTUAL EXPENDITURES OF THE DIVISION OF VOCATIONAL REHABILITATION AND
SERVICES TO THE BLIND

<u>Branch</u>	<u>66-67</u>	<u>67-68</u>	<u>68-69</u>	<u>69-70</u>	<u>70-71 (Adjusted Appropriation)</u>
Vocational Rehabilitation	(61)* \$1055	(67) \$1213	(71) \$1455	(80) \$1664	(82) \$2287
Services to the Blind	(20) 340	(25) 439	(24) 494	(28) 505	(28) 639
Disability Determination	(8) <u>125</u>	(9) <u>151</u>	(9) <u>170</u>	(10) <u>166</u>	(10) <u>202</u>
Total	(89) \$1520	(101) \$1803	(104) \$2119	(118) \$2335	(120) \$3128

*Number in parenthesis represents number of personnel

Source: Division of Social Services and Housing Budget Requests, 1966-67 - 1971-73

Figure 6-5

ESTIMATED FUNDS SPENT ON HANDICAPPED CHILDREN BY
DIVISION OF VOCATIONAL REHABILITATION AND SERVICES TO THE BLIND*
(\$000)

<u>Branch</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>	<u>1970-71 (Adjusted Appropriation)</u>
Vocational Rehabilitation	\$348	\$400	\$480	\$549	\$755
Services to the Blind	6	8	9	8	10
Disability Determination	<u>34</u>	<u>44</u>	<u>49</u>	<u>50</u>	<u>64</u>
Total	\$388	\$452	\$538	\$607	\$829

* Estimations based on percentage of handicapped children receiving services from each branch.

DEPARTMENT OF HEALTH

Of the seven operating divisions of the Department of Health, three have specific programs for handicapped children and youth or have a high proportion of handicapped children among the total number of patients whom they treat. These divisions are Mental Health, Children's Health Services, and Waimano Training School and Hospital. The other operating divisions of the DOH will have some contact with handicapped children, but the bulk of services to the handicapped, which are provided by the DOH, are provided by these three divisions. The complete organizational structure of the Department of Health is depicted in Figure 7-1.

During the past five years the department has gone through a series of major and minor organizational changes. A general reorganization of the Department of Health was proposed by the department and approved in early 1966. This provided for: the creation of two new divisions, Children's Health Services and Waimano Training School and Hospital; the elimination of two divisions, Mental Retardation and Special Health Services; and the transfer of functions between other divisions. The changes are summarized in Figure 7-2. The new Children's Health Services Division allowed all non-institutional services for mentally retarded and physically handicapped children to be consolidated into one operating unit. The rationale for this consolidation is quoted from the reorganization proposal from the Department of Health.

"The general scope of services would extend from the prenatal period through adolescence and would stress preventive, diagnostic and remedial services. Of major significance is the combining of diagnostic services to identify the mentally and physically handicapped child which heretofore were conducted under two separate units - the Crippled Children Section (Medical Health Services Division) and the Community Services Branch (Mental Retardation Division). Consolidated diagnostic services are particularly important to detect multiple handicaps in a child so that proper therapy, training, and prostheses can be prescribed. Administratively, this plan would facilitate (a) better utilization of staff, (b) unified fiscal and statistical reporting, and (c) a unified patient record system."

The creation of Waimano Training School and Hospital Division and elimination of Mental Retardation Division was described in the proposal as follows:

"The Mental Retardation Division is presently organized with two major subordinate units - the Waimano Training School and Hospital Branch and the Community Services Branch. The transfer of the latter to the new 'Children's Health Services Branch' would leave Waimano Training School and Hospital as the sole unit of this division. In view of this, the only reasonable alternative available is to structure Waimano Training School and Hospital as a division since it is essentially a self-contained institutional program serving statewide needs. "

At approximately the same time all Mental Health Services which were provided for the general community were consolidated into one operating unit within the Mental Health Division, the Preventive and Clinical Services Branch. The functions and services of the Convalescent Services Branch, and the Alcoholism Branch were included as part of the Preventive and Clinical Services Branch.

Another organizational shift involved an intra-divisional change within the Waimano Training School and Hospital Division. The Cottage Life Unit, which provides institutional care services to patients living in the various dormitories and cottages of the Waimano Home, was transferred out of the Institutional Facilities Section and made a separate section. The purpose of this change was "to de-emphasize the institutionalization of patients and to provide an environment more conducive to the treatment of patients. The present placement of the cottage life activity with institutional maintenance services tends to emphasize custodial care rather than rehabilitative care." The opinion of the DOH concerning this change was expressed in the reorganizational proposal: "The majority of the patient population now resides in cottages and dormitories; it is highly desirable that the overall program relating to these patients be further developed under strong central professional guidance rather than institutional facilities programs. The result of this change will be to emphasize rehabilitative care towards the successful return of patients to the community. "

In 1967, an Adolescent Unit was created in the Hawaii State Hospital Branch that was to be "responsible for the treatment and training of all patients assigned to Hawaii State Hospital who are under twenty years of age".

The only other organizational change of major significance was the creation of a School Health Branch within the Children's Health Services Division in 1969. Previously, the services had been provided by the Maternal and Child Health Branch, but in 1969 a separate branch was created to concentrate

on providing health services to school age children.

Summary statistics of the Department of Health programs for handicapped children are given in Figures 7-3, 7-4, 7-5, and 7-6. They show that the number of handicapped children receiving services from the Mental Health Division has risen sharply in the last two years, while the number of handicapped children served by the Children's Health Services and the Waimano Training School and Hospital has remained essentially constant over the last five years, as has the proportion of children among the patients of the Waimano Training School and Hospital. At the same time, total expenditures of the three divisions involved have been rising and show a composite increase of 74% over the same time period. Children's Health Services has shown the greatest increase in expenditures since 1966-67; the 150% increase is primarily due to the addition of new services, expansion of existing ones and starting from the smallest base. Children's Health Services, which serves primarily children in its programs, has the largest dollar expenditure for handicapped children even though its total expenditures are the smallest of the three divisions. Overall, the growth in expenditures for handicapped children has more than kept pace with the growth in total division expenditures; growing by 82% from 1966-67 to 1970-71. The Mental Health Division has led this growth, increasing its expenditures for programs for handicapped children by 177% during this time period.

MENTAL HEALTH DIVISION

The major goals of the Mental Health Division are to develop, direct and evaluate services to improve the mental health of the people of the State of Hawaii and to decrease the prevalence of mental illness. To accomplish these goals the Division:

1. Administers programs for
 - a. Prevention of mental and emotional illness
 - b. Diagnosis, treatment and rehabilitation of children and adults who qualify for public mental health services
2. Conducts research in mental health and illness.
3. Provides training in psychiatry, clinical psychology, psychiatric social work, psychiatric nursing and occupational therapy.
4. Provides psychiatric services to mentally ill in nursing, care and boarding homes, and in four former tuberculosis hospitals, Hilo, Kula Sanatorium, Mahelona and Leahi. (These are now all classified as general hospitals. Hilo, Kula, and Mahelona Hospitals are County/State hospitals; Leahi is part of the University of Hawaii's Medical School.)
5. Conducts short-term psychiatric care program in general hospitals throughout the State for selected patients who are unable to pay for the cost of this hospitalization. Consultation to operators of nursing, care and boarding homes caring for psychiatric patients and supervises the patients placed there.

Organizationally, the Mental Health Division is separated into two branches, Hawaii State Hospital Branch and Preventive and Clinical Services Branch. Figure 7-7 shows the organizational structure of the division.

Hawaii State Hospital Branch

The Hawaii State Hospital Branch provides an institutional program for the care, evaluation, treatment and rehabilitation of mentally ill persons. The Branch operates a 687 bed mental hospital which serves the entire State. The organizational structure of the Branch is shown in Figure 7-8.

