

HB

197

# Alaska State Legislature

REPRESENTATIVE BILL HUDSON

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Juneau, Alaska  
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COMMITTEES

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April 4, 1989

Honorable Johnny Ellis, Chair  
House Health, Education, and Social Services  
Committee  
Room 104, Capitol  
P.O. Box V  
Juneau, Alaska 99811

Re: Request for hearing of HB 197

Dear Rep. Ellis,

I would very much appreciate it if you would schedule a hearing next week for HB 197, "An Act extending the termination date of the Special Education Service Agency; and providing for an effective date."

The Special Education Service Agency (SESA) serves 219 disabled children -- most of whom live in rural communities. If the legislature does not act this session to extend SESA, the service shall end on June 30, 1989.

HB 197 extends SESA until June 30, 1992.

The Department of Education has continued funding for the SESA in the FY 90 budget under the Schools for the Handicapped Component (\$1.42 million).

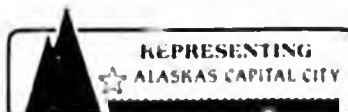
I respectfully request a prompt hearing of the bill so that the program does not expire this year.

For your reference, I have attached a copy of SESA's biannual report.

Respectfully,



Bill Hudson



1 IN THE HOUSE

BY HUDSON AND C. DAVIS

2

HOUSE BILL NO. 197

3

IN THE LEGISLATURE OF THE STATE OF ALASKA

4

SIXTEENTH LEGISLATURE - FIRST SESSION

5

A BILL

6 For an Act entitled: "An Act extending the termination date of the Special  
7 Education Service Agency; and providing for an effective  
8 date."

9 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

10 \* Section 1. AS 44.66.010(a)(14) is amended to read:

11 (14) Special Education Service Agency (AS 14.30.600) --  
12 June 30, 1992 [1989];

13 \* Sec. 2. This Act takes effect immediately under AS 01.10.070(c).

**STATE CONTRACT  
FOR  
LOW INCIDENCE HANDICAPPED OUTREACH  
SERVICES**

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**BI-ANNUAL REPORT**

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**FOR THE PERIOD  
JULY 1 - December 31, 1988**

**SPECIAL EDUCATION SERVICE AGENCY  
2211-B ARCA DRIVE  
ANCHORAGE, ALASKA 99508**

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## INTRODUCTION

The Special Education Service Agency (SESA) is a public organization created to "...assist districts and rural educational attendance areas to make more special education and related services available to exceptional children, as that term is defined in AS 14.30.350(4); encourage cooperation between districts and education agencies in making special educational programs and services available to these children and ensure that qualified specialists are available to assist districts in the provision of free appropriate public education services for those exceptional children that are difficult to serve, without regard to their location in the state."

The agency as authorized by law (AS 14.30.630) shall provide special education services including:

- (A) itinerant outreach services to deaf-blind, mentally retarded, deaf and hearing impaired, blind and visually impaired, orthopedically handicapped/other health-impaired, seriously emotionally disturbed, and multihandicapped students;
- (B) special education instructional support and training of local school district special education personnel; and,
- (C) other services appropriate to special education needs.

The Special Education Service Agency has a number of grants and contracts which provide services on a statewide basis. They are:

DOE State Contract for Low Incidence Handicapped Outreach Services  
Alaska Services to Deaf/Blind  
Blind/Visually Impaired - Infant Learning Program  
Model Demonstration Training Project  
Alaska Consortium for Transition Services

A brief description of each grant and contract can be found in Appendix A and a listing of all personnel employed by SESA, in Appendix B.

The purpose of this report is to provide an overview of the activities of the DOE State Contract Services for the first two quarters of FY89 (July 1 through December 31, 1988). It does not contain information on the services of the other grants and contracts. Separate reports are prepared for the agency for each of the other grants and contracts. These documents may be obtained through a request to SESA.

