

Office of Education Services

Mission: The Office of Education Services is composed of: The Governor Morehead School for the Blind and Preschool, North Carolina School for the Deaf, Eastern North Carolina School for the Deaf, Eastern, Central and Western Early Intervention Programs for Children who are Deaf or Hard of Hearing and the Central Office. The Office of Education Services focuses on the academic and social needs of students through a variety of instructional programs. The schools provide day and residential academic programs on campus. The early intervention and preschool programs provide itinerant home based services to children and their families. The Outreach and Resource Support programs provide assistance and professional training for educating students in the public schools, their families and the professionals who serve them.

<http://www.dhhs.state.nc.us/docs/divinfo/deie.htm>

Priority Conditions/Issues: The top five priority conditions for the Office of Education Services includes the: deaf; blind; hard of hearing; low vision; and deaf and blind/multi-disabled.

Service Delivery Challenges: The office cited increasing “parent and community awareness of our preschool and school resources and services”, “geography/easy access to services”, staff training and development and public school willingness to refer students as their top service delivery challenges.

Socio-cultural Challenges: Social cultural challenges include parental knowledge of child’s rights to a “free and appropriate education”, access to services because of vision, hearing and language barriers, and cultural attitudinal differences.

OFFICE OF EDUCATION SERVICES – HEALTH DISPARITIES IMPLEMENTATION PLAN

KEY RECOMMENDATIONS		ACTION STEPS		TIME LINE	EVALUATION	DATA NEEDS	AVAILABLE RESOURCES
1. Increase awareness of health and service disparities, especially disparities related to race/ethnicity, disability and socioeconomic status.	Use individual school's EEO plan to identify the ratio of minority teachers at the Schools for the Deaf. Use the above information to target HBCUs with Teacher Education Programs and recruit minority teachers.	June 2003	Identification of the EEO plans and strategies	EEO plan List of Historical Black Colleges with Teacher Ed. Programs	Human Resources Dept		
2. Communicate, document, and champion best-practices in eliminating health disparities	Identify documented strategies to increase our students' academic performance in the different subgroups	2002	Teacher meetings and discussions about the performances of the students (Meeting notes)	List of Closing the Gap strategies issued by DPI	EEO administrator Curriculum Intervention Specialist		
3. Promote, develop, and enhance community's capacity to engage in healthy living and elimination of disparities in health status.	Work collaboratively with DPI and LEAs to address the specific needs of our minority population (HI/VI) Parent and Community component will be put in the School Improvement Plans	June, 2003	Meeting notes and suggestions Submission of the final School Improvement Plan at each School	"Green Book" that identifies the performance of the subgroups within their school system	Outreach coordinator Curriculum Intervention Specialist School Improvement Teams		
4. Monitor progress towards the elimination of health disparities	Use school disaggregated data to identify the academic disparities among the various subgroups within our schools.	July 2003	Timetable	SIMS data CIMS data	SIMS coordinators CIMS coordinator Curriculum Intervention Specialist		

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5. Promote customer friendly services that meet the needs of under served populations (i.e., low-income and minority groups)	Develop a brochure about the OES schools that market our services. Brochures must be translated into Spanish and distributed to LEAs and community organizations. OES personnel must attend in-service on the use of the TTY and use when appropriate	June, 2004 September 2002	Timetable with due dates	List of community organizations	Curriculum Intervention Specialist
7. Build, support and fully utilize a diverse workforce capable of working in cross-cultural settings.	Teachers will attend Diversity and Multiculturalism training. All staff at the schools for the Deaf must be proficient enough in sign language to be able to communicate effectively with students and staff within 2 years of initial employment	Aug, 2003	Staff Development Training schedule for 2002-2003 Continuing Education Credits awarded once completed.	List of state personnel who provide diversity training and multiculturalism	State Diversity trainers Sign language teacher
9. Demonstrate Accountability and Ownership for Health Outcomes	Collect baseline data of student performance based on SIMS data and the State ABC reports.	June 2003	Timetable with due dates	ABC report Disaggregated subgroup test data	SIMS coordinators Curriculum Intervention Specialist