

COMMITTEE REPORT  
SENATE

FURTHER:

4726725

Date 7-31-75

Mr. President

The Committee on FINANCE considered SB 13

GRANT PROGRAM

and (a majority of the committee) (the committee) reports it back with the following recommendations:

- do pass
- do pass with attached amendment(s)
- replace with/or adopt CS for SB 13
- new title
- same title and recommends "do pass"
- and attached a "LETTER OF INTENT"  NEW FISCAL NOTE
- reports it back without recommendation
- recommends referral to \_\_\_\_\_ Committee

MEMBERS SIGNING  
DO PASS

MEMBERS HAVING  
OTHER RECOMMENDATIONS

\_\_\_\_\_  
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\_\_\_\_\_  
Chairman

\_\_\_\_\_  
Chairman recommendation

STATE OF ALASKA 1985 LEGISLATIVE SESSION  
FISCAL NOTE

Revision Date: \_\_\_\_\_

REQUEST

Bill/Resolution No.: SCR 13  
 Title: Relating to infant  
Learning Programs  
 Sponsor: Senator Faiks  
 Requestor: Senate Finance  
 Date of Request: 5/3/85

FISCAL DETAIL

Agency Affected: Education  
 Program Category Affected: \_\_\_\_\_  
 BRU, Program or Subprogram(s) Affected:  
Curriculum Services

EXPENDITURES/REVENUES: (Thousands of Dollars)

	FY 85	FY 86	FY 87	FY 88	FY 89	FY 90
<b>OPERATING</b>						
100 PERSONAL SERVICES		0				
200 TRAVEL		0				
300 CONTRACTUAL		0				
400 SUPPLIES		0				
500 EQUIPMENT		0				
600 LAND & STRUCTURES		0				
700 GRANTS, CLAIMS		0				
800 MISCELLANEOUS		0				
<b>TOTAL OPERATING</b>		0				

<b>CAPITAL</b>						
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<b>REVENUE</b>						
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FUNDING: (Thousands of Dollars)

GENERAL FUND		0				
FEDERAL FUNDS						
OTHER						
<b>TOTAL</b>		0				

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

ANALYSIS: Attach a separate page if necessary

Prepared By: \_\_\_\_\_ Phone: 465-4523  
 Division: Jan Faiks, Co-chairman Date: 5/3/85  
Senate Finance Committee  
 Approved by Commissioner: \_\_\_\_\_ Date: \_\_\_\_\_  
 Agency: \_\_\_\_\_

Distribution (by Agency preparing fiscal note):  
 Legislative Finance  
 Legislative Sponsor  
 Requestor  
 Office of Management and Budget  
 Impacted Agency(ies)

7/1/84

Offered: 4/24/85  
Referred: Finance

Original sponsors: Faiks, Ferguson,  
Ziegler, et al

1 IN THE SENATE  
2 CS FOR SENATE CONCURRENT RESOLUTION NO. 13 (HESS)  
3 IN THE LEGISLATURE OF THE STATE OF ALASKA  
4 FOURTEENTH LEGISLATURE - FIRST SESSION

BY THE HEALTH, EDUCATION AND  
SOCIAL SERVICES COMMITTEE

5 Relating to infant learning programs.

6 BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:

7 WHEREAS the Education of the Handicapped Act (P.L. 94-142) requires  
8 each state to provide education services to handicapped children; and

9 WHEREAS the Legislature has expressed its commitment to carry out the  
10 provisions of P.L. 94-142 through the enactment of AS 14.30.180, which  
11 indicates the State's intent to provide "an appropriate public education  
12 for exceptional children in the state who are at least three years of age  
13 but less than 22 years of age"; and

14 WHEREAS the Legislature has further expressed its commitment to "pro-  
15 vide appropriate public education and training for the exceptional children  
16 in this state who have not reached the age of three" through the enactment  
17 of AS 47.20.005, which directs the Department of Health and Social Services  
18 to establish to the maximum extent possible "a learning program which  
19 emphasizes individual needs, is home based, and involves parents in the  
20 education and training of their children"; and

21 WHEREAS the legislature finds that the Department of Health and Social  
22 Services is doing an excellent job in meeting the provisions of AS 47.20.-  
23 005, in spite of the limited level of funding available to support these  
24 services when compared to the number of identified children in need; and

25 WHEREAS it is the intent of the Legislature that all exceptional  
26 children regardless of age and residence in the state receive benefit from  
27 infant learning and special education programs; and

28 WHEREAS special education programs are currently funded as part of the  
29 Department of Education's public school foundation program and infant

1 learning programs are funded on a grants basis through the Department of  
2 Health and Social Services; and

3 WHEREAS an integral part of the Legislature's commitment to Alaska's  
4 very young exceptional children is sufficient funding to support infant  
5 learning as well as special education programs;