The care of patients is conducted in six treatment units. Four of these units provide general inpatient psychiatric services to adults, who are assigned to the respective units according to their region of residence in the State. The Adolescent Unit provides inpatient psychiatric care to patients from 12-19 years from all parts of the State. The Medical-Surgical unit houses patients from the other five units when they are physically ill and need general hospital care.

The vast majority of patients at the hospital are adults. Referring to Figure 7-3, only about 10% of the hospital residents are under eighteen years of age; this represents about twenty children at any given time undergoing treatment at the hospital. These children are served in the Adolescent Unit which was created in 1967. The operations of this unit provide the children with an accredited school program, a full activities program, group therapy, and individual counseling. The educational program is a joint program with the Department of Education which provides two teachers and has classified the school at the hospital as a department of Castle High School.

The Adolescent Unit at Hawaii State Hospital also operates a crisis team which works with potential referrals for admission and provides them and their families with a brief series of crisis visits at the patient's home or other location in an effort to prevent the need for hospitalization. Consultative service is also furnished to the regional mental health centers.

Preventive and Clinical Services Branch

The mission of the Preventive and Clinical Services Branch is to provide general and special mental health services through geographically dispersed centers and clinics throughout the State. Specifically, these services include:

1. Case finding, diagnosis, treatment and rehabilitation for the mentally ill and severely emotionally disturbed.
2. After-care of patients leaving the Hawaii State Hospital.
3. Mental health consultation to other public and private community agencies.
4. Provision of educational services in mental health for the public.

5. Education and training of mental health, personnel, i.e., psychiatric residents, nurses, social workers.
6. Research into effective methods of education, prevention, treatment, and rehabilitation in mental health and mental illness.
7. Treatment and rehabilitation of eligible patients who misuse or abuse toxic substances.

To provide these services the branch operates eleven Mental Health Clinics spread throughout the State: Diamond Head; Lanakila; Palama; Wahiawa; Waipahu; Windward; Kauai; East and West Hawaii; Maui; Molokai. The clinics, as well as other programs in the Preventive and Clinical Services Branch, are shown in Figure 7-9. These clinics provide comprehensive mental health services to the communities in which they are located. The basic services provided by each clinic are:

- Inpatient care
- Outpatient care
- Day hospital care
- Twenty-four hour emergency services
- Mental health consultation and education

The clinics also provide direct services to schools located within the clinics' regional boundaries. It should be noted that the boundaries of the regional Mental Health Centers do not correspond with those of the Department of Education school districts. The clinics have cooperative programs with the Department of Education, but normally the assistance to individual children is based on a request from the school teacher or counselor, parents or community social agencies, and not initiated by the Mental Health Clinic personnel. Services provided to schools include:

- Screening and identification
- Diagnosis
- Case consultation with DOE personnel
- Treatment in the school setting or in the clinic
- In-service training for school personnel
- Mental health education for students, parents

According to reports from the Mental Health Clinics, the consultation and treatment (group and individual therapy, counseling) are the most widely used of the services offered to the schools.

Specialized programs in this branch are the Mental Health Team for Courts and Corrections, the Children's Day Treatment Center, and the Alcohol and Drug Abuse Section. The Mental Health Team for Courts and Corrections provides diagnosis, treatment, consultation and in-service training services to the State's youth and adult correctional facilities and staff, Family and District Courts, adult and juvenile parole staff, police departments of the four counties and other agencies working with juvenile and adult offenders.

The Children's Day Treatment Center is located at Leahi Hospital. It provides therapeutic, educational, recreational, and socializing programs for severely emotionally disturbed children, ages 6-12 years, too disturbed to attend regular school and who require more extensive and intensive treatment programs than provided by outpatient clinics. It has a capacity of ten children at any one time. The children generally stay in the Center's program from one to three years. The Center's objective is to improve the children to such an extent that they can attend special education or regular classes in the school system. It also provides counseling and therapy to parents of children enrolled in the Center, as well as training and consultation to schools. The Children's Day Treatment Center staff is also available to provide in-service training and consultation to all Oahu Mental Health Clinics for establishing similar facilities in each clinic. To date only the Kalihi-Palama Mental Health Center has set up such a day treatment center for elementary school aged children. The Waipahu Mental Health Clinic has begun partial day treatment programs at Ewa and Waianae for elementary school aged children who have been dropped from schools because of various problems.

The Alcohol and Drug Abuse Section provides consultation, education, and program planning services to various agencies concerned with services to alcoholics, including the regional mental health clinics, and has recently begun providing similar services to agencies concerned with drug abusers. A training program in substance abuse has been established with the University of Hawaii School of Medicine for graduate and undergraduate students in medicine and the social sciences. The Preventive and Clinical Services Branch has also cooperated with the School of Medicine in developing inter-disciplinary training courses in Alcohol Education for the College of Health Sciences and Social Welfare. The courses were developed under a three year grant from the National Institute for Mental Health.

CHILDREN'S HEALTH SERVICES

The major functions of the Children's Health Services Division are:

1. To conduct activities in maternal care and child care to promote the physical and emotional health of mothers and children.
2. To provide diagnostic services for the early identification of handicapped and mentally retarded children.
3. To arrange for medical and surgical treatment, prostheses, rehabilitative treatment or institutional placement as needed.

To accomplish these purposes, the division is divided into three branches: Crippled Children; Maternal and Child Health; and School Health. The organizational chart for the division is shown in Figure 7-10.

Crippled Children Services Branch

The objectives of this branch are:

1. To locate handicapped children as early as possible.
2. To provide diagnosis, treatment and management for children with multidisciplinary handicaps requiring long-term multidisciplinary service.
3. To provide diagnosis and/or treatment for a selected group of handicapping conditions requiring short or intermediate term service.

The handicapped conditions which are covered by the Crippled Children's Branch programs are:

Orthopedic
Hearing
Heart Disease
Mental Retardation
Learning Disability
Epilepsy
Cerebral Palsy
Cleft, lip and palate

Surgical Eye
Other (including plastic, neurological, cystic
fibrosis, etc.)
Severe Asthma (Pilot Program)

The following list of services provided by the Crippled Children's Branch indicates the comprehensive nature of the program to provide the maximum rehabilitation for handicapped children.

- Physical services (private physicians' office visits and clinic services) for establishing diagnosis and follow-up
- Medical and surgical treatment
- Laboratory examinations
- Hospitalizations
- Physical therapy
- Occupational therapy
- Speech and hearing therapy
- Psychological examination and therapy
- Social services
- Public health nursing services
- Nutrition evaluations and recommendations
- Child training services and transportation
- Prosthesis and other services

The Crippled Children's Branch estimates that there are approximately 12,000 children from low income families that are eligible for services which the branch could provide (Figure 7-11). Of these children, an estimated 6,000 receive services from other agencies or use their own resources to obtain needed services. Of the remaining 6,000 children estimated to need Crippled Children's Services, approximately 4,000 are being served by the Branch. This leaves an estimated 2,000 handicapped children from low income families that are not receiving needed services.

Diagnostic services are provided without cost and without any requirement of financial eligibility for any child with a handicapping condition covered in the Crippled Children program. However, before a child is made eligible for treatment services from the Crippled Children's Services Branch, a financial determination is done through a Means Test utilizing criteria similar to those applied by the Department of Social Services.

