

COOPERATIVE SCHOOL
REHABILITATION CENTER
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Cooperative School-Rehabilitation Center
Special Report # 2

Special Education for the Mentally
Retarded in the Twin Cities Metropolitan

Area: Benchmark 1966-67

June, 1967

Prepared by Gordon Krantz

COLLEGE OF EDUCATION
UNIVERSITY OF MINNESOTA
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Special Reports are distributed to stimulate discussion and to provide information about ongoing thinking and research at the Center. Reactions and comments are invited.

Special Report # 2 was prepared in the course of research carried out by the Center staff on behalf of the sponsoring school districts. The participation of administrative and special education personnel in the participating districts is gratefully acknowledged) as is the information furnished by the Metropolitan Planning Commission, the state Departments of Education and Welfare, and the Minnesota Association for Retarded Children.

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The C.S.R.C. program is supported, in part, by a research and demonstration grant, number RD-1810, from the Vocational Rehabilitation Administration, Department of Health, Education and Welfare, Washington, D.C. 2C2G1.

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This report covers the resources, student load, and felt program needs in the public school programs for the mentally retarded in the seven-county metropolitan area which includes Minneapolis and St. Paul. Forty-five school districts were surveyed,

The focus of this report is upon mental retardation and its educational management. Supportive resources, such as school psychological services, have necessarily been considered in addition to special class placement itself. Special education programs for other disability groups, such as the orthopedically or sensorially impaired, are not detailed.

The information presented here was obtained from those responsible for the conduct of programs for the retarded in each district. It represents the situation as of the school year 15-66-67. Since some of the data necessarily change on a day-to-day basis, some of the numbers given should be expected to be slightly different from those reported on different days; as an example, a special class which had 11 students in December might have 10 or 12 in January; hence, this report does not exactly correspond to any other. Further, since action is being planned on some of the reported needs, specific aspects of the program may be improved in the next school year. The intent of this report is to present the general situation in terms which will facilitate the improvement,

The seven-county metropolitan area is shown in Fig. 1. The counties are: Hennepin, Ramsey, Anoka, Washington, Dakota, Scott, and Carver. The districts are shown in Fig. 2. The districts which were then members of the Educational Research and Development Council of the Twin City area, plus three districts enclosed in the 111 boundaries, were visited: the surveyed area is shown in Fig. 3.

The main text of this report is addressed to present and potential retarded student load, present school resources for the retarded, remaining educational needs of the retarded, and some of the directions which program improvement may take. A number of topics, each important to an understanding of the service needs in the area but too detailed to conveniently present in the main text, are discussed in appendices.