6 BE IT RESOLVED by the Alaska State Legislature that the Department of  
7 Education is requested to work with the Department of Health and Social  
8 Services to determine how infant learning services currently provided by  
9 the Department of Health and Social Services can be cooperatively imple-  
10 mented with the Department of Education and whether or how funding can be  
11 incorporated into the public school foundation program; and be it

12 FURTHER RESOLVED that implementation of program responsibilities  
13 should include continuation of the emphasis currently placed by the Depart-  
14 ment of Health and Social Services on individual needs in a home-based  
15 setting and the involvement of parents in the education and training of  
16 their children; and be it

17 FURTHER RESOLVED that the Department of Education is requested to  
18 report to the Legislature on whether or how funding for infant learning  
19 programs can be incorporated into the public school foundation program as  
20 categorical funding for infant learning programs; and be it

21 FURTHER RESOLVED that the report be submitted to the Legislature by  
22 the 10th day of the Second Session of the Fourteenth Legislature.

STATE OF ALASKA 1985 LEGISLATIVE SESSION  
FISCAL NOTE

Revision Date: \_\_\_\_\_

REQUEST  
 Bill/Resolution No.: SCR-13  
 Title: relating to infant learning  
programs  
 Sponsor: Faiks, et al  
 Requestor: Senate HESS  
 Date of Request: 3-15-85

FISCAL DETAIL  
 Agency Affected: Education  
 Program Category Affected: \_\_\_\_\_  
 BRU, Program or Subprogram(s) Affected:  
Curriculum Services

EXPENDITURES/REVENUES: (Thousands of Dollars)

	FY 85	FY 86	FY 87	FY 88	FY 89	FY 90
<b>OPERATING</b>						
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 SUPPLIES		25.0				
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS						
800 MISCELLANEOUS						
<b>TOTAL OPERATING</b>		25.0				

<b>CAPITAL</b>						
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<b>REVENUE</b>						
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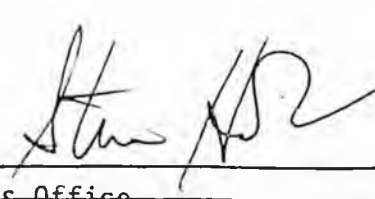
FUNDING: (Thousands of Dollars)

GENERAL FUND		25.0				
FEDERAL FUNDS						
OTHER						
<b>TOTAL</b>						

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

ANALYSIS: Attach a separate page if necessary

Prepared By: Steve Hole  Phone: 2800  
 Division: Commissioner's Office Date: 3-15-85

Approved by Commissioner: Harold Reynolds, Jr. Date: 3-15-85  
 Agency: Education

Distribution (by Agency preparing fiscal note):  
 Legislative Finance ✓  
 Legislative Sponsor  
 Requestor  
 Office of Management and Budget  
 Impacted Agency(ies)

CTV

ANALYSIS FOR SENATE CONCURRENT RESOLUTION 13

Relating to infant learning programs

This resolution requests an examination of other methods for funding infant learning services. Currently, the Department of Health and Social Services provides services through a grant program. The level of funding has never kept up with the number of children in need of services.

One option for funding could be incorporation of the infant learning program into the school foundation formula; similar to the manner in which the state currently funds special education.

In order to achieve the goal of providing adequate funding, this resolution directs the Department's of Education and Health and Social Services to work together to explore the idea. The departments are asked to report their findings to the Legislature next January.

There is a \$25,000 fiscal note from the Department of Education.

### INFANT LEARNING PROGRAMS

The history of Alaska's Infant Learning Programs is brief but dramatic. It demonstrates well-placed concern on the earliest possible identification and treatment of children with handicapping conditions. It means that children born with impairments or high risk of impairments due to environmental, bio-social or other factors can now receive services which will encourage their mental and physical development to minimize long-term effects of the handicapping conditions. It also demonstrates the difficulties in establishing a stable funding base for a program heavily impacted by the high rate of statewide population growth

"I wish to congratulate the Department and the Legislature for your careful sponsorship of this incredibly valuable program across the state."

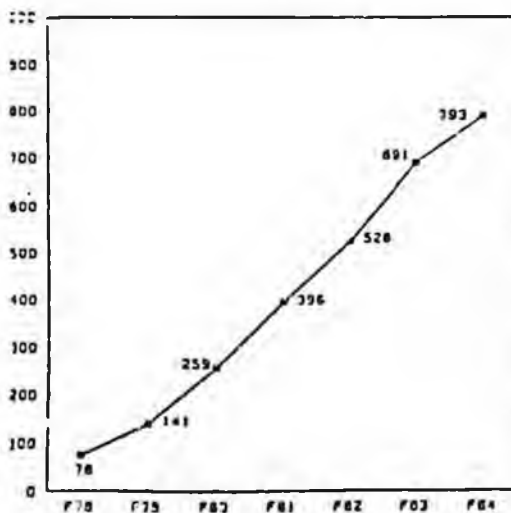
Urban Mayor

A.S. 47.20 was amended by the Legislature in 1979 to authorize the Department of Health and Social Services to provide support to local groups providing developmental services to children with handicaps from birth to age three. After age three, they become eligible under A.S. 14.18 to enter local school district special education programs.