The Learning Disabilities Clinic is a separate program which is a part of the Crippled Children's Branch. The clinic provides diagnostic and evaluation services for children with suspected learning disabilities. It accepts referrals from public schools (70% come from this source),

private schools, parents and private doctors. The clinic can provide psychological, speech, language, hearing, medical and educational evaluations, x-rays and laboratory examinations. The clinic personnel include a clinical psychologist, a speech and hearing therapist, and two social workers. In addition, the Department of Education provides a speech and hearing therapist who, in addition to performing evaluations, assists in follow-up with the classroom and special education teachers in the schools. The clinic will evaluate approximately 450 children this year. Statistics on the total caseload and the disposition of cases since 1966 are given in Figure 7-12. Priority is given to preschool and elementary school children. The Learning Disabilities Clinic performs approximately two-thirds of the evaluations itself; the others are purchased from Children's Hospital and Staub Clinic. Those children from the Leeward District are served in their neighborhood schools when possible or brought to the Clinic in Honolulu for evaluation; children in other districts are brought to the Clinic for evaluation. Itinerant services are provided for the neighbor islands through visits by clinic personnel.

The Crippled Children's Branch also provides medical and ancillary services for the Pohukaina School which is administered by the Department of Education. The children at the school have motor handicaps, primarily caused by cerebral palsy or myelomeningocele; also, some of the students are mentally retarded. The Department of Health provides public health nursing services, some social work services, two physical therapists, one aide, one occupational therapist, a speech and hearing specialist, medical and orthopedic clinical services, appliances, braces, and drugs.

The Variety Club School is a non-department program for preschool children with learning disabilities that is funded through the Crippled Children's Branch. It receives a subsidy of \$50,000 per year from the State Legislature to assist with its program. The subsidy was granted because there are no services of this type being provided by any of the State agencies at the present time. The funds are administered by the Crippled Children's Branch because in addition to the training provided these children (primarily in the areas of self-help skills, social skills, gross and fine motor training, and speech and language development) the program also provides for an interdisciplinary observation and evaluation of the children and serves as a training facility for pediatric residents.

The Crippled Children's Branch also administers the Mental Retardation Special Project, although the project is financed primarily through Federal funds. Through the Child Development Center located on the grounds of Leahi Hospital and by itinerant clinics held on all neighbor islands, the project provides comprehensive evaluation (medical and dental) for children who are suspected of being mentally retarded. The Child

Development Center also provides developmental training for retarded children and those who require short-term diagnostic observation. Through this project about 250 new children with mental retardation are identified annually. In addition to the Child Development Center, a Child Training Center has been established at Waianae for young mentally retarded children not ready for the training classes of the private agencies. Toilet training, self-help activities, language development and social skills are the primary services provided by the Center.

In addition to the above project, the Federal Government has allotted \$60,000 annually to a Special Project on "A Diagnostic Laboratory for Metabolic and Hereditary Disorders". The Department of Health has contracted with the Children's Hospital to provide the required services. The objectives of this diagnostic laboratory are to support the services of the Crippled Children's Branch and to improve the community diagnostic services in the State of Hawaii. The laboratory will function principally as a service unit and will focus in the areas of cytogenetics and biochemical screening and confirmatory procedures for various inborn errors in metabolism.

The results of these studies should enable the clinical services of the Crippled Children's Branch to determine the etiology of a disorder, to provide genetic counseling, if indicated, and in some instances, prevent the occurrence of manifest disease by early treatment.

Maternal and Child Health Branch

The Maternal and Child Health Branch provides intensive maternal and infant care. The objectives of the Maternal and Child Health program are concerned with prevention rather than diagnosis or treatment. An important feature of the Branch is the Child Health Clinic Program. These are "well baby" clinics and have as their purpose prevention (through immunizations) and early detection (through screenings). In addition, in the maternal and infant care programs the following services are provided:

- Prenatal and postpartum care
- Family planning
- Comprehensive infant care of high risk infants in first year

The Children and Youth Project provides health services to disadvantaged children (0-16 years old) from low income families. The services offered include:

- Medical and dental care
- Immunization
- Health education
- Counseling
- Emotional health
- Accident prevention
- Guidance in child rearing

School Health Branch

The School Health Branch was created to coordinate and assist in providing improved health care for children in school. The objective of the branch is "to assure the best possible physical and mental health for all school age children in the State". The functions of the branch are:

1. To plan and provide, cooperatively with the Department of Education, health services in the public schools.
2. To provide health services to private schools.
3. To provide screening programs for the early detection of handicapped children
 - hearing screening
 - Otological Diagnostic Clinic
 - final vision screening
 - developmental screening
 - phonocardioscan screening
4. To improve follow-up of children suspected of having a handicap condition to insure that a definitive diagnosis is made and that needed treatment is given.
5. To administer the School Health Services Pilot Project.

The screening is done cooperatively with the Department of Education. For public schools the Department of Education has the responsibility for initial hearing screenings and vision screenings. Any children that seem to have a hearing problem are referred to the School Health Branch's Otological Diagnostic Clinic. Vision follow-up is done by the public health nurse followed by referral to an eye specialist if necessary. Both hearing and vision screenings for private schools, if requested by the schools, are performed by the School Health Branch.

The School Health Services Pilot Project is another cooperative venture with the Department of Education. In this project, public health aides, supervised by a public health nurse, are assigned to public schools to coordinate and provide health services in the schools. The project involves fifty-eight schools in six school complexes and some 50,000 children, which represents about 25% of the total public school enrollment. The services provided include:

- Emergency care and first aid
- Assistance in record keeping
- Assistance in health screening
- Contacting parents on health matters
- Communicable disease control
- Maintaining the health room at the school

WAIMANO TRAINING SCHOOL AND HOSPITAL DIVISION

The Waimano Training School and Hospital provides two distinct types of services for the mentally retarded. First, it provides institutional care and basic living skills training for the mentally retarded who need twenty-four hour supervision. At the present time approximately 450 patients receive such services. They include complete supervision and protection; training in self-help activities; walking and behavior control; recreational activities. The second major function of the Waimano Training School and Hospital is to provide specialized training and rehabilitation to patients and prepare as many as possible for return to the community. Approximately 300 patients are now receiving training services from the division. The Waimano Training School and Hospital Division has a capacity of 860 patients; it is now serving 750 patients in the institution and another 450 in the community placement program.

To accomplish these purposes, the Waimano Training School and Hospital Division is divided into five branches as shown in Figure 7-13. A description of the branches and their functions is given below.

Cottage Life Branch

This branch is the residential arm of the division. It operates the dormitories and provides for the personal needs, supervision, protection, recreational and social activities of the residents who are housed there.

Medical and Hospital Branch

The Medical and Hospital Services Branch provides preventive medical services, direct medical care, including elective surgery, operative dental care, laboratory physical therapy, braces, appliances and needed drugs for the institutional population and selected residents on community placement. In addition, it provides nursing services for multiple handicapped patients, and intensive nursing care for acutely ill residents of the institution and multiple handicapped very young children.

Training Branch

The Training Branch provides a structured training program for patients with various handicaps. The services provided include education, occupational therapy, recreation, speech and hearing therapy, and on-the-job vocational training. Some of those involved in the training programs attend Waimano Training School and Hospital solely to receive the vocational training.

Social Services and Placement Branch

Social Services and Placement directs a statewide social work program for residents of Waimano Training School and Hospital both inside and outside the institution, provides social evaluations and casework services, carries full guardianship for patients on community placement including treatment, training, protection, maintenance, employment and residence of each, and manages the personal accounts of all residents in the community with responsibility for collection, purchasing, and control of income. In 1968, there were 360 patients on community placement; in 1969, 450; and in 1970, 460.

Institution Facilities Branch

The Institution Facilities Branch is responsible for all support services at the institution which are not directly involved in patient care. The Business Services Section is responsible for all fiscal matters including budgeting, patients' personal accounts, patients' records and employee personnel records. The Food Service Section is responsible for the dietary needs of the resident patient population including the special dietary requirements of over half of the resident population. The Maintenance and Production Section provides for the maintenance, repair and improvement of the physical plant and grounds.