Figure 1

The seven-county Twin City Metropolitan area.-

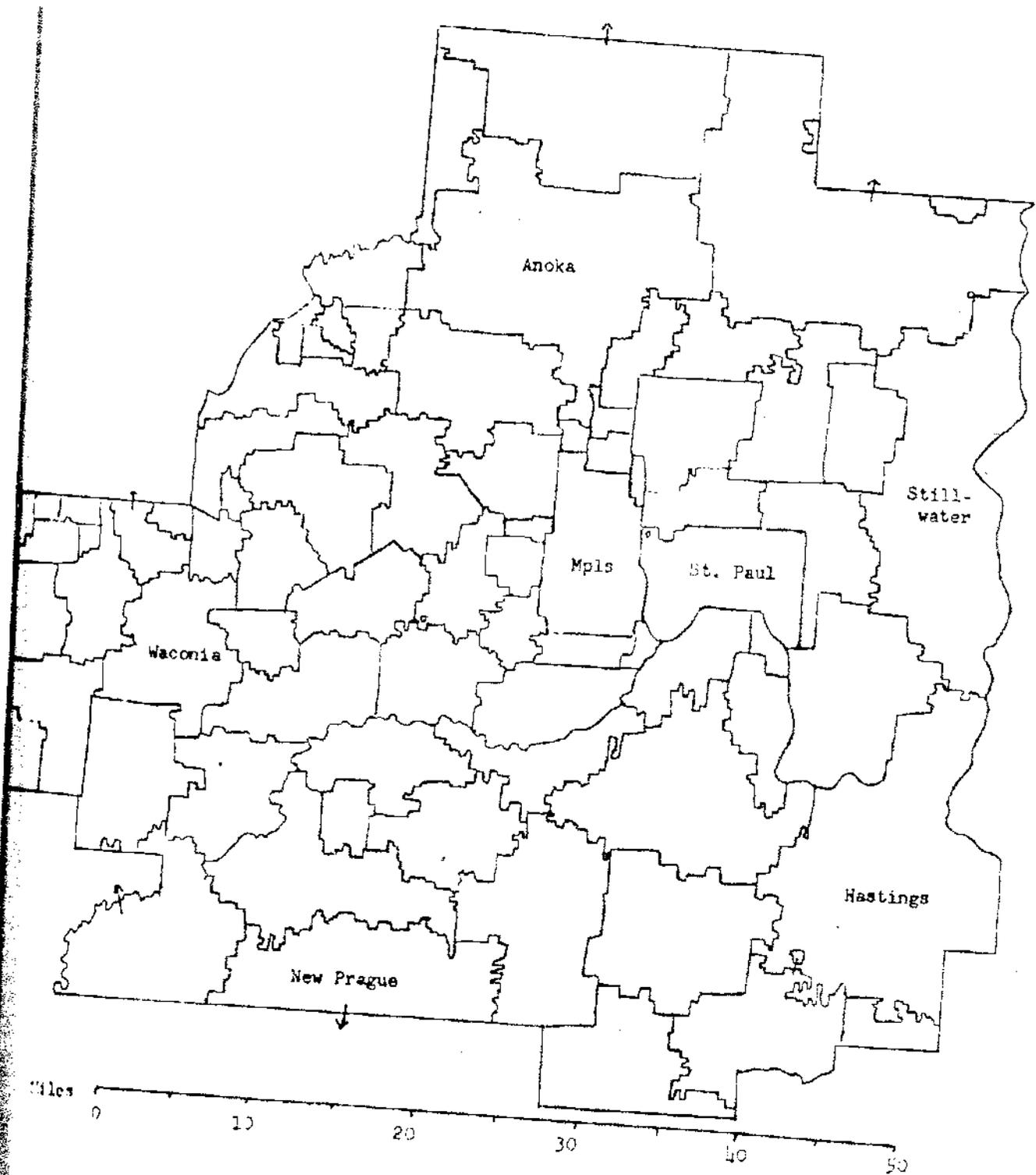


Fig. 2

Twin city metropolitan area school districts, 1966-67

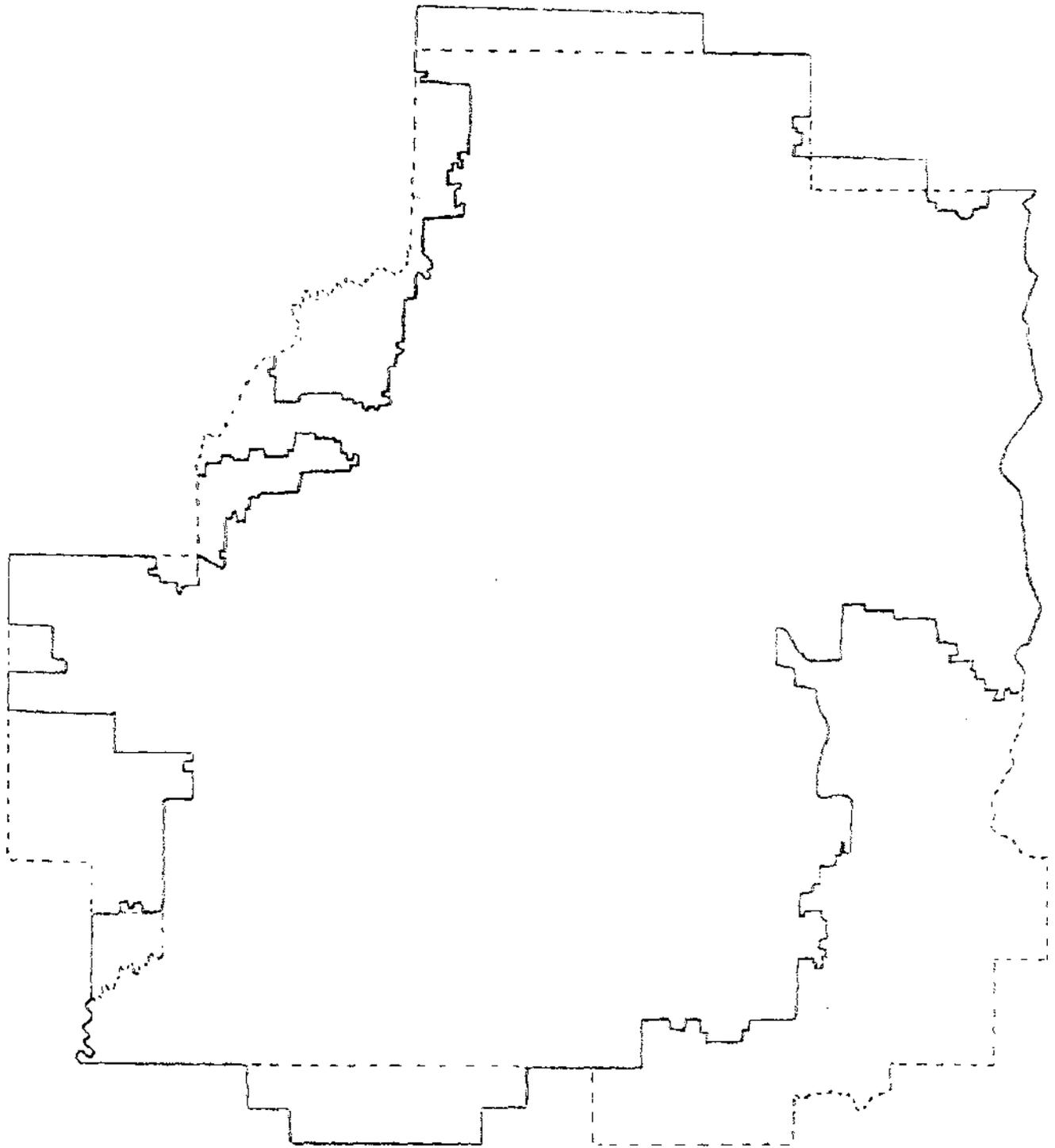


Fig. 3

Surveyed area (dotted line indicate;
outline of seven-county ares).

SPECIAL EDUCATION RESOURCES IN THE METROPOLITAN area

The special education resources of the surveyed school districts are shown in Table 1. The direct resources of teacher manpower are shown, and the supportive resources as well.

With few exceptions, a teacher is associated with a classroom type of resource. The exceptions are some of the districts who have their own school-rehabilitation laboratories, where the teacher is associated with a work-sampling laboratory. Those teachers who are associated with classrooms do not all conduct their programs in the same manner, of course, and therefore are not exactly equivalent.

The supportive resources listed are counselors, psychologists, school social workers, and administrative and supportive personnel. Counselors are reported because some of their time, especially in the smaller systems, is allocated to working with educational planning for the retarded. Psychologists offer diagnostic and consulting services, with much of their time devoted to special education. School social workers are often involved with retarded students, because retardation is seldom a simple or isolated phenomenon. Among the administrative and consulting personnel in special education, only those are reported *who* devote a substantial amount of their time to work with the retarded; those who work primarily with other categories of special education are not reported.