"The program is a credit to Alaska for meeting handicapped children's needs. Our family is grateful for the valuable knowledge and support the program has supplied."

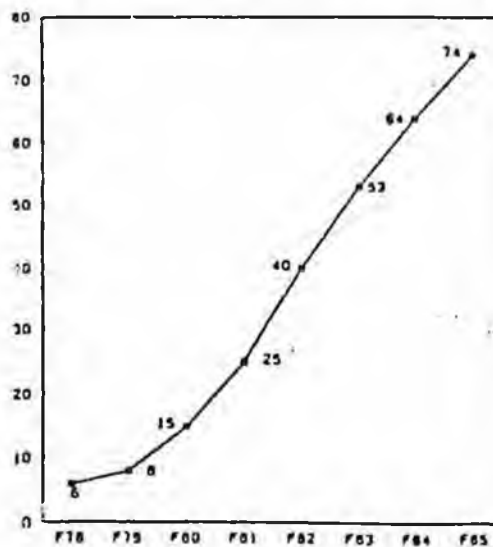
Family, Sitka

INFANT LEARNING PROGRAMS  
Children Enrolled (F78-FB4)



\* Data not include children enrolled in statewide program (Blind/Visually Impaired and Deaf/Hearing Impaired Program)

INFANT LEARNING PROGRAMS  
# of Communities Served (F78-F85)



FROM: Governor's Council  
for the Gifted and  
Handicapped Report to the  
Legislature 1985-1986

Three factors, cited by Smith and Strain (NIE Digest, 1984) are present in effective infant learning programs studied nationwide. These include the age of the child at the time of intervention (the earlier the better), parent involvement (parents need the support and skills necessary to cope with their child's special needs), and the amount of structure of the program model (frequency, intensity, degree of individualization, and clarity of objectives).

Key language in A.S. 47.20 requires involvement of parents in the education and training of their young children and, to the maximum extent possible, focuses on the family home as the child's learning environment. Services are therefore provided by infant learning teachers or child development specialists with backgrounds in teaching, nursing or therapeutic services. These specialists provide assistance to parents, thus reinforcing the role of the parent as the most influential factor in the child's growth and development. In urban areas weekly visits are made to the child and parents in their own home. These may be augmented by sessions in a center where a group of children and their parents receive services. In rural areas, home training sessions are provided every two weeks or once a month, supplemented by weekly visits of village teacher aides in programs at Nome, Bethel, McGrath and Kotzebue.

Longitudinal studies of such programs have repeatedly demonstrated that early identification and special assistance pay off in reducing the need for special education services and life-long dependency on public services. The earlier intervention begins the lower the life-long cost of special services. Total cost of special education services may be reduced by 25% if services begin at birth as compared with age 6 because of the remediation and prevention of developmental problems which would otherwise require more special services later (Wood, 1981). For every dollar spent on early treatment the State of Tennessee calculates \$7.00 in savings within 36 months (Snider et al, 1974). Many Alaskan children with speech, language and general developmental delays, who have been served in the last four years, have not required special education services upon entry to public school. Others with more serious handicapping conditions can begin public special education programs promptly at age three, thereby saving several years of what would otherwise have been lost time in their educational process.

The 1980 0-2 population was estimated at 24,461 with 732 or a minimum of three per cent urban and seven per cent of rural children estimated to be "at risk" of having developmental delays or handicapping conditions requiring early intervention services. The 1985 0-2 population is

"So many parents of handicapped children are at a loss. I'm happy to know that we've not had that experience. The program helps supply constant need for emotional support.

Mother, Petersburg

"I am certain other physicians share my opinion to the value of this program. Every dollar allocated to this program is worthwhile investment."

Pediatrician,  
Ketchikan

"I directly see beneficial results in troubled families.

Social Worker  
Barrow

estimated at 33,150. The target population for infant learning programs is now 1,111 children.

This population increase severely impacts the resources of an already underfunded program struggling to meet needs of those children and families already being served. In other words, it's impossible to provide less than maintenance funding to a program begun only seven years ago, which has not yet been adequately funded, and expect program quality and results to remain high. Due to the increasing demand for service and reduced amount of federal P.L. 89-313 funding available in F85, the estimated funding per child will be below \$2,000. Full service would cost \$3,700 per child.

"I enrolled my daughter last year and I am proud to say this was one of the best decisions I have made. She spent her first five weeks in the hospital in Anchorage, and I was not able to stay with her so I didn't know what to expect. The program helped me to understand the extra care and attention she would need."