Figure 7-1
DEPARTMENT OF HEALTH ORGANIZATION CHART

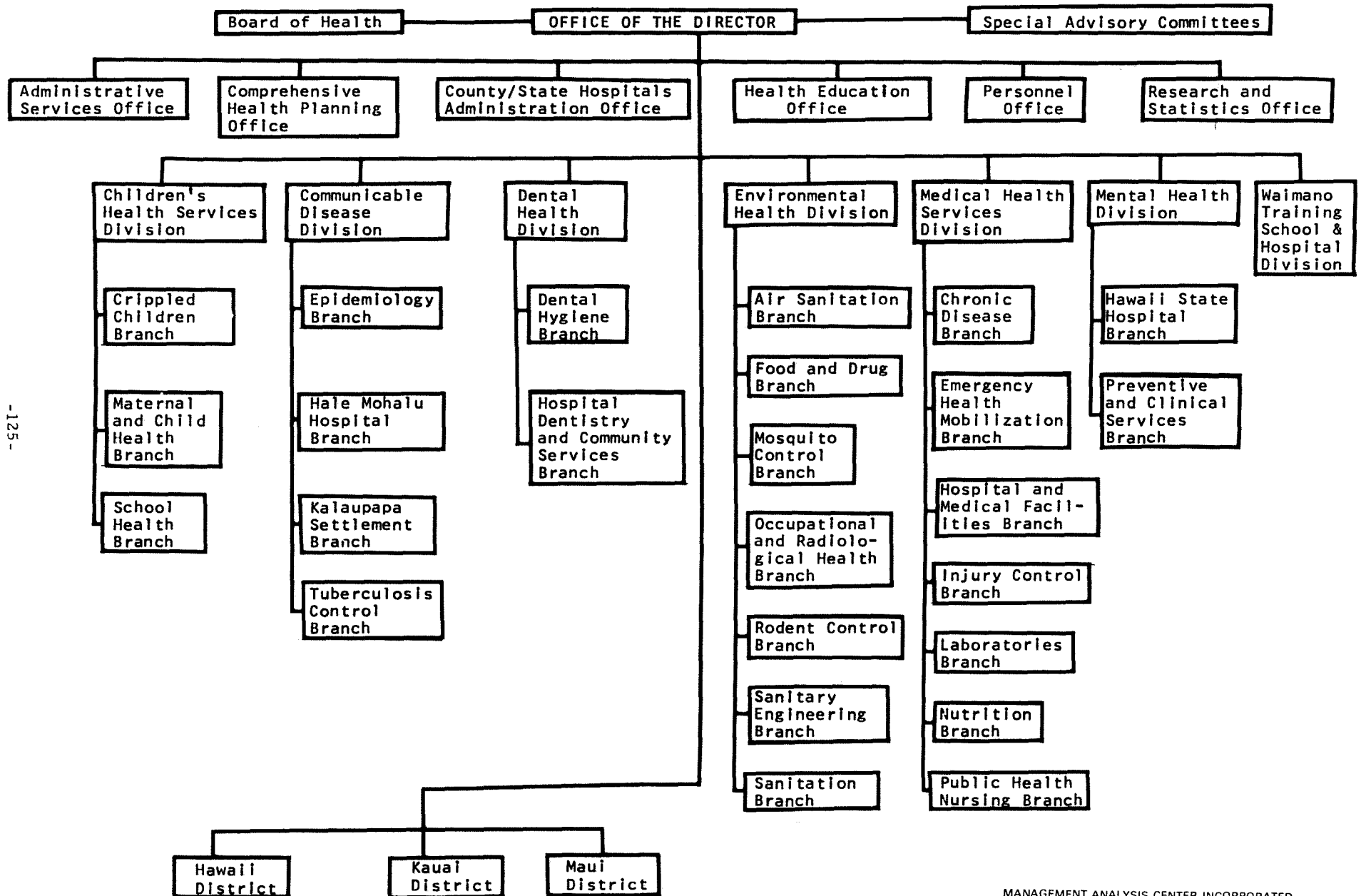


Figure 7-2

1966 REORGANIZATION OF THE DEPARTMENT OF HEALTH

<u>Unit Affected</u>	<u>Prior Location</u>	<u>Reorganized Location</u>
Maternal and Child Health Services Branch	Medical Health Services Division	Children's Health Services Division*
Community Services Branch	Mental Retardation Division**	Children's Health Services Division
Alcoholism Branch	Medical Health Services Division	Mental Health Division
Emergency Health Mobilization Branch	Special Health Services Division**	Medical Health Services Division
Laboratories Branch	Special Health Services Division	Medical Health Services Division
Nutrition Branch	Special Health Services Division	Medical Health Services Division
Public Health Nursing Branch	Special Health Services Division	Medical Health Services Division
Waimano Training School and Hospital	Mental Retardation Division	Waimano Training School and Hospital Division*

*Newly created Division

**Division was eliminated

Figure 7-3

NUMBER OF HANDICAPPED CHILDREN RECEIVING SERVICES
BY DEPARTMENT OF HEALTH DIVISION

	<u>66-67</u>	<u>67-68</u>	<u>68-69</u>	<u>69-70</u>	<u>70-71</u>
Mental Health					
Hawaii State Hospital - under 18 years old	23	33	31	107	130*
Preventive and Clinical Services - under 20 years old	<u>1417</u>	<u>1708</u>	<u>1646</u>	<u>1822</u>	<u>1900*</u>
Total	<u>1440</u>	<u>1741</u>	<u>1677</u>	<u>1929</u>	<u>2030*</u>
Children's Health Services					
Crippled Children	3377	3651	3684	3300	3600*
Maternal and Child Health**	<u>23639</u>	<u>22655</u>	<u>20585</u>	<u>20740</u>	<u>21000*</u>
Total	<u>27016</u>	<u>26306</u>	<u>24289</u>	<u>24040</u>	<u>24600*</u>
Waimano Training School and Hospital					
Resident - under 20 years old	316	317	312	311	325
Leave - under 20 years old	<u>11</u>	<u>12</u>	<u>20</u>	<u>20</u>	<u>20*</u>
Total	<u>327</u>	<u>329</u>	<u>332</u>	<u>331</u>	<u>345*</u>
Grand Total	28783	28376	26298	26300	26975*

*Estimated

**Does not include Comprehensive Care to Children and Youth Project at Waimanalo

PROPORTION OF CHILDREN AMONG TOTAL PATIENTS SERVED

	<u>66-67</u>	<u>67-68</u>	<u>68-69</u>	<u>69-70</u>	<u>70-71</u>
Mental Health					
Hawaii State Hospital - % under 18 years old	3.5	5.7	5.3	10.2	10.0*
Preventive and Clinical Services - % under 20 years old	29.0	31.4	27.4	25.8	26.0*
Waimano Training School and Hospital					
Resident - % under 20 years old	44.3	39.5	41.9	39.0*	41.0
Leave - % under 20 years old	4.2	3.3	4.5	4.0*	4.0*

*Estimated

Note: Practically 100% of Children's Health Services patients are children.