It is evident that the classroom resources are highly correlated with the number of retarded enrolled in each district. This is a circular relationship, in that the enrollment of a certain number of retarded students entails a classroom on the one hand, and on the other the absence of a classroom resource for a particular kind of retarded student means that there are no such students enrolled in that district. There are some exceptions to this, however. One district has no classes for the retarded as such, but applies massive consulting and supportive service to those retarded students which it has enrolled in the regular classes. Some other districts carry out this same principle, in less clear form, for some of their retarded,

The counseling resources are allocated to special education in a highly variable way, as has been noted. In some school districts, the counselor have very little to do with planning for retarded students other than the initial referral for such placement. In other districts, the counselor is the primary supportive resource. In some of the smaller districts, the counselor carries the informal responsibility for coordinating special education activities.

School social workers are less directly involved with the retarded than are other supportive personnel perhaps. Here again, the situation differs quite a bit from district to district. They are included in this report primarily as *one* Index of the district's pupil personnel services,

The administrative structure of special education departments is difficult to separate from the consulting and supportive resources. For

convenience, they are entered together in Table 1, Some of the administrative structures warrant explanation. The very large districts frequently have some individual in charge of all pupil personnel services, and in addition have a director of special education. A few districts have a director of special education and a coordinator of the program for the retarded, together with corresponding coordinators for other special education programs. The coordinators are partly administrative and partly consultants to the direct service staff. The administration of special education programs in some of the more rapidly developing districts lies with the person in charge of elementary education. The reason seems to be that special education programs are initiated at the elementary level, and only later are extended to the secondary schools. In a number of districts the administration of special education is through the regular administrative line; the teacher is responsible to the building principal, who in turn is responsible for both regular and special education in his school.

A few districts have highly specialized personnel supportive to the program for the retarded. The Vocational Adjustment Coordinator position is described in greater detail in Appendix B of this report. The position of Case Manager is best described as a kind of rehabilitation counselor who works in a school rehabilitation program as a responsibility of the school district rather than as a Vocational Adjustment Coordinator. The 3 1/2 Case Manager positions of the Cooperative School-Rehabilitation Center in the Hopkins district are subsumed under the C.S.R.C. notation in the table. The C.S.R.C. program itself is described in Appendix A.

From this survey of special education resources in the metropolitan area, it is clear that the districts differ as much from each other in this respect as in the incidence of retardation. Again, though the interdistrict variation can be explained in each particular instance, there are very few generalizations which apply. One such generalisation is that the larger districts have a broader range of services.

Table 1

Public education resources for the mentally retarded in the 15 surveyed districts

District Name and Number	Grade Level	Enrollment	Teachers for EMR	Teachers for TMR	Counselors	Psychologists	School Social Workers	Administrative and Consulting
Minneapolis #1	E	52000	46	9	-			SE
	J	18950	20 $\frac{1}{2}$	2	40			MR
	S	18550	14 $\frac{1}{2}$	1	43	8	75	SRP
	T	89500	81	12	83			CM(2) VAC(3)
St. Paul #625	E	38526	44	2	-			SE
	J	16354	14	2	11			MR
	S	16714	14	2	31	4	23	PE
	T	71594	72	6	42			P VAC(6)
Robbinsdale #281	E	14970	11	2	-			SE
	J	5350	3	-	12			VAC
	S	4750	1	-	11	6 $\frac{3}{5}$	2 $\frac{1}{2}$	
	T	25070	15	2	23			
Anoka #11	E	14138	8	2	-			SE
	J	3831	2	-	6			VAC
	S	2819	1	-	6	1 $\frac{1}{2}$	-	
	T	20788	11	2	12			
Bloomington #271	E	11708	8	2	-			SE
	J	4751	2	-	10 $\frac{1}{2}$			VAC
	S	3658	2	-	10 $\frac{1}{2}$	3 $\frac{1}{5}$	2	
	T	20117	12	2	21			
Roseville #623	E	6573	3	1	-			PPS
	J	2575	2	-	6			VAC
	S	2471	2	-	8	2 $\frac{1}{2}$	-	
	T	11619	7	1	14			
St. Louis Park #283	E	6300	2	1	-			PPS
	J	2490	2	-	7			
	S	2450	1	-	8	3	4	
	T	11240	5	1	15			
Richfield #280	E	5919	3	2	-			SE
	J	2663	2	-	6			
	S	2603	2	-	8	4	-	
	T	11185	7	2	14			
Mounds View #621	E	6441	2	-	-			PPS
	J	2305	1	-	6			
	S	2057	-	-	6	1	-	
	T	10803	3	-	12			

District Name and Number	Grade Level	Enrollment	Teachers for FWR	Teachers for TWR	Counselors	Psychologists	School Social Workers	Administrative and Consulting
Osseo #279	E	7114	7	1	-			
	J	1862	3	-	4			
	S	1454	1	-	5	2	2	Reg
	T	10430	11	1	9			
Edina #273	E	5547	3	-	-			
	J	2331	1½	-	5			
	S	2295	1	-	7	2	-	SE
	T	10173	5½	-	12			
North St. Paul #622	E	6125	3	-	-			
	J	2125	1	-	5			
	S	1860	1	-	5	1/5	-	EL
	T	10110	5	-	10			
Hopkins #274	E	5409	2	1	-			
	J	2332	1	-	6			
	S	2118	1	-	7	2	2	EL
	T	9859	4	1	13			CSRC
White Bear Lake #624	E	5916	4	-	-			
	J	1974	1	-	6			
	S	1776	1	-	4	1½	-	PPS
	T	9666	6	-	10			
Minnetonka #276	E	4335	2	-	-			
	J	1689	1	-	4			PPS
	S	1480	-	-	5	2/3	-	SE
	T	7504	3	-	9			
Columbia Heights #13	E	4235	2	-	-			
	J	1475	1	-	4			
	S	1390	-	-	3	1	-	Reg
	T	7100	3	-	7			
Stillwater #834	E	3308	3	-	-			
	J	1362	1	-	4			
	S	1354	1	-	3	-	-	PPS
	T	6024	5	-	7			
Fridley #14	E	3548	1	-	-			
	J	954	1	-	2			
	S	752	1½	-	2	1	-	PPS
	T	5254	2½	-	4			
West St. Paul #197	E	2947	1	1	-			
	J	1115	1	-	3			Reg
	S	1150	1	-	3	1	-	VAC
	T	5212	3	1	6			