Mother, Nome

Current waiting lists of identified children include:

Anchorage	39
Bethel	37
Seward	9
Mat-Su	14
*Valdez	2
*Cordova	3
*Aleutians	4
*Tanana Chiefs Region	13

TOTAL Waiting List 121

\* Children identified by medical/health personnel in areas where no child find or screening has been done to identify other children needing service.

Each day, week, month or year that these children in need of infant learning program services wait for services will result in much more long-term state expenditures than if the state provided the needed funding now.

INFANT LEARNING PROGRAMS

	F78	F79	F80	F81	F82	F83	F84	F85
Number of Children Enrolled During Year	78	141	259	396	526	691	793	890*
Number of Programs	6	8	12	15	18	18	19	19
Number of Communities	6	8	15	25	40	53	64	74
Number of Home Visits				4,278	5,710	7,238	7,460	
Hours of Home Training				8,300	13,684	33,827	16,175	
Number of Teachers				20	27	26	31	34
COST PER CHILD	1,153	2,312	1,294	1,533	2,787	1,900	2,535	2,125*
TOTAL COST (In thousands)	89.9	326.0	335.2	607.1	1,465.9	1,313.0	2,010.7	1,891.8

\*Estimated number of enrollments for F85, based on ratio of increases during previous years.

Service to these children and their families plus increasing the frequency of home visits of children who are only being seen monthly or every two months, but who need to be seen weekly, would require an additional fourteen teachers statewide plus a number of aides to assist in small, remote villages.

Over 60% or about 500 children enrolled in infant learning require multidisciplinary evaluations or re-evaluations as well as specialized therapy services such as physical therapy or speech therapy. The Division of Public Health has determined that the most efficient way to provide these services at the required quality level is to have a support services team of pediatric specialists in each of the therapy areas who can work together as evaluation teams and individually to provide actual therapy services to children enrolled in the local programs. Prior to November 1984, diagnostic evaluations occurred only once a year with essentially no follow-up services for these physical therapy or occupational therapy needs unless this was the professional specialty of the infant learning teacher. The new support program plan, due to limited F85 funding, will serve only seven of the nineteen programs statewide.

Other unmet program needs include: training for groups of parents, family counseling, child oriented activity groups, teacher and aide training, and opportunities to observe other programs. FY86 budget request levels (increase of .03%) will result in actual reduction of existing services in urban and rural areas. It is anticipated that few of the 121 infants on waiting lists will be served this year. An additional 100 children will be added to waiting lists next year with no hope of receiving services under the F86 budget as currently proposed.

"My husband and I have had to deal with many people in order to help our two-year-old daughter with cerebral palsy. Home-based therapy would be very helpful. Our daughter is in a different child home than she is in a strange place. Home-based therapy would also help keep her home adaptive equipment current with her developments."

Parents, Anchorage

INFANT LEARNING PROGRAM ENROLLMENTS AND FUNDING

Region Community/Area	Pop. 0-2	Est. Need	PROGRAM ENROLLMENTS			PROGRAM BUDGET		FUNDING REQUEST F86
			F82*	F83*	F84*	F84	F85	
Juneau			23	29	31	64.4	71.7	75.3
Ketchikan			34	21	27	51.3	53.7	60.0
Petersburg			13	13	14	21.1	25.3	27.4
Sitka			21	21	32	52.7	61.7	71.7
<b>SOUTHEAST TOTAL</b>	<b>3,953</b>	<b>118</b>	<b>92</b>	<b>84</b>	<b>104</b>	<b>189.5</b>	<b>212.4</b>	<b>233.8</b>
Aleutian Chain			0	0	0	0	0	0
Anchorage			133	196	220	287.0	351.0	532.6
Chuglak			20	45	65	91.1	108.0	245.2
Copper Center			0	0	0	0	0	0
Cordova			0	0	0	0	0	0
Homer			2	13	18	54.6	57.9	66.0
Kenai Area			18	24	35	70.3	89.8	129.0
Kodiak			12	12	15	31.0	45.2	52.9
Mat-Su Area			35	58	58	47.5	60.5	196.5
Valdez			0	0	0	0	0	0
North Pacific Rim			0	0	*	0	0	44.0
Seward			0	0	0	0	0	42.8
<b>SOUTHCENTRAL TOTAL</b>	<b>20,813</b>	<b>624</b>	<b>220</b>	<b>348</b>	<b>411</b>	<b>581.5</b>	<b>712.4</b>	<b>1,309.0</b>
Fairbanks			121	115	128	250.0	265.0	320.9
McGrath			0	0	5	54.6	69.9	85.5
Tanana Chiefs			18	34	0	0	0	0
Tanana			0	0	0	0	0	24.9
<b>CENTRAL TOTAL</b>	<b>5,438</b>	<b>163</b>	<b>139</b>	<b>149</b>	<b>133</b>	<b>304.6</b>	<b>334.9</b>	<b>431.3</b>
Dillingham Area			12	13	16	73.0	74.6	80.0
<b>SOUTHWEST TOTAL</b>	<b>374</b>	<b>26</b>	<b>12</b>	<b>13</b>	<b>16</b>	<b>73.0</b>	<b>74.6</b>	<b>80.0</b>
Bethel Area			43	47	54	153.1	181.5	330.8
<b>WEST TOTAL</b>	<b>1,228</b>	<b>86</b>	<b>43</b>	<b>47</b>	<b>54</b>	<b>153.1</b>	<b>181.5</b>	<b>330.8</b>
Kotzebue			0	0	10	40.4	89.0	40.4
Nome Area			16	38	54	177.0	177.0	187.6
<b>NORTHWEST TOTAL</b>	<b>1,010</b>	<b>71</b>	<b>16</b>	<b>38</b>	<b>64</b>	<b>217.4</b>	<b>266.0</b>	<b>228.0</b>
Barrow Area			9	14	21	64.9	75.4	82.0
<b>NORTHERN TOTAL</b>	<b>334</b>	<b>23</b>	<b>9</b>	<b>14</b>	<b>21</b>	<b>64.9</b>	<b>75.4</b>	<b>82.0</b>
Blind**			29	71	67	169.7	184.2	259.9
Deaf***			25	25	39	83.6	84.0	130.0
<b>PROGRAM TOTAL</b>			<b>54</b>	<b>96</b>	<b>106</b>	<b>253.3</b>	<b>268.2</b>	<b>389.9</b>
<b>TOTALS</b>	<b>33,150</b>	<b>1,111</b>	<b>585</b>	<b>787</b>	<b>899</b>	<b>1,837.3</b>	<b>2,125.4</b>	<b>3,084.8</b>

