

**Oregon Department of Education
Responses to Legislative Information Requests
3-11-13**

From the March 5 and 7, 2013 meetings of Education Subcommittee:

1. Provide a history of federal special education dollars for schools. What is the federal share of the total dollars for special education? Please provide the same information for Title IA. (Representative Komp)

RESPONSE: For this question from the March 5th meeting, we previously provided data on federal special education dollars but indicated the Title IA funding question required additional staff work beyond extracting numbers from the database. Following is the response for Title IA:

Poverty-Title 1A/D Expenditures by Source of Funds				
School Year	State Poverty Weight	Federal Title 1A/D	Total	Federal Share
2000-01	\$94,466,375	\$60,599,613	\$155,065,988	39.1%
2001-02	\$96,497,526	\$62,246,803	\$158,744,329	39.2%
2002-03	\$88,905,182	\$74,485,189	\$163,390,371	45.6%
2003-04	\$97,717,834	\$92,566,003	\$190,283,836	48.6%
2004-05	\$99,715,987	\$100,411,407	\$200,127,395	50.2%
2005-06	\$108,536,186	\$100,681,608	\$209,217,794	48.1%
2006-07	\$115,566,497	\$98,030,542	\$213,597,039	45.9%
2007-08	\$123,932,757	\$94,900,167	\$218,832,924	43.4%
2008-09	\$120,119,480	\$97,685,641	\$217,805,121	44.9%
2009-10	\$121,483,602	\$128,238,110	\$249,721,712	51.4%
2010-11	\$118,055,541	\$124,724,655	\$242,780,196	51.4%
Source: Oregon Department of Education Database Initiative databases				

The increases in 2009-10 and 2010-11 are likely due to additional federal Title funds received under the American Recovery and Reinvestment Act of 2009.

2. Provide the spending per student using “all funds.” (Senator Girod)

RESPONSE: Funding per student using all funds results in \$9,363 for operations and \$777 for capital for a total of \$10,140 per student (2010-11).

3. What is the percentage of students not receiving any extra weights? (Representative Sprenger)

RESPONSE: In 2011-12, 44% did not get extra weights.

4. What has the turnover rate been at ODE since the change in leadership? (Senator Monroe)

RESPONSE: From July 1, 2012 through March 8, 2013, in addition to six (6) executive service positions (primarily in the Superintendent's office), ODE has experienced turnover in four (4) management positions and 24 represented positions. Of the 28 positions in management and represented status, eight (8) were vacated due to staff retirements - one (1) in management and seven (7) in represented status. Note these figures include staff at the Public Service Building (central operations) as well as the Oregon School for the Deaf.

5. Provide a response about the expense of Early Intervention (EI) home visits for infants and toddlers with disabilities, especially in remote areas of the state. (Senator Girod)

RESPONSE: The distance some early interventionists travel to provide home visits to families may be an added expense in terms of mileage and staff time; however, federal and state law require these services to be provided in settings where the children regularly spend their time. Usually this is at home with their parent(s) or in child care. The home visits teach families or care providers how to interact with and teach the child within daily routines and at critical developmental phases of the child's life. For example, an early interventionist visits a child's home to show the mother how to teach her young child to visually track or follow his favorite toy with his eyes during bath time or how to encourage her baby to babble back and forth (establishing a conversation) during diapering.

In an effort to reduce costs and increase early intervention services, Oregon Department of Education staff are working with EI/ECSE programs to pilot the use of telecommunication and distance technology (called teleintervention) in providing family-centered services (home visits). Teleintervention will not work with all families or replace all home visits but it has promise of increasing services to these young children and their families. ODE is piloting this project with families of young children with hearing loss with the intent of expanding this approach to families of children with other disabilities over time.