## STATISTICAL DATA SUMMARY

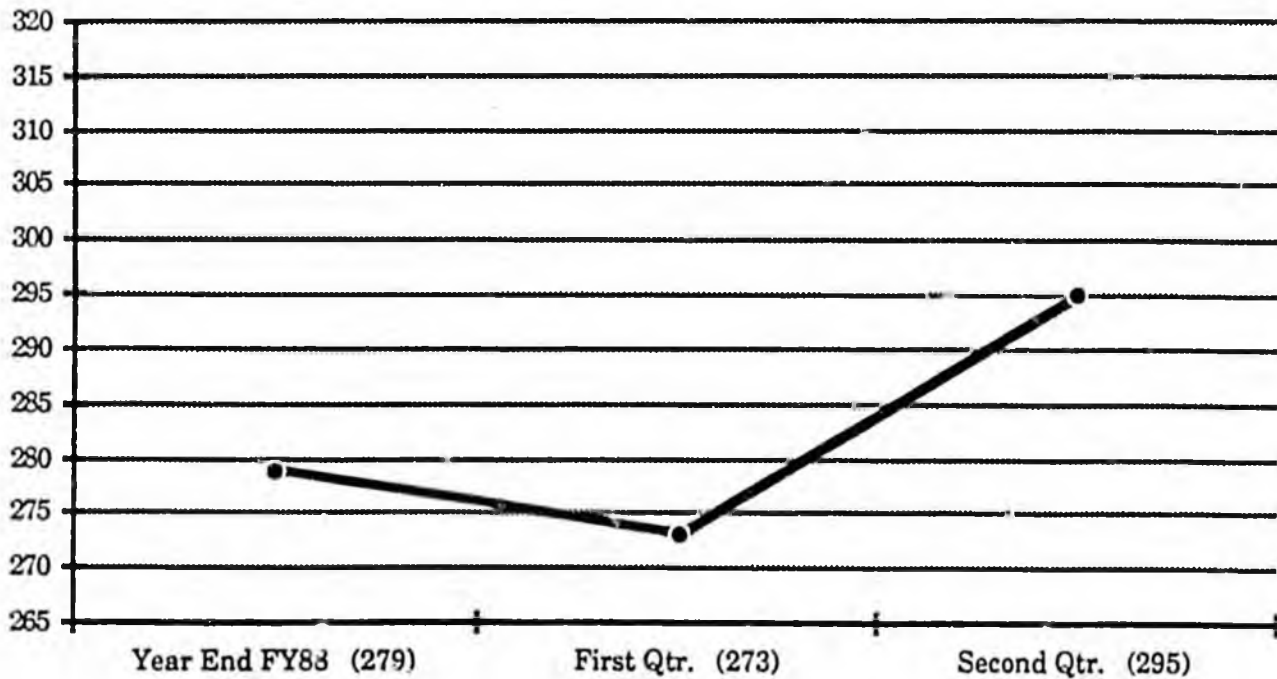
This section provides statistical information about service provision for the period July 1 through December 31, 1988 for the DOE State Contract for Low Incidence Handicapped Outreach Services. It contains information on student enrollment; types of service provided; numbers of students served; numbers of on-site visits made; service time logged on-site and in the office; the number of district personnel and family contacts made; and, a cost analysis of service provision.

## STUDENT ENROLLMENT

A total of 295 students were on the active rolls for services during the first two quarters of FY89. Appendix C displays the students enrolled by district and by state eligibility standards (4 AAC 2.130). Active is defined as students receiving or scheduled to receive services.

Figure 1 provides information about the number of students enrolled at the end of each quarter. During this reporting period there were 64 new students enrolled for services and 48 students were discontinued.

Figure 1. Student Enrollment



## SERVICE

Services for Low Incidence Handicapped Students are generally delivered on-site and are provided in two primary modes:

1. Student Specific - this includes services that are developed to meet the specific needs of an individual student and the local staff and parents. These services include (a) educational program development and implementation; (b) staff training and/or assistance; (c) pre-referral assistance; and, (d) assistance with ancillary service provision.

In addition, a small number of student specific services involve no on-site assistance, such as monitoring well established programs or providing specialized equipment only.

2. School or District Wide - this includes (a) group assistance to school district programs serving a disability area with SESA services being generalized over the whole group rather than individualized by student, and/or, (b) one-time or on-going inservices and workshops to many teachers covering a topic.

Throughout this reporting period, a number of students who were identified were not able to be served. These students include: (a) students on active caseloads scheduled for service after the reporting period; (b) students who were referred and determined eligible throughout the reporting period after staff caseload assignments were made; and, (c) students awaiting documentation of eligibility and/or service needs. In this report, we refer to these students as Waitlisted.

See Table 1 for a summary of services provided during the reporting period.