District Name and Number	Grade Level	Enrollment	Teachers for IFR	Teachers for IFR	Counselors	Psychologists	School Social Workers	Administrative and Consulting
Wayzata #284	E	3174	1	-	-			
	J	1069	1 1/2	-	2			
	S	933	1 1/2	-	2	1 2/5	-	Reg
Burnsville #191	E	5176	2	-	4			
	J	3200	2	-	-			
	S	1200	1	-	3			
Spring Lake Park #16	S	740	-	-	2 3/5	Pvt	-	Reg
	E	5140	3	-	5 3/5			
	E	2708	3	-	-			
Inver Grove-Fine Bend #199	J	720	1	-	2			
	S	640	1	-	2	1	-	Reg
	T	4068	5	-	4			
Centennial #12	E	2343	2	-	-			
	J	570	1	-	1			
	S	397	-	-	1	Pvt	-	EL
Rosemount #196	T	3310	3	-	2			
	E	1927	3	-	-			
	J	654	1	-	1			
Mound #277	S	519	1	-	2	Pvt	1	SE
	T	3100	5	-	3			
	E	2200	1	-	-			
Forest Lake #831	J	450	1 1/2	-	1			
	S	450	1 1/2	-	1	Pvt	-	Reg
	T	3100	2	-	2			
Shakopee #720	E	1640	2	-	-			
	J	695	1	-	2			
	S	695	-	-	2	1	1 1/2	RPS
Brooklyn Center #266	T	2950	3	-	4			
	E	1490	2	-	-			
	J	707	1	-	1			
Shakopee #720	S	729	1	-	2	Pvt	-	Reg
	T	2926	4	-	3			
	E	1619	1	-	-			
Brooklyn Center #266	J	479	1	-	-			
	S	383	-	-	1	Pvt	-	Reg
	T	2481	2	-	1			
Brooklyn Center #266	E	1150	-	-	-			
	J	600	1 1/2	-	1 1/2			
	S	525	1 1/2	-	1 1/2	Pvt	-	Reg
Brooklyn Center #266	T	2275	1	-	3			

District Name and Number	Grade Level	Enrollment	Teachers for EMR	Teachers for TMR	Counselors	Psychologists	School Social Workers	Administrative and Consulting
Chaska #112	E	1038	1	-	-	-	-	-
	J	619	-	-	-	-	-	-
	S	543	-	-	-	1/2	-	Reg
St. Anthony #282	T	2200	1	-	1	-	-	-
	E	1294	1	-	-	-	-	-
	J	405	1	-	1	-	-	-
New Prague #721	S	461	1	-	1	1	-	Reg
	T	2160	2	-	2	-	-	-
	E	1185	1	-	-	-	-	-
Orono #278	J	470	1	-	1	-	-	-
	S	387	-	-	1	MHC	-	Reg
	T	2042	2	-	2	-	-	-
Lakeville #194	E	1227	2	-	-	-	-	-
	J	411	1	-	1	1	1	EL
	S	379	1	-	1	-	-	-
Mantoni #832	T	2017	3	-	2	-	-	-
	E	1100	2	-	-	-	-	-
	J	417	1	-	1 1/2	-	-	-
Waconia #110	S	381	1	-	1 1/2	Pvt	-	Reg
	T	1898	3	-	3	-	-	-
	E	1010	1	-	-	-	-	-
Golden Valley #275	J	500	1	-	1	Pvt	-	Reg
	S	350	1	-	1	-	-	-
	T	1860	1	-	2	-	-	-
Eden Prairie #272	E	981	-	-	-	-	-	-
	J	493	-	-	1 1/2	Pec	-	-
	S	360	-	-	1 1/2	-	-	-
St. Francis #15	T	1834	-	-	1	-	-	-
	E	953	-	-	-	-	-	-
	J	360	-	-	1	-	-	-
Eden Prairie #272	S	318	-	-	1	MHC	-	PPS
	T	1631	-	-	2	-	-	-
	E	867	1	-	-	-	-	-
St. Francis #15	J	369	-	-	-	-	-	-
	S	359	-	-	1	1/2	-	Reg
	T	1595	1	-	-	-	-	-
St. Francis #15	E	894	2	-	-	-	-	-
	J	365	-	-	1 1/2	-	-	-
	S	293	-	-	1	Pvt	-	Reg
	T	1552	2	-	1 1/2	-	-	-

District Name and Number	Grade Level	Enrollment	Teachers for EMR	Teachers for TMR	Counselors	Psychologists	School Social Workers	Administrative and Consulting
Farmington #192	E	819	1	.	.			
	J	320	1	.	.			
	S	299	1	.	.	MHC	-	Reg
	T	1438	2	.	.			
Prior Lake #719	E	805	1	.	.			
	J	335	1	.	.			
	S	243	-	.	.	Pvt	-	Reg
	T	1383	2	.	.			
Jordan #717	E	685	1	.	.			
	J	293	-	.	.			
	S	235	-	.	.	Pvt	-	Reg
	T	1213	1	.	.			
Belle Plaine #716	E	585	1	.	.			
	J	269	1	.	.			
	S	211	-	.	.	Pvt	-	Reg
	T	1065	2	.	.			
Watertown #111	E	347	1/3	.	.			
	J	210	1/3	.	.			
	S	218	1/3	.	.	Vacant	Pvt	Reg
	T	775	1	.	.			
Rockford #883	E	292	1	.	.			
	J	135	-	.	.			
	S	135	-	.	.	PEC		
	T	562	1	.	.	Pvt	-	Reg