- Sources: 1. F84-86 Alaska State Plan of Services for Persons with Developmental Disabilities and Other Substantial Handicaps  
 2. Department of Health & Social Services - Section on Family Health  
 3. Department of Community and Regional Affairs - "F85 Official Population for Boroughs and Cities"

\* Unduplicated Count  
 \*\* Blind/Visually Impaired Program  
 \*\*\* Deaf/Hearing Impaired Program

NOTE: Rural areas need estimated at 7% of 0-2 population based on utilization and waiting list data. Urban areas estimated at 3%.

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INFANT LEARNING PROGRAM RECOMMENDATIONS

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1. Fund the Infant Learning Program at a base rate of \$3,700 per child (900 children) in F86 to: \$3,330,000
- a. continue current services;
  - b. serve children on waiting lists (121);
  - c. serve new children enrolled in F86 (200-300);
  - d. provide training to personnel;
  - e. provide specialized evaluation and therapy services.
2. Amend A.S. 47.20 to include \$3,700 per child as a unit value for each child enrolled in infant learning starting in F87, with an automatic adjustment for the cost of living increases in ensuing years.

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F86 Recommended	\$3,330,000
Governor's Proposed Budget	<u>\$2,041,900</u>
 INCREASE OVER PROPOSED BUDGET	 \$1,288,100

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RECEIVED MAR 12 1985



PROTECTION AND ADVOCACY FOR THE DEVELOPMENTALLY DISABLED

MAIN OFFICE  
325 East 3rd, 2nd Floor  
Anchorage, AK 99501  
(907) 274-3658

SOUTHEAST  
REGIONAL OFFICE  
127 S. Franklin, Suite 2  
Juneau, AK 99801  
(907) 586-1627

NORTHERN  
REGIONAL OFFICE  
763 7th Ave.  
Fairbanks, AK 99701  
(907) 456-1070

March 11, 1985

Senator Jan Faiks  
Pouch V  
Mail Stop 3100  
Juneau, Alaska 99811

Dear Senator Faiks:

This letter is to provide you more information regarding answers to questions you may have about Infant Learning Programs.

We submit this information in an effort to help you prepare for the HESS Finance Sub-Committee meeting on Thursday, March 14 when the Sub-Committee reviews Health Grants and the Infant Learning Programs Grant BRU.

Q. Why do Infant Learning Programs use the educational model rather than a medical model?

A. The purpose and method for Infant Learning Programs was established by the Legislature in 1978 by enacting AS 47.20.005. ILP provides services using a transdisciplinary educational model which calls for coordinated services between all medical, educational, and social agencies serving the family. Goal: Parent is the primary facilitator (teacher/impact) on the child's development. Parent is taught by ILP Program Staff to conduct therapy and deal with the developmental needs of the child. Services are home-based in accordance with above mentioned statute. Current research indicates home-based services to infants and children to age 3 is significantly more effective than center-based.

Q. What degree of training is required for ILP personnel?

A. ILP "teach" programs are staffed by specialists in the field of Child Development, Abnormal Development, Sensory Impairment, Multi-handicapped Education and Fields of Pediatric Therapy.

ILP consults directly with the child's primary physician and Child Development Services Physician Coordinator.