Table 1

Service Summaries for the First Two Quarters, FY 89

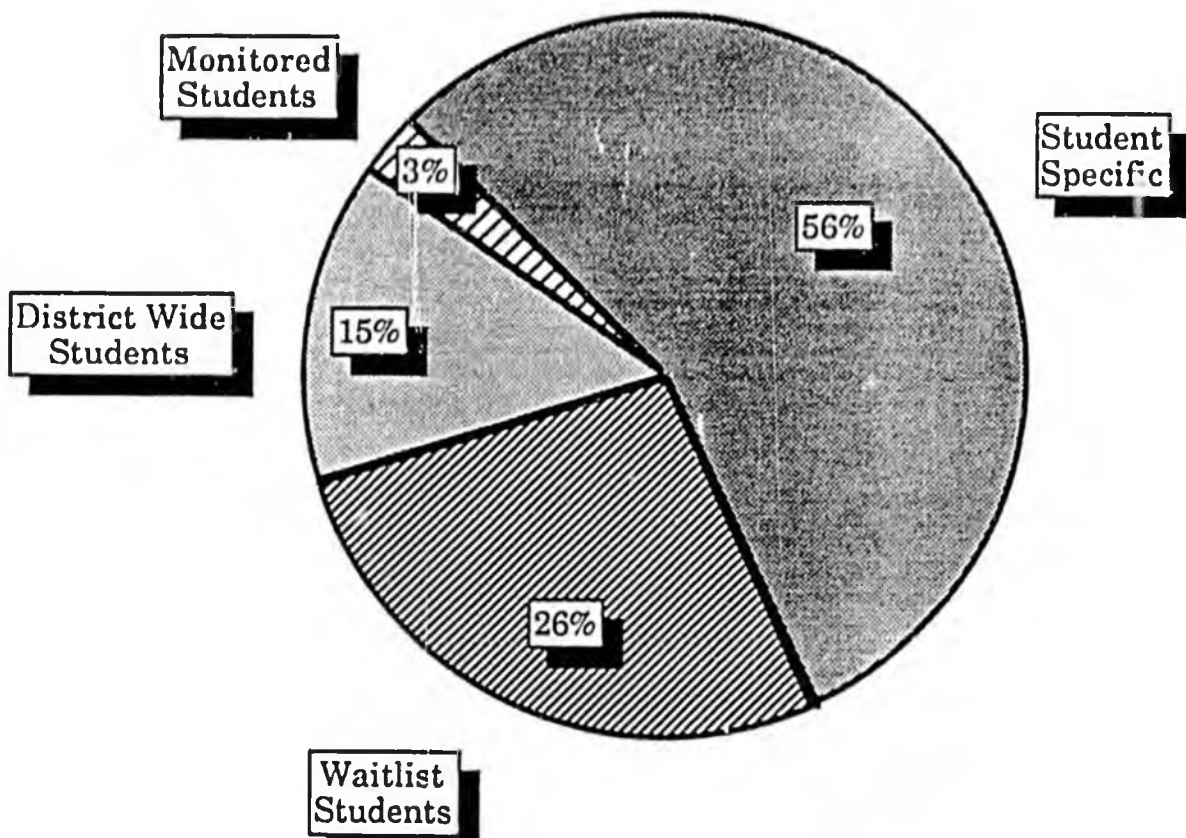
1.	Students Served:	
	A. Student Specific:	
	On-site.....	164
	Monitored or Served in Alternative Way.....	8
	B. School or District Wide.....	43
	TOTAL STUDENTS SERVED:.....	215
	C. Waitlist Students.....	80
	TOTAL ACTIVE ENROLLMENT:.....	295
	D. Percent of active enrollment served first two quarters.....	73

Figure 2 displays a breakdown of students served.

2.	Number of On-Site Visits Completed: .....	196
3.	Number of School Districts Served:.....	45
4.	Number of Sites Visited: .....	101
5.	Number of District Personnel/Parents Contacted:.....	649

A more detailed report of quarterly service by District can be found in The District Service Summaries Section.