Symbols:

Grade Level:

E = elementary, grades 1 (or K) - 6
 J = junior high, grades 7 - 9
 S = senior high, grades 10 - 12
 T = total, grades 1 (or K) - 12

Psychologists:

Pvt = private psychologist, case by case
 PEC = psycho-educational clinic, college affiliated
 MHC = mental health center

Administrative and Consulting:

PPS = director of pupil personnel services
 SE = director of special education
 = coordinator of program for retarded
 PL = program for retarded coordinated by elementary education officer
 = regular administrative line, no special education staff
 P = principal, special school for retarded
PE = parent education consultant in special education
 VAC = Vocational Adjustment Coordinator
 CH = Case Manager

INCIDENCE OF MENTAL RETARDATION IN ITS SURVEYED SCHOOLS

The numbers of students who are enrolled in the public school classes for the educable and for the trainable in each of the 45 surveyed districts was ascertained in the course of the survey. These figures should not be expected to exactly match those of any other report from those schools, since they were obtained on different days in the various districts rather than on official report dates. However, they are accurate enough to reflect the general picture.

The figures are limited to those students who were actually enrolled in programs. Obviously, if a district did not have a program for that kind of student, the incidence in that category would be reported as zero. For example, a district which has no senior high program for the educable retarded will have reported no educable retarded senior high pupils enrolled. A district having no program for the trainable retarded would have reported *no* trainable students enrolled at any grade level.

On the other hand, a district which secures service for a particular kind of retarded student (for example, the elementary trainable) from another district is credited with the enrollment of those students; thus the number of students reflects those who are enrolled in any public school program under the responsibility of the district, and the enrollment is credited to the district of residence.

The enrollment in programs for the retarded is reported on Table 2. In this table, total enrollment in each district at each grade level is reported. This figure includes parochial and private enrollment in the district where such enrollment is a significant fraction of the public school enrollment, and where figures are obtainable from the public school office. The reason for counting parochial and private enrollment into the base upon which retardation is projected is that retarded students tend to be referred to the public schools for service when they are identified in private and parochial schools. Thus, the incidence of retardation has as its base the total resident population of public school age. There are two private schools which serve the less able mentally retarded in the metropolitan area, the Christ Child School for Exceptional Children in St. Paul and the Louis Whitbeck Fraser School in Richfield. The distributions of their populations are mapped in Appendix F of this report. With these exceptions, the numbers of the mentally retarded served in private and parochial schools is considered negligible.

The numbers of educable and of trainable retarded students enrolled in the surveyed public school district are shown, separately and totaled, in the table. These numbers, it should be emphasized, are of students actually enrolled in public school programs. They do not necessarily comprise the total number of students who live in that particular district and are in the retarded intellectual range. Some retarded students are out of the community in institutional placement, others are in the community but unknown to the schools. At the upper end of the retarded range primarily, there are students who have not been

identified as retarded and who are carried in the regular classes. Finally, there are districts which have no service for particular kinds of retarded students other than some form of integration into the regular classes, and there are other districts which serve some retarded students by placement in regular classes together with supportive resources other than special class placement-

There is a good deal of difference among districts as to the percent of their student bodies who are placed in special classes for the retarded. On the average, about 1% of all students in the metropolitan area are served in this way. The two major cities, which have populations large enough for the percentages to be fairly stable, have placement rates in special class for the retarded of 1.31% and 1.58%. Other districts with total enrollments over 10,000 pupils have placement rates ranging from .31% to 1.35%. The variation in the smaller districts, where numbers would be expected to become quite unstable, is larger. There, the range is from .16% to 2.13%.

It is very unlikely that these figures, which vary so much from district to district, could be a true reflection in each case of the numbers of students who actually are resident in that district and who are in need of special education services. In the case of any single district, the reasons why its percentage differs from the average can be described. The reasons seem to be such things as the sociology of the district, the amount of diagnostic resource available, the rate of population growth, district policy regarding service to particular kinds of retarded student, the geographic scatter of population within the district, and the community and professional perception of retardation. Some of these factors do not operate in a straight-line function, and only the first is clearly and logically related to the proportion of people in the district who are actually retarded.

Because the matter is so complex, this report simply presents available information on enrollment. The factors involved in projecting changes which are likely to come about in the next ten years, and the planning which educational entities will need to make in order to improve the special education situation, will only be discussed briefly in the later sections of this report.

TABLE 2

Retarded Students Enrolled in
the Surveyed Schools

District	Grade Level	School Population	Educable Retarded		Trainable Retarded		Total Retarded	
			N	%	N	%	N	%
Minneapolis #1	E	52000	492	.95	80	.15	572	1.10
	J	18950	295	1.56	26	.14	321	1.69
	S	18550	263	1.42	16	.09	279	1.50
	T	89500	1050	1.17	122	.14	1172	1.31
St. Paul #625	E	38526	572	1.48	36	.09	608	1.58
	J	16354	187	1.14	23	.14	210	1.28
	S	16714	279	1.67	32	.19	311	1.86
	T	71594	1038	1.45	91	.13	1129	1.58
Robbinsdale #281	E	14970	162	1.08	17	.11	179	1.19
	J	5350	45	.84	6	.11	51	.95
	S	4750	27	.57	6	.13	33	.69
	T	25070	234	.93	29	.11	263	1.05
Anoka #11	E	14138	67	.47	19	.13	86	.61
	J	3831	30	.78			30	.78
	S	2819	19	.67			19	.67
	T	20788	116	.56	19	.09	135	.65
Bloomington #271	E	11708	83	.71	19	.16	102	.87
	J	4751	32	.67			32	.67
	S	3658	30	.82			30	.82
	T	20117	145	.77	19	.09	164	.82
Roseville #623	E	6573	46	.70	9	.14	55	.84
	J	2575	30	1.16			30	1.16
	S	2471	27	1.09			27	1.09
	T	11619	103	.89	9	.08	112	.96
St. Louis Park #283	E	6300	23	.36	6	.09	29	.46
	J	2490	29	1.16	1	.04	30	1.20
	S	2450	13	.53	2	.08	15	.61
	T	11240	65	.58	9	.08	74	.66
Richfield #280	E	5919	40	.67	14	.24	54	.91
	J	2663	28	1.05	7	.26	35	1.31
	S	2603	29	1.11	5	.19	34	1.31
	T	11185	97	.87	26	.23	123	1.10
Mounds View #621	E	6441	20	.31	9	.14	29	.45
	J	2305	15	.65			15	.65
	S	2057						
	T	10803	35	.32	9	.08	44	.41