Q. How often do families receive services from ILP?

A. Children are seen on a weekly basis for 1-2 hours because when parents are primary facilitators (Sec. 47.20.005) they do not need more frequent services.

Statewide, there are at least 121 children who are on waiting lists for ILP. They are prioritized according to severity of need and the waiting list is by-passed for those needing therapy.

Q. Why is this service provided at no cost to families?

A. ILP Services are free to all according to DHSS Regulation 7 AAC 23.090.

The rationale for providing these services at no cost to the families is to involve these children as soon as possible once a referral is made. In the long run, this reduces the cost to the public as studies show money spent on early diagnosis and treatment reduces the cost of mandatory special education programs provided by the schools in Alaska when the child turns age 3.

Some families may not apply their resources to obtain an evaluation until the child becomes obviously different from other children of the same age. This lost time often results in the need for additional services provided by school districts.

ILP services are organized and coordinated under the Individual Education Program method mandated for Special Education Services 3-21. It brings all plans together and makes all specialists accountable to the family. It teaches parents to advocate for their child's developmental needs and prepares the family for the child's transition into the public school system.

Q. What about changing fees for services on a sliding scale?

A. It is estimated by teachers of ILP's that a significant portion of the families they serve fall below minimum income guidelines established for other public benefits. To establish a justifiable sliding scale and make collections would add indirect administrative costs to the program and actually reduce the amount available for direct services to these families.

Please consider supporting increased funding for Infant Learning Programs to reach unserved areas of the state and keep pace with the growth in population.

If we can answer any questions you may have call us at 274-3658.

Sincerely,



David F. Maltman  
Executive Director

DFM:bk



PRESCHOOL RESOURCES for ALASKAN SPECIAL EDUCATION

620 East 10th Avenue  
Suite 203  
Anchorage, Alaska 99501  
(907) 274-1665 / 277-2451

Jacqueline Schakel, Director  
Training & Technical Assistance

Barbara J. Smith, Director  
State Planning Grant

RECEIVED FEB 27 1985

February 20, 1985

The Honorable Jan Faiks  
Pouch V (M.S. 3100)  
Juneau, AK 99811

Dear Senator Faiks:

We are writing to inform you of our activities in the area of special services to young handicapped children from birth to age six and their families.

Preschool Resources for Alaskan Special Education (PRASE) is composed of two federal special education grants that are subcontracted from the Alaska Department of Education (DOE) to the Easter Seal Society of Alaska, Inc. One of our projects provides training and technical assistance to school districts statewide to assist them in serving the preschool age handicapped child. The second project, the state planning grant, will assist the DOE in developing an interagency, comprehensive, statewide plan for providing services to all of Alaska's handicapped children from birth to age six and their families. A primary activity of this project is the development of an ongoing, interagency working group (list attached).

We have enclosed materials on our activities. Please let us know if we can be of any assistance to you in matters related to young handicapped children.

Sincerely,

Barbara J. Smith, Ph.D.  
Co-Director, PRASE

Jacqueline A. Schakel  
Co-Director, PRASE

cah

Enclosures

Funded by the  
Alaska Department of Education  
Through  
Easter Seal Society of Alaska



# PRESCHOOL RESOURCES for ALASKAN SPECIAL EDUCATION

620 East 10th Avenue  
Suite 203  
Anchorage, Alaska 99501  
(907) 274-1665 / 277-2451

Jacqueline Schakel, Director  
Training & Technical Assistance

Barbara J. Smith, Director  
State Planning Grant

## EARLY CHILDHOOD SPECIAL EDUCATION STATE PLANNING GRANT INTERAGENCY GROUP

### DEPARTMENT OF EDUCATION

Commissioner  
Office of Special Services  
Office of School Improvement  
Preschool Resources for Alaskan Special Education (PRASE)  
Alaska Resources for the Moderately/Severely Impaired (ARMSI)

### DEPARTMENT OF HEALTH AND SOCIAL SERVICES

Commissioner  
Division of Family and Youth Services  
Division of Family Health; Infant Learning Program, Child Development Services,  
Communications Disorders.  
Protection and Advocacy for the Developmentally Disabled (PADD)

### DEPARTMENT OF COMMUNITY & REGIONAL AFFAIRS

Commissioner  
Division of Community Development  
Alaska Head Start Directors Association - Alaska Head Start  
Resource Access Project

### GOVERNOR'S OFFICE

Governor  
Governor's Council for the Handicapped and Gifted

### ASSOCIATIONS/ORGANIZATIONS

Academy of Pediatrics  
Alaska Association of Administrators of Special Education (AAASE)  
Alaska State Association for the Education of Young Children (ASAEYC)  
Council for Exceptional Children (CEC)  
Alaska Speech, Hearing and Language Association (ASHLA)  
Alaska School Psychologists Association (ASPA)  
National Education Association - Alaska (NEA-Alaska)  
The Easter Seal Society of Alaska, Inc.