**Figure 2. Percentage of Students Served by Service Category for the First Two Quarters**

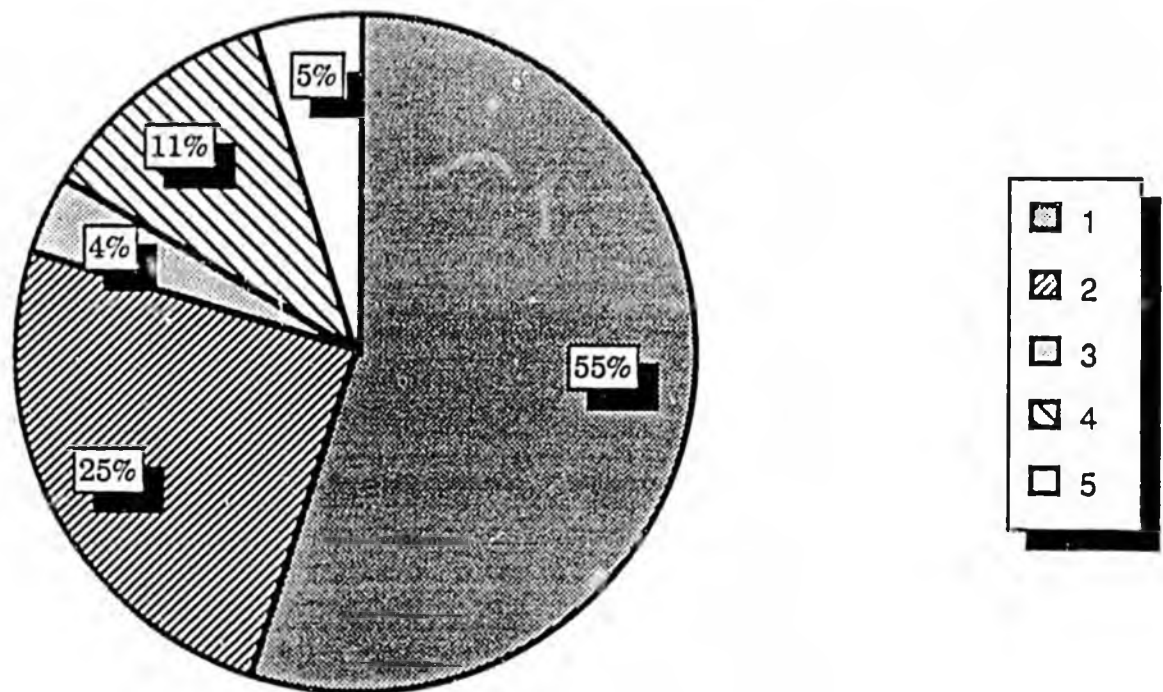


## TECHNICAL ASSISTANCE

To determine the types of services that will be provided, Technical Assistance Agreements (TAAs) are ratified annually by SESA and each school district prior to the delivery of service. The TAAs outline the objectives, activities, timelines, responsibilities, and evaluation strategies for each student served. The objectives are categorized to delineate the five major types of services that can be provided with each TAA having one or more objectives.

At the end of the second quarter of FY89, 137 Technical Assistance Agreements with a total of 779 objectives had been developed and ratified. Generally, these are prepared during the first portion of the school year. Additional objectives and TAAs for new referrals are developed as appropriate throughout the year. A comparison of the types of technical assistance and their percentage of use for the first two quarters are displayed in Figure 3 below.

Figure 3. Types of Technical Assistance for First Two Quarters, FY 1989



**KEY:**

- 1 Educational Program Development and Implementation
- 2 Staff Training and/or Assistance
- 3 Pre-Referral Assistance
- 4 Ancillary Assistance
- 5 School/District-Wide Training and Assistance

## TIME

From July 1 through December 31, 1988, SESA staff spent the equivalent of 418 days on-site and 195 days in travel status. This number represents the total number of hours worked on-site divided by an eight hour workday. In addition, 703 days were spent in the SESA office both on student related services and on program activities. See Table 2 for a summary of staff time spent to date. Figure 4 displays, in percentage format, how SESA staff time was spent during this reporting period.