Sources: Department of Health Statistical Reports, 1966-1970

Information provided by each division

Figure 7-4

DEPARTMENT OF HEALTH
DIVISION EXPENDITURES
(\$000)

	<u>66-67</u>	<u>67-68</u>	<u>68-69</u>	<u>69-70</u>	<u>70-71</u>
Mental Health					
Hawaii State Hospital	\$ 3560	\$ 3840	\$ 4020	\$ 4600	\$ 5530
Preventive and Clinical Services	<u>1050</u>	<u>1360</u>	<u>1510</u>	<u>1690</u>	<u>2450</u>
Total	\$ 4610	\$ 5200	\$ 5530	\$ 6290	\$ 7980
 Children's Health Services	 1290	 1640	 1920	 3060	 3230
 Waimano Training School and Hospital					
Resident	2680	2710	2930	3100	3660
Leave	<u>280</u>	<u>310</u>	<u>360</u>	<u>450</u>	<u>560</u>
Total	\$ 2960	\$ 3020	\$ 3290	\$ 2550	\$ 4220
 Grand Total	 <u>\$ 8860</u>	 <u>\$ 9860</u>	 <u>\$10740</u>	 <u>\$12900</u>	 <u>\$15430</u>

Source: DOH Budget Requests, 1966-67 through 1971-73.

Figure 7-5

ESTIMATED EXPENDITURES FOR PROGRAMS FOR
HANDICAPPED CHILDREN*
(\$000)

	<u>66-67</u>	<u>67-68</u>	<u>68-69</u>	<u>69-70</u>	<u>70-71</u>
Mental Health					
Hawaii State Hospital	\$ 125	\$ 219	\$ 213	\$ 469	\$ 553
Preventive and Clinical Services	304	427	444	436	637
Total	<u>\$ 429</u>	<u>\$ 646</u>	<u>\$ 657</u>	<u>\$ 905</u>	<u>\$1190</u>
Children's Health Services	\$ 796	\$ 946	\$1036	\$1680	\$1701
Waimano Training School and Hospital					
Resident	\$1187	\$1070	\$1228	\$1209	\$1500
Leave	12	10	16	18	22
Total	<u>\$1199</u>	<u>\$1080</u>	<u>\$1244</u>	<u>\$1227</u>	<u>\$1522</u>
Grand Total	<u>\$2424</u>	<u>\$2672</u>	<u>\$2937</u>	<u>\$3812</u>	<u>\$4413</u>

* Estimation Assumptions:

Mental Health, Waimano Training School and Hospital:

- Expenditures for children are proportional to percentage of children

Children's Health Services:

- 100% of expenditures of Administration, Crippled Children, Learning Disabilities Clinic, Mental Retardation Special Project;
- \$6000 for School Health 1966-67 through 1968-69, \$300,000 in 1969-70, \$300,000 in 1970-71 (increase due to School Health Pilot Project)
- Excluded are Maternity and Infant Care, Children and Youth, Family Planning Project, Maternal and Child Health

Figure 7-6

PERCENT INCREASE IN EXPENDITURES, 1966-67 TO 1970-71

	<u>Total Division Expenditures</u>	<u>Expenditures for Programs for Handicapped Children</u>
Mental Health		
Hawaii State Hospital	55%	342%
Preventive and Clinical Services	133%	110%
Total	73%	177%
Children's Health Services	150%	114%
Waimano Training School and Hospital		
Resident	36%	26%
Leave	100%	83%
Total	42%	27%
Grand Total	74%	82%