District	Grade Level	School Population	Educable Retarded		Trainable Retarded		Total Retarded	
			N	%	N	%	N	%
Osseo #279	E	7114	82	1.15	8	.11	90	1.26
	J	1862	36	1.93	2	.11	38	2.04
	S	1454	11	.76	2	.14	13	.89
	T	10430	129	1.24	12	.12	141	1.35
Edina #273	E	5547	24	.43	3	.05	27	.49
	J	2331	2	.08			2	.08
	S	2295	3	.13			3	.13
	T	10173	29	.28	3	.03	32	.31
North St. Paul #622	E	6125	40	.65	8	.13	48	.78
	J	2125	14	.66			14	.66
	S	1860	15	.81			15	.81
	T	10110	69	.68	8	.08	77	.76
Hopkins #274	E	5409	29	.54	7	.13	36	.66
	J	2332	14	.60	6	.26	20	.86
	S	2118	13	.61	6	.28	19	.90
	T	9859	56	.57	19	.19	75	.76
White Bear Lake #624	E	5916	56	.95	4	.07	60	1.01
	J	1974	11	.56			11	.56
	S	1776	4	.22			4	.22
	T	9666	71	.73	4	.04	75	.77
Minnetonka #276	E	4335	18	.41			18	.41
	J	1689	11	.65			11	.65
	S	1480	3	.20			3	.20
	T	7504	32	.43			32	.43
Columbia Heights #13	E	4235	31	.73	4	.09	35	.83
	J	1475	17	1.15			17	1.15
	S	1390						
	T	7100	48	.68	4	.06	52	.73
Stillwater #834	E	3308	37	1.12			37	1.12
	J	1362	12	.88			12	.88
	S	1354	15	1.11			15	1.11
	T	6024	64	1.06			64	1.06
Fridley #14	E	3548	11	.31			11	.31
	J	954	13	1.36			13	1.36
	S	752	5	.66			5	.66
	T	5254	29	.55			29	.55
West St. Paul #197	E	2947	11	.37	9	.30	20	.68
	J	1115	17	1.52			17	1.52
	S	1150	9	.78			9	.78
	T	5212	37	.71	9	.17	46	.88

District	Grade Level	School Enrollment	Educable Retarded		Trainable Retarded		Total Retarded	
			N	%	N	%	N	%
Wayzata #284	E	3174	8	.25			8	.25
	J	1069	6	.56			6	.56
	S	933	3	.32			3	.32
	T	5176	17	.33			17	.33
Burnsville #271	E	3200	20	.62	2	.06	22	.69
	J	1200	12	1.00			12	1.00
	S	740	1	.13			1	.13
	T	5140	33	.64	2	.04	35	.68
Spring Lake Park #16	E	2708	25	.92	6	.22	31	1.14
	J	720	10	1.39			10	1.39
	S	640	6	.94			6	.94
	T	4068	41	1.01	6	.15	47	1.15
Inver Grove- Pine Bend #199	E	2343	22	.94	1	.04	23	.98
	J	570	11	1.93			11	1.93
	S	397						
	T	3310	33	1.00	1	.03	34	1.03
Centennial #12	E	1927	40	2.07	1	.05	41	2.13
	J	654	13	1.99			13	1.99
	S	519	11	2.12			11	2.12
	T	3100	64	2.06	1	.03	65	2.10
Rosemount #196	E	2200	15	.68	1	.04	16	.73
	J	450	6	1.33			6	1.33
	S	450	9	2.00			9	2.00
	T	3100	30	.97	1	.03	31	1.00
Mound #277	E	1640	15	.91	1	.06	16	.97
	J	695	6	.86			6	.86
	S	695	5	.72			5	.72
	T	3030	26	.86	1	.03	27	.89
Forest Lake #831	E	1490	23	1.54	1	.07	24	1.61
	J	707	13	1.84			13	1.84
	S	729	10	1.37			10	1.37
	T	2926	46	1.57	1	.03	47	1.61
Shakopee #720	E	1619	14	.86			14	.86
	J	479	11	2.30			11	2.30
	S	383	3	.78			3	.78
	T	2481	28	1.13			28	1.13
Brooklyn Center #266	E	1150	7	.61			7	.61
	J	600	7	1.17			7	1.17
	S	525	2	.38			2	.38
	T	2275	16	.70			16	.70