Figure 4. How Staff Time Was Spent for First Two Quarters, FY89

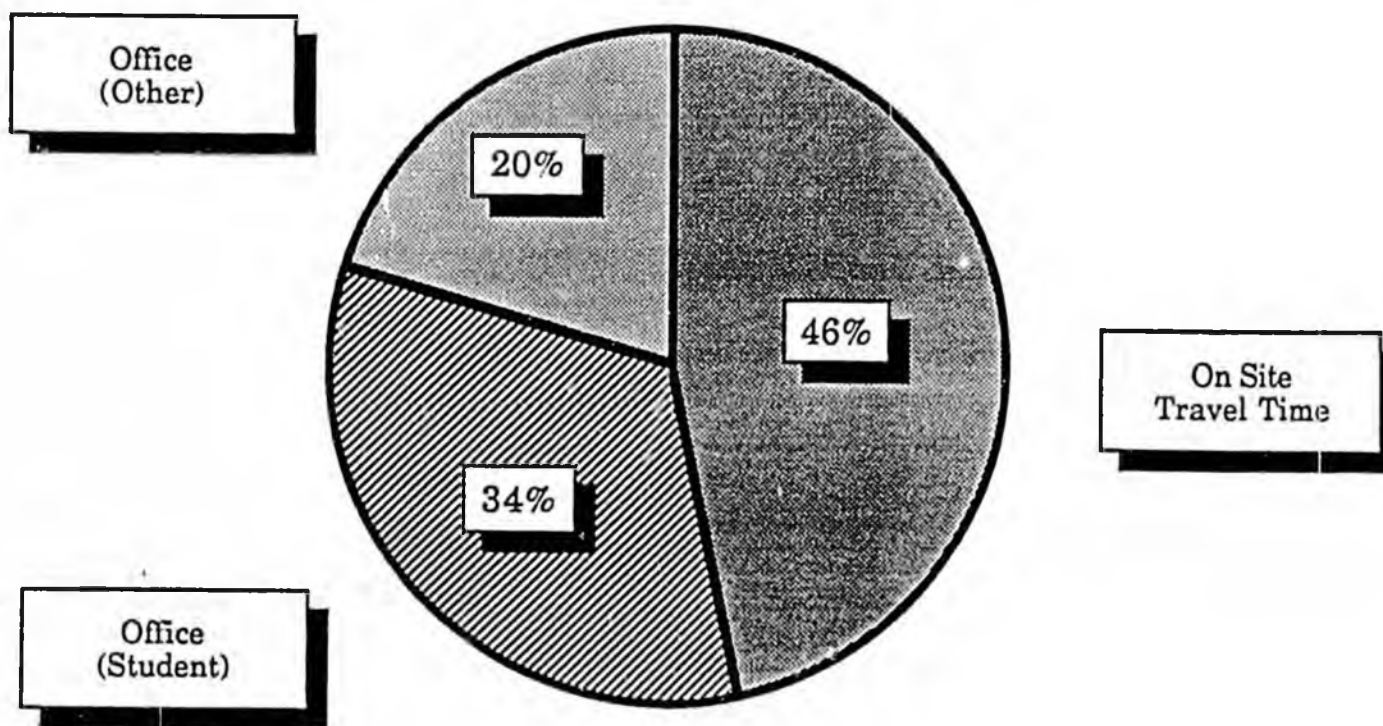


Table 2

Summary of Staff Time for the first two quarters of FY 1989  
(Reported in hours)

1. On-Site Assistance	
A. Student/Classroom Observations.....	756.50
B. Consultation with School Staff.....	794.80
C. Staff Training/Instruction.....	223.10
D. Student Interaction.....	239.30
E. Direct Student Instruction.....	104.50
F. Family Contact.....	244.40
G. Ancillary Services .....	150.20
H. Administration Contact .....	279.20
I. On-Site Preparation and Follow-up.....	550.20
	<b>TOTAL:</b>
	<b>3342.20 hours</b>
2. Travel Time (includes 252.0 hours weathered-in).....	1559.30
3. Office Preparation (student related).....	3540.30
4. Other Office Time	
A. Agency and Program Meetings.....	619.50
B. Program Projects .....	298.00
C. Inservice Activities (Agency-Wide Program and Individual).....	1163.10
	<u>2080.60</u>
	<b>GRAND TOTAL:</b>
	<b><u>10522.40 hours</u></b>

## COST ANALYSIS

From July 1 through December 31, 1988, \$603,083 were expended to serve low incidence handicapped students. Table 3 provides a breakdown of program expenditures across budget categories for this time period.

Table 3

Program Expenditures - July 1 through December 31, 1988

1.	Personnel	100	\$434,500
2.	Travel	200	113,056
3.	Contractual	300	38,738
4.	Commodities	400	15,402
5.	Equipment	500	1,387
6.	Other	800	<u>0</u>
		<b>TOTAL:</b>	<b>\$603,083</b>

### BUDGET INFORMATION ON TABLE:

**Personnel 100:** Includes all personnel costs: administrative staff, certificated staff, classified staff, and fringe benefits. Fringe Benefits include: Life and Health Insurance, Employment Security Compensation, Workmen's Compensation, Medicare, TRS and PERS.

**Travel 200:** Includes all travel and per diem costs. This category also covers costs of employees traveling to rural sites in Alaska to provide service to school districts. When approved by the Board, this category covers out-of-state travel for travel that is directly related to grant activities.

**Contractual 300:** Includes costs for professional, technical, and legal services.

**Commodities 400:** Includes communication, insurance, office equipment, facility rental, equipment maintenance, printing, educational materials, office supplies and materials, and professional materials.

**Equipment 500:** Includes furniture and major equipment expenditures. The category also covers the cost of buying new office furniture when needed and any major equipment needed by the grant.

**Other 800:** Includes special projects (to be determined by Board) and other incidental costs which cannot be charged to the above general categories.