Figure 7-7

DEPARTMENT OF HEALTH, MENTAL HEALTH DIVISION
ORGANIZATION CHART

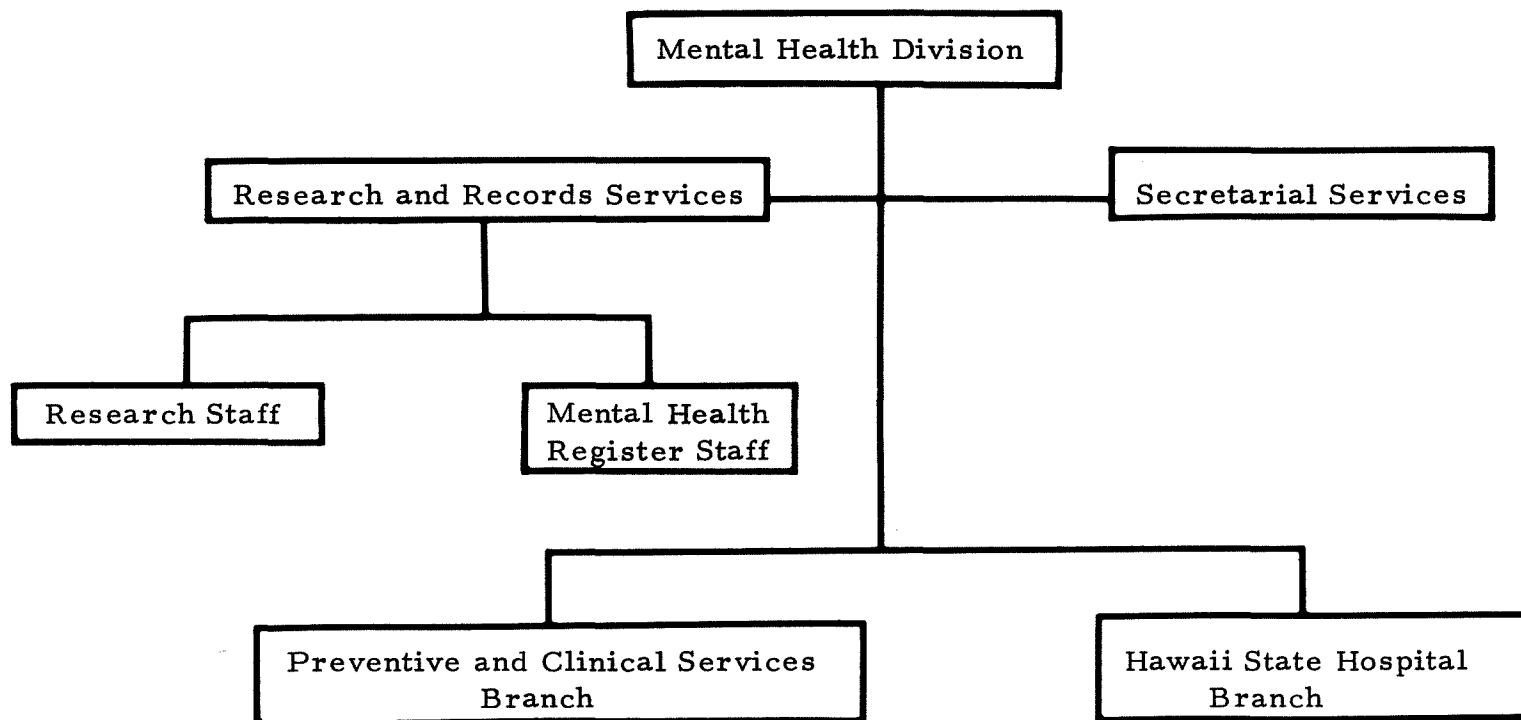


Figure 7-8

DEPARTMENT OF HEALTH, MENTAL HEALTH DIVISION
HAWAII STATE HOSPITAL BRANCH ORGANIZATION CHART

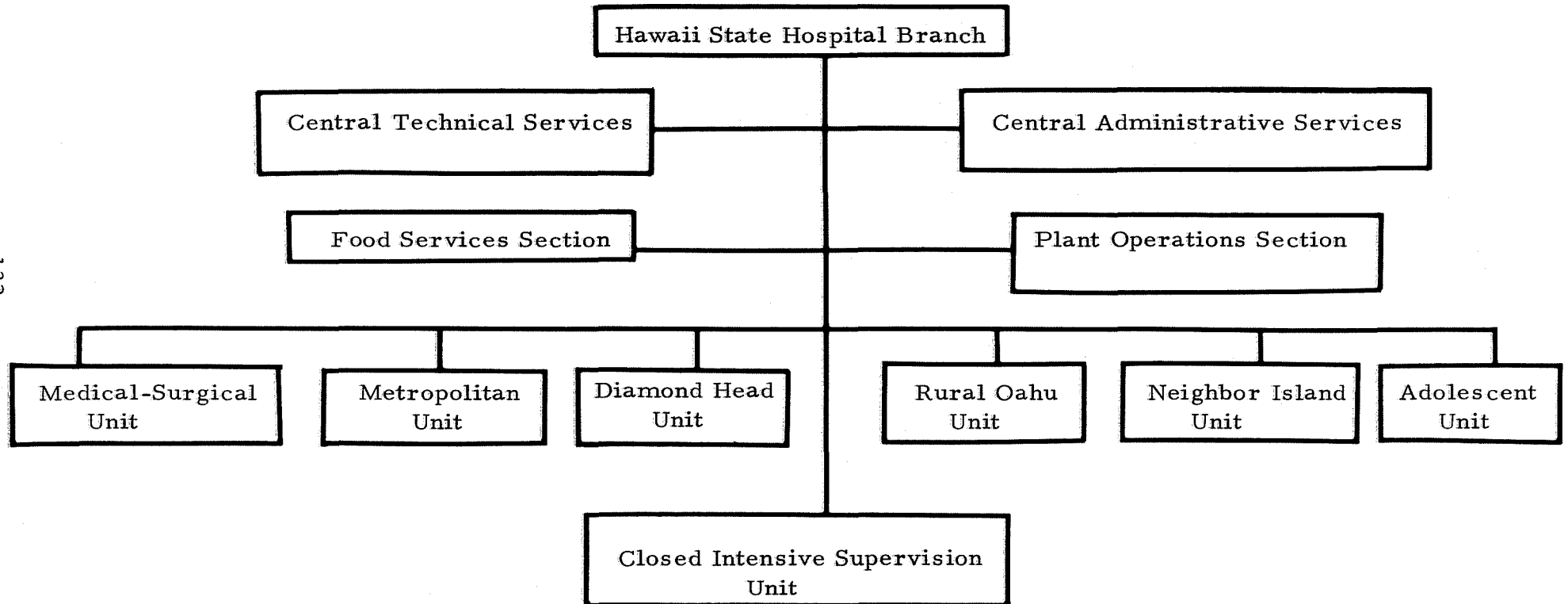


Figure 7-9

DEPARTMENT OF HEALTH, MENTAL HEALTH DIVISION
PREVENTIVE AND CLINICAL SERVICES BRANCH
ORGANIZATION CHART

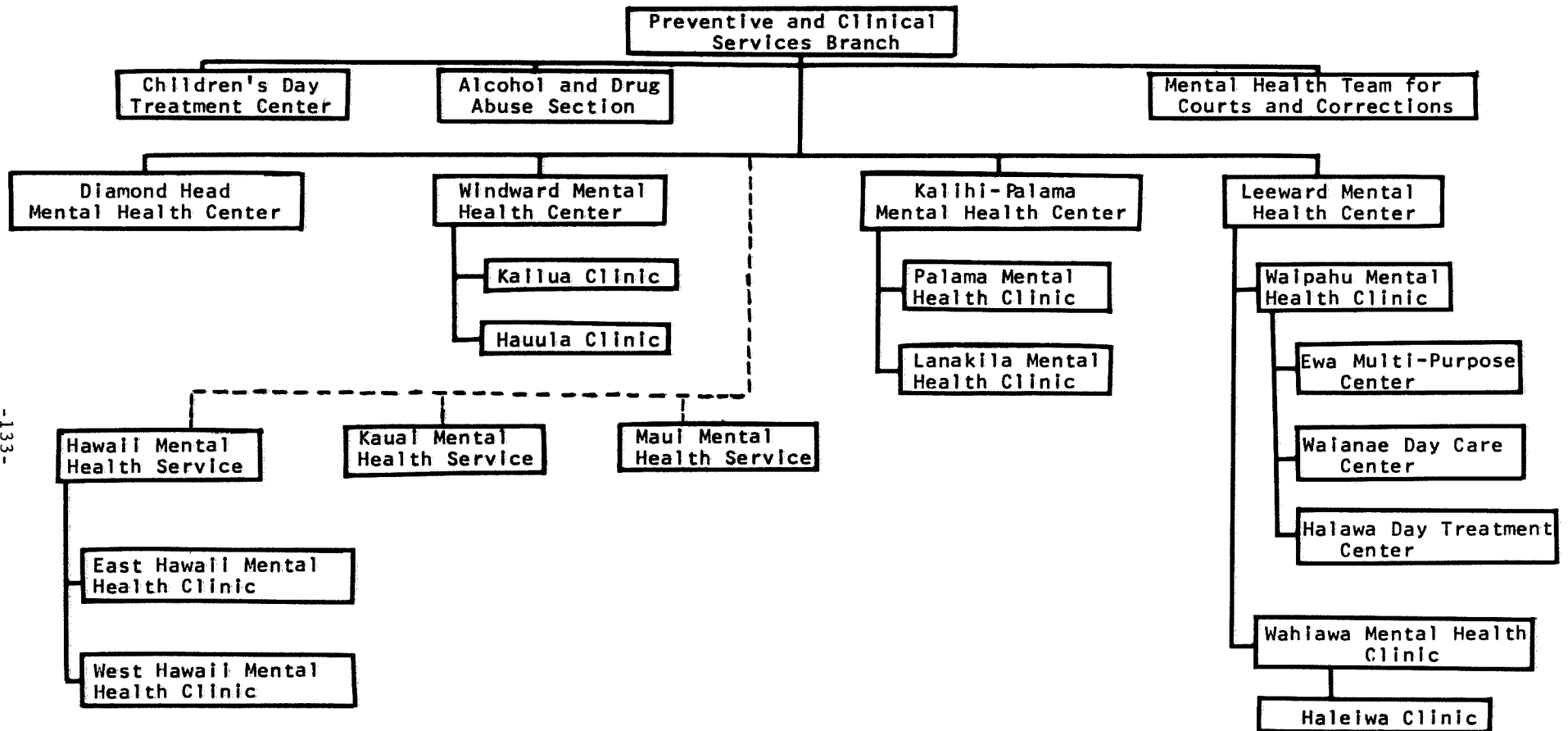


Figure 7-10

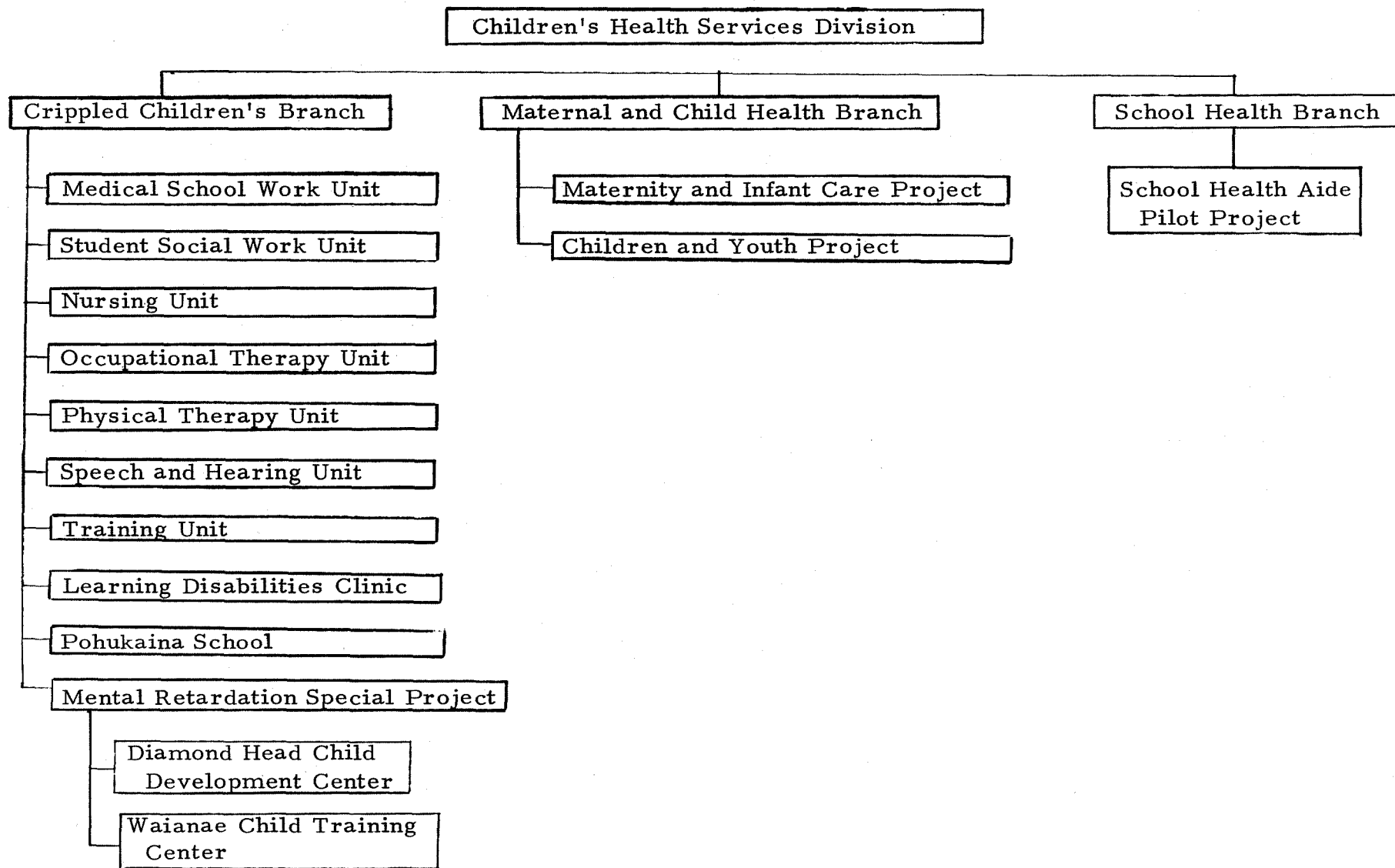


Figure 7-11

ESTIMATE OF PREVALENCE OF HANDICAPPING CONDITIONS IN THE STATE OF HAWAII
IN CHILDREN UNDER 21 YEARS OF AGE* IN FAMILIES WITH INCOMES
UNDER \$5,000 (OR EQUIVALENT)

<u>Handicapping Conditions</u>	<u>Estimated Prevalence Rates of Handicapping Conditions Per 1,000 Population Under Age 21 Years</u>	<u>Fiscal Year</u>	
		<u>1971-72</u>	<u>1972-73</u>
Learning Disability (moderate and severe)- diagnostic evaluations only	30.0	3,000	3,000
Asthma (severe)	20.0 <u>b/</u>	2,000	2,060
Cerebral Palsy	5.0 <u>b/</u>	500	515
Cleft Lip and Palate	1.5 <u>c/</u>	150	154
Epilepsy	5.0 <u>b/</u>	500	515
Hearing	8.1 <u>a/</u> and <u>b/</u>	800	824
Heart - rheumatic and congenital	4.6 <u>a/</u>	460	473
Mental Retardation (severe or with associated handicap)	10.0 <u>b/</u>	1,000	1,030
Orthopedic	24.0 <u>a/</u>	2,400	2,472
Speech	11.5 <u>c/</u>	1,150	1,185
Miscellaneous (neurological, urological, cystic fibrosis, plastic)	0.5	50	52
TOTAL		12,010	12,370

a/ Oahu Health Survey

b/ U. S. Children's Bureau

c/ North Carolina Survey - 1964

*Estimated 100,000 children in low income families
(income under \$5,000 for family of 4 or equivalent)

Source: Crippled Children Services, Current Program Plan.

Figure 7-12

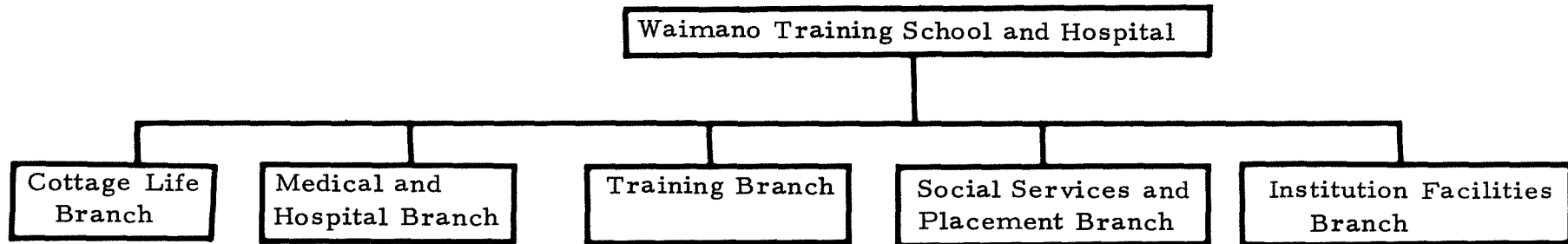
LEARNING DISABILITY CLINIC

	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>
Total Caseload	168	225	272	343
Referred to Learning Disability Class	62	124	132	147

Source: Children's Health Services Division

Figure 7-13

WAIMANO TRAINING SCHOOL AND HOSPITAL DIVISION
ORGANIZATION CHART



SPECIAL EDUCATION PRIVATE SCHOOLS