District	Grade Level	School Population	Educable Retarded		Trainable Retarded		Total Retarded	
			N	%	N	%	N	%
Chaska #112	E	1038	21	2.02	3	.29	24	2.31
	J	619	7	1.13			7	1.13
	S	543	4	.74			4	.74
	T	2200	32	1.45	3	.14	35	1.59
St. Anthony #282	E	1294	7	.54	1	.08	8	.62
	J	405	7	1.73			7	1.73
	S	461	6	1.30	1	.22	7	1.52
	T	2160	20	.92	2	.09	22	1.02
New Prague #721	E	1185	6	.51			6	.51
	J	470	5	1.06			5	1.06
	S	387						
	T	2042	11	.54			11	.54
Orono #278	E	1227	20	1.63			20	1.63
	J	411	6	1.46			6	1.46
	S	379	5	1.32			5	1.32
	T	2017	31	1.54			31	1.54
Lakeville #194	E	1100	18	1.64			18	1.64
	J	417	1	.24			1	.24
	S	381	10	2.62			10	2.62
	T	1898	29	1.53			29	1.53
Mahtomedi #632	E	1010	8	.79			8	.79
	J	500	5	1.00			5	1.00
	S	350	4	1.14			4	1.14
	T	1860	17	.91			17	.91
Waconia #110	E	981						
	J	493						
	S	360	2	.55	1	.28	3	.83
	T	1834	2	.11	1	.05	3	.16
Golden Valley #275	E	953						
	J	360						
	S	318						
	T	1631						
Eden Prairie #272	E	867	16	1.84			16	1.84
	J	369						
	S	359						
	T	1595	16	1.00			16	1.00
St. Francis #15	E	894	30	3.35			30	3.35
	J	365						
	S	293						
	T	1552	30	1.93			30	1.93

District	Grad Level	School Population	Educable Retarded		Trainable Retarded		Total Retarded	
			N	%	N	%	N	%
Farmington #192	E	819	7	.85	2	.24	9	1.10
	J	320	6	1.87			6	1.87
	S	299	3	1.00	1	.33	4	1.34
	T	1438	16	1.11	3	.21	19	1.32
Prior Lake #719	E	805	12	1.49	1	.12	13	1.61
	J	335	6	1.79			6	1.79
	S	243						
	T	1383	18	1.30	1	.07	19	1.37
Jordan #717	E	685	8	1.17			8	1.17
	J	293	1	.34			1	.34
	S	235						
	T	1213	9	.74			9	.74
Belle Plaine #716	E	585	12	2.05			12	2.05
	J	269	12	4.46			12	4.46
	S	211						
	T	1065	24	2.25			24	2.25
Watertown #111	E	347	1	.29	2	.58	3	.86
	J	210	1	.48			1	.48
	S	218	2	.92			2	.92
	T	775	4	.52	2	.26	6	.77
Rockford #883	E	292	10	3.42	2	.68	12	4.11
	J	135						
	S	135						
	T	562	10	1.78	2	.35	12	2.13
Total All Districts	E	240592	2209	.92	276	.61	2485	1.03
	J	89603	990	1.10	71	.08	1061	1.18
	S	82884	851	1.03	72	.09	923	1.11
	T	413079	4050	.98	419	.10	4469	1.08

UNMET PROGRAM METIS FOR THE ?2

In the course of surveying the districts in the Twin City metropolitan area, the person in charge of special education in each district was asked, "What needs, if any, do retarded students have and which this district cannot now meet?" The narrative statement of need was taken down verbatim and later resubmitted to the district for verification and correction.

In studying the statements of needs which remain to be met, it became evident that the needs could be categorized into about 8 categories. The categorized needs are given below. After the needs were categorized the tally was resubmitted to those in charge of special education in each district for verification. The verified tally of remaining needs is shown in Table 3.

A detailing of the nature of these unmet needs is as follows. (Preceding each paragraph of Category Definition ~~is a letter given below~~ is a letter which corresponds to the same letter in the heading of Table

S = a secondary or senior high program of any kind. This is a need reported by almost all of those districts which have no secondary classes for the retarded, or which have only a junior high program. A few districts do not report this as a need for the reason that their need is met by sending students to a neighboring district. One district meets the need by placement in regular classes, together with heavy supportive services.

w = a work-study or employability-oriented senior high program
Some districts are saying, "We have a senior high special class- but we need more; we need a work-study program."¹
Others are saying, "We need a senior high program (S), and when we get it, it should be of the work-study type."

X - a program for the trainable retarded, because this is not a mandatory responsibility, and because numbers are few, many districts with no program provision for the TMR do not report the need for one. A few districts meet the need by sending the TMR to other districts. A few other districts have only an elementary-level provision for the TMR, but do not report the need for (feasibility of?) a secondary program. Those districts marked with a T are reporting a felt, as well as an actual, need.

D = diagnostic services. Psychological child study services are usually in mind, though a broader case consultation is sometimes specified, and a couple of districts distinguish a vocationally-oriented diagnostic service on the secondary level. A few districts express a dissatisfaction with the quality, supply, emphasis, school-relatedness, or speed of their available consultations, without definitely

stating a need for a new or different service; they are not tallied with a D.

C = curriculum development. The need for this is variously expressed. "Other than classroom and academic orientation. "Need basic...curriculum changes to give meaning to expressions about meeting individual needs. Simply "Curriculum development," "Senior high teacher released one hour a day to develop a work-study program." "We need a full-time coordinator for a curriculum study."

A = administrative structure and staff development. "A strong cutting edge of leadership and program evaluation." "Need more staff training. . .basic organizational changes." "Luck of special education coordinator." "In-Service training for the regular classroom teacher who has MR integrated." "Some kind of director, directive, direction. - someone to take charge." As is evident, administrative structure and staff development, are hard to separate from curriculum development, but the districts do report them in somewhat different terms.

P = special or even unique needs, not easily grouped with the others. "The day activity cases with heavy emotional overlay." "The kid who isn't toilet-trained, lack of day activity space about age 13." "A program after graduation." "An attack upon the cultural isolation and lack of experience of the secondary students." "An adequate program for the multiply handicapped,"

- = no needs seen. "No gaps that we know of. If we did, we'd move in immediately." "Can meet the needs as they are identified."