**SECTION SUMMARY**  
 For First Two Quarters, FY89  
 July 1 - December 31, 1988

Date 12/31/88

DISTRICT	ON-SITE VISITS	STUDENTS	PERSONNEL/PARENTS
ALASKA GATE WAY	3	6	10
BERING STRAIT	20	14	60
BRISTOL BAY	4	3	11
CHATHAM	4	2	12
COPPER RIVER	3	5	14
DELTA GREELY	7	6	26
DILLINGHAM	1	1	8
FAIRBANKS	1	1	6
GALENA	1	1	1
HAINES	2	4	13
HOONAH	1	2	7
HYDABURG	*	1	0
IDITAROD	4	4	14
JUNEAU	4	15	23
KAKE	2	1	3
KASHUNAMUIT	2	6	12
KENAI	1	1	2
KETCHIKAN	13	9	30
KING COVE	*	1	0
KLAWOCK	8	7	25
KODIAK	11	7	20
KUSPUK	9	5	17
LAKE & PENN	3	4	17
LOWER KUSKOKWIM	25	34	98
LOWER YUKON	3	3	10
MAT - SU	5	3	4
MT. EDGE CUMBE	*	1	0
NOME	1	1	6
NORTH SLOPE	3	7	13
NORTHWEST ARCTIC	6	5	19
PELICAN	1	1	3
PETERSBURG	*	1	0
RAILBELT	4	4	15
SAND POINT	*	1	0
SE ISLAND	4	2	11
SITKA	12	19	29
SKAGWAY	*	1	0
ST. MARYS	*	1	0
SW REGION	4	3	20
UNALASKA	*	2	0
VALDEZ	1	1	5
WRANGELL	8	5	30
YUKON FLATS	6	4	22
YUKON KOYUKUK	8	3	28
YUPIIT	1	2	5
<b>TOTAL</b>	<b>196</b>	<b>215</b>	<b>649</b>

\* Students monitored or served in an alternate way

**TYPE AND NUMBER OF DISTRICT PERSONNEL/PARENTS**  
 Assisted During First Two Quarters, FY89  
 July 1- December 31, 1988

Date: 12/31/88

DISTRICT	TEACHERS	AIDES	ADMIN.	CERTIFIED	FAMILY	OTHER	TOTAL
ALASKA GATEWAY	3	1	3	0	1	2	10
BERING STRAIT	22	5	8	1	11	13	60
BRISTOL BAY	5	0	1	2	2	1	11
CHATHAM	2	1	4	2	3	0	12
COPPER RIVER	4	3	2	0	4	1	14
DELTA GREELY	6	4	5	1	6	4	26
DILLINGHAM	2	1	2	2	1	0	8
FAIRBANKS	0	2	1	2	1	0	6
GALENA	0	0	0	1	0	0	1
HAINES	7	0	2	0	4	0	13
HOONAH	2	0	2	0	3	0	7
HYDABURG	0	0	0	0	0	0	0
IDITAROD	5	4	3	0	1	1	14
JUNEAU	10	1	1	5	3	3	23
KAKE	1	0	0	0	2	0	3
KASHUNAMUIT	4	2	2	0	4	0	12
KENAI	0	0	0	1	1	0	2
KETCHIKAN	15	1	5	5	3	1	30
KING COVE	0	0	0	0	0	0	0
KLAWOCK	7	4	4	0	6	4	25
KODIAK	6	2	4	1	7	0	20
KUSPUK		3	1	1	6	0	17
LAKE and PENN	5	2	1	3	6	0	17
LOWER KUSKOKWIM	40	5	16	11	19	7	98
LOWER YUKON	4	0	3	1	0	2	10
MAT-SU	2	0	1	0	1	0	4
MT. EDGE CUMBE	0	0	0	0	0	0	0
NOME	1	0	2	1	1	1	6
NORTH SLOPE	7	2	2	0	2	0	13
NORTHWEST ARCTIC	7	1	4	1	3	3	19
PELICAN	1	0	1	0	1	0	3
PETERSBURG	0	0	0	0	0	0	0
RAILBELT	5	2	3	2	2	1	15
SAND POINT	0	0	0	0	0	0	0
SE ISLAND	5	2	2	0	1	1	11
SITKA	8	3	4	4	9	1	29
SKAGWAY	0	0	0	0	0	0	0
ST. MARYS	0	0	0	0	0	0	0
SW REGION	4	2	5	4	5	0	20
UNALASKA	0	0	0	0	0	0	0
VALDEZ	0	0	2	1	2	0	5
WRANGELL	7	3	4	3	9	4	30
YUKON FLATS	4	3	8	0	5	2	22
YUKON KOYUKUK	9	4	4	3	7	1	28
YUPIIT	2	2	1	0	0	0	5
<b>TOTAL</b>	<b>218</b>	<b>65</b>	<b>113</b>	<b>58</b>	<b>142</b>	<b>53</b>	<b>649</b>

**KEY to Definition of District Persons:**

- Teachers = SPED and Classroom Teachers
- Aides = All School Aides
- Administrators = Superintendents; SPED Directors; Principals
- Other Certified = School Nurses, PT, OT, Speech/Language Therapist, School Psychologists, etc., employed by districts.
- Family = Parents, Grandparents, Siblings, Aunts, Uncles, Guardian.