In addition to the services for handicapped children provided by the Department of Education through its Special Education programs in regular schools, special schools and auxiliary personnel at the District and State level, a number of private agencies also have Special Education programs. Usually these private organizations have initiated their own services in Special Education when they felt that adequate services for a particular group of children were not available from any other source. Often a small group of parents with handicapped children have formed the driving force behind the organization's creation and program development. The private programs are flexible and do change their orientation once their services can be provided by the DOE. Further, a stated objective of all private programs is to assist the children develop or progress to such a degree that they can return to a DOE program in either a special or regular classroom. This does not necessarily occur in all cases, however, as there are parents who prefer to send their children to private schools.

A summary of the major private agencies is given below; this is followed by a description of each agency and its programs.

<u>Name</u>	<u>Type of Child</u>	<u>Age Range</u>
Hawaii Association to Help Retarded Children	Mentally Retarded Trainable	Preschool 3-10 Prevocational 10-20
Special Education Center of Oahu	Mentally Retarded Educable, Mentally Retarded Trainable, Learning Disabilities, Emotionally Handicapped	4 - 21
Variety Club School	Learning Disabilities	3 - 8
Armed Services Special Education and Training Society	Learning Disabilities	6 - 21
Child Development Center	Emotionally Handicapped	Preschool 3-6
Honolulu Junior Academy	Learning Disabilities	12 - 18
Sultan Easter Seal School	Orthopedically Handicapped	Preschool 2-5
United Cerebral Palsy Association of Hawaii Pre-Nursery School	Cerebral Palsied	Preschool 2-6

Hawaii Association to Help Retarded Children

Location: Honolulu, Hawaii

Other Associations are located on Hawaii, Kauai, Maui,
and Molokai

Founded in 1954 by a parents group

Joined the National Association for Retarded Children in 1957

Programs: Preschool classes for Mentally Retarded Trainable children
which are not accepted by Department of Education
- prepare children to be placed in a DOE class when
they reach school age