### PARENT GROUPS

Rigel Parent Advisory Committee  
SEPTER  
Dillingham Parent Caring Group

### INSTITUTIONS OF HIGHER EDUCATION

University of Alaska, Anchorage: School of Education and  
Department of Special Education  
Consortium of Early Childhood Teacher Educators  
Funded by the  
Alaska Department of Education  
Through  
Easter Seal Society of Alaska

## Other Services

The PRASE projects help sponsor and coordinate meetings of a state Advisory Committee which suggests policy to better serve preschool handicapped children. This committee also advises the Alaska Resource Access Project, a training and technical assistance resource for Head Start programs.

A Monthly Newsline with up-to-date, pertinent information for people who provide services to preschool handicapped children is printed and disseminated.

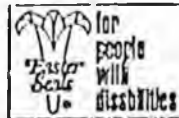
### Who Can Use the Services of PRASE?

Any Alaskan agency which serves preschool handicapped children can contact PRASE for information and resources. Training and technical assistance are provided chiefly to school district personnel, although others are welcome to participate in training when appropriate. PRASE services are FREE, although school districts are asked to assist with staff travel and accommodations when possible.

For more information about the services of PRASE, contact one of the directors at the Easter Seal Society of Alaska offices in Anchorage:

Jackie Schakel or Barbara Smith  
P.R.A.S.E.  
620 E. 10th Avenue  
Suite 203  
Anchorage, Ak. 99501

Funded by Grants from the  
ALASKA DEPARTMENT OF EDUCATION  
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EASTER SEAL SOCIETY OF ALASKA, INC.



PRESCHOOL RESOURCES for  
ALASKAN SPECIAL EDUCATION  
620 East 10th Avenue  
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Anchorage, Alaska 99501



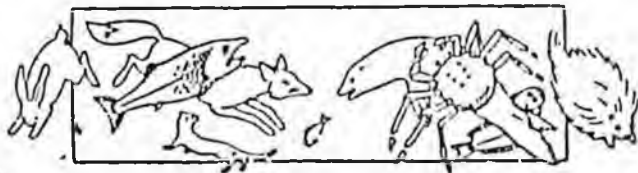
# PRESCHOOL RESOURCES for ALASKAN SPECIAL EDUCATION



## Preschool Resources for Alaskan Special Education (PRASE)

PRASE is funded by the Alaska Department of Education to coordinate Alaska's efforts to identify and serve preschool children with special needs and to provide school districts with the training and technical assistance necessary to achieve the goal of appropriately serving these children.

PRASE currently consists of two separate but closely coordinated projects. One, formerly known as the DOE Resource Access Project, has been providing workshop training, technical assistance and resources to school districts since 1981. The second project was funded in 1984 to begin developing a state plan for the comprehensive delivery of services to young handicapped children.



## Training, Technical Assistance and Resources Jackie Schakel, Director

The training and technical assistance arm of PRASE is funded through federal Preschool Incentive Grant monies to the state. This project provides the following free services to school districts:

Workshops or Inservice Training on topics relevant to early childhood special education for administrators, teachers, support staff, aides, or parents.

Access to Resources including books, films, videotapes, assessment tools, curricula, and other materials to answer questions about preschool children with special needs and familiarize service providers with available resources.

Information Services to link school districts with resource providers and agencies who offer services to preschool special needs children and programs.

On-site or Off-site Technical Assistance for such activities as developing or updating Child Find and screening procedures, planning appropriate assessment procedures, translating assessment results into intervention and programming, and evaluating services.

## State Planning Grant Barbara J. Smith, Director

The Alaska Department of Education is administering this grant under the federal Handicapped Children's Early Education Program (HCEEP) to develop a statewide, comprehensive, inter-agency delivery system of special education and related services for handicapped children from birth to six and their families. This will be a cooperative effort which will include all agencies involved with the education and development of young handicapped children. Activities for the project include: (1) defining the group of children to be served, (2) identifying the services needed by these children and their families, (3) identifying and coordinating the agencies needed to deliver these services, and (4) determining the resources, both fiscal and personnel, needed to provide the services. Federal funds are available for Alaska to develop and implement this plan through a series of steps over the next five to seven years.

Project activities planned for the first two years include:

- Conducting a statewide needs assessment of current services.
- Developing an interagency planning group.
- Disseminating informational issue papers (e.g. assessment and diagnosis of very young children, service models, efficacy data related to early intervention).
- Identifying fiscal and personnel resources and constraints.





## THE ARGUMENT FOR EARLY INTERVENTION

### What is Early Intervention?

Early intervention means discovering that a child between birth and school age has or is at risk of having a handicapping condition or other special need that may affect his or her development and then providing services to lessen the effects of the condition. Early intervention can be remedial or preventive in nature—remediating existing developmental problems or preventing their occurrence. Early intervention may begin at any time between birth and school age; however, there are many reasons to begin as early as possible.