## DISTRICT SERVICE SUMMARIES

This section provides a summary of the services provided to each district serviced during the first two quarters of FY89, July 1 through December 31, 1988. It contains information on the number of students served; the district sites visited; service time logged on-site and in the office; and, the number of district personnel and family contacts made.

# ALASKA GATEWAY

# of Trips Made to Site	Site/School Visited	# of Students Served
1	DOT LAKE/SED DW	3
1	TETLIN/MH DW	2
1	TOK	1

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
3	1	3	0	1	2	10

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
26.0	0.0	8.0	10.5	6.0	0.0	0.0	0.0	3.0	4.0	6.0	111.0	174.5

# BERING STRAIT

# of Trips Made to Site	Site/School Visited	# of Students Served
1	BREVIG MISSION	1
1	DIOMEDE	1
3	GAMBELL	3
2	KOYUK-MALEMUTE	1
4	SHISHMAREF	2
2	ST MICHEAL	2
3	STEBBINS	2
4	TELLER	2

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
22	5	8	1	11	13	60

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
161.3	5.5	52.5	42.0	12.5	18.5	6.0	13.5	15.5	29.0	37.0	354.5	747.8

# BRISTOL BAY

# of Trips Made to Site	Site/School Visited	# of Students Served
2	BRISTOL BAY	1
2	NAKNEK	2

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
5	0	1	2	2	1	11

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
13.0	0.0	11.0	17.0	4.0	10.5	1.0	7.0	2.0	5.0	10.0	38.0	118.5

# CHATHAM

# of Trips  
Made to Site

1  
3

Site/School  
Visited

ANGOON  
GUSTAVUS

# of Students  
Served

1  
1

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
2	1	4	2	3	0	12

## Staff Time

Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
20.0	18.0	2.0	5.0	5.0	8.5	10.5	5.3	5.5	73.5	169.3

# COPPER RIVER

# of Trips Made to Site	Site/School Visited	# of Students Served
2	GLENNALLEN	4
1	KENNY LAKE	1

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
4	3	2	0	4	1	14

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
20.5	0.0	11.0	14.0	3.0	4.5	0.0	11.5	5.0	9.5	11.0	34.0	124.0

# DELTA GREELY

# of Trips Made to Site	Site/School Visited	# of Students Served
1	DELTA ELEMENTARY	1
6	DELTA JUNCTION	5

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
6	4	5	1	6	4	26

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
45.0	0.0	33.0	37.0	10.0	7.5	2.0	11.0	4.5	10.0	10.0	138.0	308.0

# DILLINGHAM

# of Trips Made to Site	Site/School Visited	# of Students Served
1	DILLINGHAM	1

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
2	1	2	2	1	0	8

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
3.0	0.0	4.0	7.0	0.0	1.0	0.0	2.0	0.0	2.0	2.0	48.0	69.0

# FAIRBANKS

# of Trips  
Made to Site

1

Site/School  
Visited

BROWN ELEMENTARY

# of Students  
Served

1

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
0	2	1	2	1	0	6

## Staff Time

Travel to and from site	4.0
Weathered in time	0.0
Observation	5.0
Consultation with School Staff	8.0
Staff Training and Instruction	25
Student Interaction	1.0
Student Direct Instruction	0.0
Family Contact	1.5
Ancillary Services	0.0
Administrative Contact	0.5
On Site Prep and Follow Up	3.5
SESA Office Time	29.0
Grand Total	55.0

# GALENA

# of Trips  
Made to Site

1

Site/School  
Visited

GALENA

# of Students  
Served

1

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
0	0	0	1	0	0	1

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
5.3	0.0	2.5	1.0	0.0	0.5	0.0	2.5	1.0	1.5	1.0	21.5	36.8

# HAINES

# of Trips Made to Site	Site/School Visited	# of Students Served
1	HAINES	3
1	MOSQUITO LAKE	1

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
7	0	2	0	4	0	13

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
28.0	0.0	12.0	9.0	0.0	12.0	1.0	3.5	0.0	4.0	16.0	51.0	136.5