Prevocational training for retarded school age adolescents
who were not accepted in DOE public school placement
- teach basic self-help skills
- prepare children for placement in a DOE class if
available or into a Vocational Rehabilitation program
as they reach twenty years of age

Vocational training for retarded adolescents and adults not
able to be placed in Division of Vocational Rehabilitation
programs
- train students to be qualified for Vocational Rehabilitation
services

Age Range: Preschool and elementary - 3-10 years

Prevocational training - 10-20 years

Vocational training - over 20 years

	<u>1966</u>			<u>1970</u>		
Pupils						
Preschool and Elementary		103			101	
Vocational Training		<u>50</u>			<u>127</u>	
Total		153			228	
Classes	Oahu	Neighbor Islands	Total	Oahu	Neighbor Islands	Total
Preschool and Elementary	10	4	14	13	6	19
Prevocational	2	-	2	8	-	8
Vocational	<u>2</u>	<u>-</u>	<u>2</u>	<u>4</u>	<u>1</u>	<u>5</u>
Total	14	4	14	25	7	32

Hawaii Association to Help Retarded Children - Continued

	<u>Oahu - 1966</u>	<u>Oahu - 1970</u>
Personnel		
Full Time: Teachers	12	26
Aides	<u>7</u>	<u>19</u>
Total	19	45
Part Time	--	4
Funding	<u>1965</u>	<u>1970</u>
Subsidy from DOH ¹	65,000	---
Subsidy from DOE ²	---	264,000
Aloha United Fund	---	95,000
Subsidy from Vocational Rehabilitation	---	18,000
Other	<u>55,000</u>	<u>89,000</u>
Total	\$120,000	\$466,000

¹ DOH subsidy was \$50/child/month

² DOE subsidy is \$12,000/class/year
 - 5-10 children/class
 - this subsidy began in 1968 from DOH at \$7,000/class;
 it was raised to \$12,000 in 1970

Special Education Center of Oahu

Location: Honolulu, Hawaii

Founded in 1965

Focus of Program: Handicapped children who are unable to function in a public school situation, whom the DOE does not have room for or are unable to accept, or whose parents prefer private school placement
Instructional services are provided for:
Mentally retarded trainable
Mentally retarded educable and learning disabilities
Emotionally handicapped
Socially maladjusted

Age Range: 4 - 21 years

Program Statistics:

	<u>66-67</u>	<u>67-68</u>	<u>68-69</u>	<u>69-70</u>	<u>70-71</u>
Pupils	42	46	56	59	74
Classes: Mentally Retarded					
Trainable	2	2	2	3	3
Mentally Retarded					
Educable, Learning					
Disabilities	3	3	4	4	4
Emotionally					
Handicapped	--	--	1	--	1
Professional Staff	5	5	7	9	12
Assistants	Vol.	Vol.	Vol.	3	6
Administrative Staff	1	2	2	2	3
Budget:	\$35,400	39,200	58,100	116,000	148,200
Funding:	Tuition	Tuition	Tuition	Tuition	Tuition
	Donations	Donations	Aloha	Aloha	Aloha
			United	United	United
			Fund	Fund	Fund
			Donations	DOH	DOE subsidy
				subsidy	Federal
					Grant

Variety Club School

Location: Honolulu, Hawaii

Founded in 1961

Focus of Program: - Learning disability children whose difficulties are due to neurological dysfunction and who cannot adjust to the public school setting
 - Training facility for University of Hawaii students and resident pediatricians

Age Range: 3 - 8 years old
 Began preschool class (age 3-5) in 1969-1970

Program Statistics:

	<u>65-66</u>	<u>66-67</u>	<u>67-68</u>	<u>68-69</u>	<u>69-70</u>	<u>70-71</u>
Pupils ¹	20	24	38 ²	39	42	44
Classes	4	4	6	6	7	7
Teachers/Aides	4/0	4/0	6/0	6/0	7/2	7/5
Professional Staff	--	--	2	2	2	5
Administrative Staff	--	--	2 ³	2	2	2
Budget:	N/A	\$26,200	\$50,300	\$46,900	\$100,700 ⁴	\$99,500 ⁵
Funding:	Tuition	Tuition	Tuition	Tuition	Tuition	Tuition
	Donation	Donation	Donation	Donation	Donation	Donation
						DOH
						Grant

¹ Includes only pupils in school year classes; summer program pupils (not included above) by year were: 17, 15, 34, 5, 22, 0

² Includes a demonstration class of seven pupils located at Tripler Army Medical Center

³ Full time director, previously had been Teacher-Director

⁴ Includes capital improvements, furniture and equipment

⁵ Includes a \$50,000 grant from DOH for preschool program

Armed Services Special Education and Training Society

Location: Pearl Harbor, Hawaii

Founded in 1952

Focus of Program: Military dependents requiring special education

- Assist Department of Education with overload of military dependents; educationally handicapped child remains in Armed Services Special Education and Training Society program until he can be placed in DOE system
- Began as a school for mentally retarded
- Switched to school for learning disabilities in 1969
 - State programs had taken most of military dependent mentally retarded children; down to 2-3 mentally retarded pupils in 1968
- Armed Services Special Education and Training Society school serves as resource center
 - cooperative effort with DOE
 - handicapped child spends:
 - part of day in Armed Services Special Education and Training Society school to receive special assistance
 - part of day in regular school in his district, either a regular or special education classroom

Age Range: 6 - 21 years old

Pupils: 1969 - 19 pupils (first year for learning disabilities)
1970 - 32 pupils (expected to grow larger)

Staffing: Director, three teachers (two full time, one part time), teacher's aide, speech therapist

Funding: Military Wives Clubs donations, CHAMPUS (Federal funding program to provide medical assistance outside normal military provisions for military personnel), tuition

Child Development Center

Location: Honolulu, Hawaii

Founded in June, 1968

Focus of Program: Emotionally disturbed preschool children (there are no facilities in the State education or medical systems to provide services to this group of handicapped children)

Age Range: 3 - 6 years old

Pupils: 1968 - 3 children in initial program
1970 - 10 children in current program (maximum capacity)

Staffing: 3 teachers, psychologist (part time), speech and hearing therapist (part time), social worker (part time)

Budget: 1971 - 72, \$26,880

Funding: Tuition, St. Francis Hospital, Community Church

Honolulu Junior Academy

Location: Honolulu, Hawaii

Founded in 1961 by a parents group. Licensed as a regular private school by the DOE; not a Special Education private school.

Focus of Program: Learning disability children unable to cope with school situation whose learning disability is the result of brain damage
- provides individualized education to students who have learning and adolescent adjustment problems

Age Range: 7 - 12 grades

Program Statistics:

	<u>65-66</u>	<u>66-67</u>	<u>67-68</u>	<u>68-69</u>	<u>69-70</u>	<u>70-71</u>
Pupils	67	84	60	104	107	120
Faculty and Staff	11	13	11	14	15	20
Budget	\$93,000	\$105,000	\$79,000	\$114,000	\$152,000	\$199,000
Funding:	Tuition Donation	Tuition Donation	Tuition Donation	Tuition Donation	Tuition Donation	Tuition Donation

United Cerebral Palsy Association of Hawaii Pre-Nursery School

Location: There are two centers, Honolulu and Kailua

Founded in 1961

Focus of Program: Palsied children not qualifying for existing programs in the State of Hawaii
- provides case, self-help training, social experiences, and physical, occupational and speech training

Age Range: Primarily preschool (2-6 years)

Pupils: The Honolulu center can accommodate a maximum of ten students; the Kailua center can accommodate nine

Staffing: Medical director, supervisor-teacher, aide, physical therapist, occupational therapist, speech therapist, social worker, consulting psychologist

Budget: 1970-71, \$45,000

Funding: Aloha United Fund