The needs just defined do not always speak directly to the question of how the needs should be met. However, the "how to" is sometimes implied, and an inter-district course of action is often one of the implications. The size of each district has some bearing here, as well as the district's rate of growth. In the larger and longer developed districts, the remaining needs appear to be mostly those of refinement and needs which are characteristic of the very low incidence type of case, as well as a recognition of recent developments in the technology of secondary special education. In the smaller districts, the needs are often more basic, such as the need in a number of districts for a senior high program of any kind for the retarded.

In this section of the report, complete dependence is placed upon stated needs. An observer with *one* bias or another, or one who is familiar with a broad and progressive range of special education technology, might assert that a given district has other needs which it has not specified. For the present purposes, the dependence upon stated needs is a recognition that it is this perception of need by the individual district which is the first and necessary

step. Only those needs which are perceived by those responsible for programs are feasible of being met.

Since program designs are constantly changing and since plans are under way to meet a number of the needs reported here, this report of status should be considered as a dated statement of the need at a given time. It should not be counted upon to describe the needs as they will appear by the fall of 1967. This report forms part of a larger effort to bring about improvement of special education in the metropolitan area, and improvement includes change by definition.

Table 3

Replies, by those in charge of special education for the mentally retarded in each district surveyed, to the question, "What program needs do the retarded have, and which this district is not now able to meet?"

District	Program needs (see text)							
	S	W	T	D	C	A	P	-
Minneapolis			X			X	X	
St. Paul							X	
Robbinsdale		X						
Anoka		X		X				
Bloomington					X			
Roseville		X		X	X			
Mounds View	X	X		X	X	X		
St. Louis Park							X	
Richfield		X			X	X	X	
Osseo		X			X	X	X	
Edina		X						
North St. Paul		X	X					
Hopkins		X					X	
White Bear Lake							X	
Minnetonka	X	X		X				
Columbia Heights	X	X						
Stillwater		X	X	X				
Burnsville				X		X		
Fridley		X					X	
West St. Paul								X
Wayzata		X	X		X			
Spring Lake Park		X						
Inver Grove-Pine Bend	X			X				

Table 3 (Cont.)

District	Program needs (see text)							
	S	W	T	D	C	A	P	-
Centennial		X		X	X			
Mound		X						
Rosemount		X		X	X			
Forest Lake		X	X			X	X	
Shakopee	X							
Brooklyn Center		X			X	X		
Chaska	X	X	X			X	X	
St. Anthony		X				X		
New Prague	X	X					X	
Orono			X					
Lakeville					X		X	
Mahtomedi		X	X					
Golden Valley		X	X	X			X	
Eden Prairie	X	X					X	
Waconia	X	X		X	X			
St. Francis	X							
Farmington		X						
Prior Lake				X			X	
Jordan	X		X			X		
Belle Plaine	X	X	X		X		X	
Watertown		X		X				
Rockford	X						X	

FUTURE NUMBERS, NEEDS, AND PROGRAMS

When planning for the future,, special education services in the Twin City metropolitan area are confronted by the question of the mentally retarded student load. What that load is has just been reported, What will it be in the future?

The present student load is rather easily stated. Together with a relatively small number who have been identified and are awaiting placement, the students tallied in Table 2 constitute the present load. If the situation would hold still (and it will not) and if all present needs were met (and they are not), then the matter could end at this point.

The situation will not hold still. The movement of students upward through the grades will bring about some increase. The 2,485 elementary retarded students in the surveyed area will be at the secondary level in six years, replacing the 1,984 who are now in secondary programs. Others will join their ranks from among those of their classmates who are now in the regular programs. since 1.03% of elementary and 1.15% of secondary students are classed as retarded; this would lead to the expectation of 2,768 retarded secondary students by 1973, an increase of 40%. Yet even this is not the whole story of simple age progression, since there will be more elementary students in 1973 than there are in 1967.

Better diagnostic services would discover a substantial number of students who are retarded and are not now identified, according to the special education personnel who were surveyed. There are some extreme instances of this, such as the district with less than a quarter of a percent of its student body served as retarded, and where the special education administrator said, "We know that there are many more cut there, but we just don't have adequate resources to identify them and tell us what they need." Another district had, during the school year 1966-67, carried out a search which identified as many new retarded needing service as were already in the district's special education program. Inadequate diagnosis is not merely a problem of the smaller districts, however. Even some of the more highly developed districts report that they lack diagnostic resources to identify retarded students and, above all, to give a diagnosis which generates a course of educational action for those students. This is particularly a problem at the secondary level, where the technology of educational-social-vocational diagnosis is just now developing.

Are all the presently-seen needs being met? Obviously, they are not. Some districts have no service for some kinds of retarded students, and others envision urgently-needed improvement in their services. The provision of a basic service which is now lacking, such as a senior high program for the educable retarded or a program for the trainable, will automatically increase the student load. Program improvements will probably also create a net increase in student load, since they

will enable service to students who cannot now be served,

The complex of non-school services in the community (see Appendices C and E) can be expected to add further to the student load. Coupled with present trends in institutional placement and release, the pre-school programs of day activity centers alone will be a significant feeder to the public school student load. The meaningfulness and consequent holding power of secondary special education programs is improving in its interaction with the community service complex, further increasing the load.

Though theory is of limited use when facts are available, it may still be profitable to inquire about the meaning of the difference between the theoretical incidence of retardation (usually estimated at 2 to 3 percent) and the actual incidence (about 1 percent) found in this survey. Inquiry into this is beyond the scope of the present-report. The changing definitions of retardation, and the expanding vision of what kinds of students can profit from the new methods of special education are even larger topics.

Clearly, the special education load in the metropolitan area is increasing. It is equally clear that special education resources must expand and improve, and to some extent are doing so. This report is offered as a benchmark, as a contribution to background and contextual information, and as partial basis for efficient program planning.