### Why Intervene Early?

There are three primary reasons for intervening early with an exceptional child—to enhance the child's development, to provide support and assistance to the family, and to maximize the child's and family's benefit to society.

Child development research has established that the rate of human learning and development is most rapid in the preschool years. Timing of intervention becomes particularly important when a child runs the risk of missing an opportunity to learn during a state of maximum readiness. If the most "teachable moments" or readiness stages are not taken advantage of, a child may have difficulty learning a particular skill at a later time.

Early intervention services have a significant impact as well for the parents and siblings of an exceptional infant or young child. The family of a young exceptional child often feels disappointment, social isolation, added economic stress, frustration, and helplessness. The compounded stress of the presence of an exceptional child may affect the families' well-being and interfere with the child's development. Families of handicapped children are found to experience increased instances of divorce and suicide, and a handicapped child is more likely to be abused than is a nonhandicapped child. Early intervention for parents results in improved attitudes about themselves and their child, improved information and skills for teaching their child, and more time for both work and leisure. Parents of gifted preschoolers also need early services so that they may better provide the supportive and nourishing environment needed by the child.

A third reason for intervening early is that society will reap maximum benefits. The child's increased developmental and educational gains and decreased dependence upon social institutions, as well as the family's increased ability to cope with the presence of an exceptional child and, perhaps increased ability for employment, provide economic as well as social benefits.

### Is Early Intervention Really Effective?

After nearly 50 years of research there is still a great deal to learn. Efforts to document effectiveness have been hindered by experimental design problems associated with: low-incidence handicapping conditions, the diversity of children's problems and the limited scope of available assessment instruments. However, even with these problems, there is evidence—both quantitative (data-based) and qualitative (re-

ports of parents, teachers)—that early intervention increases the developmental/educational gains for the child, improves the functioning of the family, and reaps long term benefits to society. Early intervention for handicapped or disadvantaged children has been shown to result in the child's needing fewer special education and other habilitative services later in life, being retained in grade less often, and in some cases, actually being indistinguishable from nonhandicapped classmates years after intervention.

Disadvantaged and gifted preschool-aged children benefit from early intervention as well. Longitudinal data on disadvantaged children who had participated in the Ypsilanti Perry Preschool Project showed that they had made significant gains by age 15 (Schweinhart & Weikart, 1980). These children were more committed to schooling and were doing better in school than children who did not attend preschool. They scored higher on reading, arithmetic, and language achievement tests at all grade levels; showed a 50% reduction in the need for special education services through the end of high school; and showed less anti-social or delinquent behavior outside of school. Karnes (1983) asserts that underachievement in the gifted child may be prevented by early identification and appropriate programming.

### Is Early Intervention Cost Effective?

The available data emphasize the *long term* cost effectiveness of early intervention. The highly specialized, comprehensive services necessary to produce the desired developmental gains are often, on a *short term* basis, more costly than traditional school-aged service delivery models. However, there are significant examples of long-term cost savings that result from such early intervention programs.

- A longitudinal study of children who had participated in the Perry Preschool Project (Schweinhart & Weikart, 1980) found that when schools invest about \$3,000 for one year of preschool education for a child, they immediately begin to recover their investment through savings in special education services. Benefits included \$668 from the mother's released time while the child attended preschool; \$3,353 saved by the public schools because children with preschool education had fewer years in special education and were retained for fewer years in grades; and \$10,798 in projected life-time earnings for the child.
- Wood (1981) calculated the total cumulative costs to age 18 of special education services to a child beginning intervention at: (a) birth, (b) age two, (c) age 6, and (d) at age 6 with no eventual movement to regular education. She found that the total costs were actually less if begun at birth! Total cost of special services begun at birth was \$37,273 and total cost if begun at age 6 was between \$46,816 and \$53,340. The cost is less the earlier the intervention because of the remediation and prevention of developmental problems which would have required special services later in life.
- A three year follow-up in Tennessee showed that for every dollar spent on early treatment, \$7.00 in savings were realized within 36 months. This savings resulted from deferral of special class placement and institutionalization for

COMMITTEE REPORT  
SENATE

3/6/85

FURTHER:

Finance

Date

4-23-85

Mr. President:

The Committee on HESS considered SCR 13  
infant learning programs.

and (a majority of the committee) (the committee) reports it back with the following recommendations:

- do pass
- do pass with attached amendment(s)
- replace with/or adopt CS for SCR 13 (HESS)
- new title
- same title and recommends do pass
- and attached a "LETTER OF INTENT"  NEW FISCAL NOTE
- reports it back without recommendation
- recommends referral to \_\_\_\_\_ Committee

MEMBERS SIGNING  
DO PASS

Edna Hill O'Neil

Carlisle Stungleski

MEMBERS HAVING  
OTHER RECOMMENDATIONS

2 Joe Joseph Do Not Pass

3 Paul Fuchs No Rec

Letitia Fabreling  
Chairman

Do Pass  
Chairman recommendation