# HOONAH

# of Trips  
Made to Site

1

Site/School  
Visited

HOONAH

# of Students  
Served

2

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
2	0	2	0	3	0	7

## Staff Time

Travel to and from site	9.0
Weathered in time	0.0
Observation	4.0
Consultation with School Staff	9.5
Staff Training and Instruction	4.0
Student Interaction	0.5
Student Direct Instruction	0.0
Family Contact	2.0
Ancillary Services	2.0
Administrative Contact	0.5
On Site Prep and Follow Up	0.0
SESA Office Time	2.5
<b>Grand Total</b>	<b>34.0</b>

# HYDABURG

# of Trips Made to Site	Site/School Visited	# of Students Served
0	HYDABURG	1

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
0	0	0	0	0	0	0

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
0	0	0	0	0	0	0	0	0	0	0	55.0	55.0

# IDITAROD

# of Trips  
Made to Site

2  
2

Site/School  
Visited

GRAYLING  
HOLY CROSS

# of Students  
Served

2  
2

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
5	4	3	0	1	1	14

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
30.0	0.0	20.0	21.5	10.5	5.5	1.5	2.0	0.0	5.8	17.0	71.5	185.3

# JUNEAU

# of Trips Made to Site	Site/School Visited	# of Students Served
1	JUNEAU/BVI DW	9
2	JUNEAU DOUGLAS	2
1	JUNEAU/HI DW	4

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
10	1	1	5	3	3	23

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
13.0	5.0	14.0	34.0	4.0	3.0	0.0	5.0	4.0	8.0	4.0	164.0	258.0

## KAKE

# of Trips  
Made to Site

2

Site/School  
Visited

KAKE

# of Students  
Served

1

### Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
1	0	0	0	2	0	3

### Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
17.0	6.5	8.5	8.0	1.0	5.5	1.0	12.0	1.0	3.5	13.0	37.0	114.0

# KASHUNAMUIT

# of Trips  
Made to Site

2

Site/School  
Visited

CHEVAK

# of Students  
Served

6

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
4	2	2	0	4	0	12

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
11.8	0.0	7.0	8.0	0.0	3.5	0.0	2.5	0.0	1.3	1.5	45.0	80.6

# KENAI

# of Trips  
Made to Site

1

Site/School  
Visited

COOK INLET

# of Students  
Served

1

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
0	0	0	1	1	0	2

## Staff Time

Travel to and from site	3.0
Weathered in time	0.5
Observation	2.0
Consultation with School Staff	3.0
Staff Training and Instruction	0.0
Student Interaction	1.0
Student Direct Instruction	0.0
Family Contact	0.5
Ancillary Services	0.0
Administrative Contact	0.0
On Site Prep and Follow Up	0.0
SESA Office Time	16.0
<b>Grand Total</b>	<b>26.0</b>

# KETCHIKAN

# of Trips Made to Site	Site/School Visited	# of Students Served
2	HOUGHTALING	1
2	KETCHIKAN HS	1
5	KETCHIKAN/MH DW	5
2	SCHOENBAR JR HIGH	1
2	VALLEY PARK	1

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
15	1	5	5	3	1	30

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
70.0	0.0	48.5	60.0	5.5	13.3	0.5	6.5	3.0	5.0	30.5	206.5	449.3

# KING COVE

# of Trips  
Made to Site

0

Site/School  
Visited

KING COVE

# of Students  
Served

1

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
0	0	0	0	0	0	0

## Staff Time

Travel to and from site	0.0
Weathered in time	0.0
Observation	0.0
Consultation with School Staff	0.0
Staff Training and Instruction	0.0
Student Interaction	0.0
Student Direct Instruction	0.0
Family Contact	0.0
Ancillary Services	0.0
Administrative Contact	0.0
On Site Prep and Follow Up	0.0
SESA Office Time	50.0
<b>Grand Total</b>	<b>50.0</b>

# KLAWOCK

# of Trips  
Made to Site

8

Site/School  
Visited

KLAWOCK

# of Students  
Served

7

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
7	4	4	0	6	4	25

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
119.0	21.5	59.0	46.5	8.0	6.0	12.0	18.0	6.0	10.0	18.5	100.0	424.5

# KODIAK

# of Trips Made to Site	Site/School Visited	# of Students Served
6	EAST ELEMENTARY	3
5	MAIN ELEMENTARY	4

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
6	2	4	1	7	0	20

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
33.5	1.0	44.0	33.0	37.0	20	5.0	13.5	5.0	9.0	15.5	154.5	353.0

# KUSPUK

# of Trips Made to Site	Site/School Visited	# of Students Served
5	ANIAK	2
1	CROOKED CREEK	1
2	KALSKAG	1
1	UPPER KALSKAG	1

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
6	3	1	1	6	0	17

## Staff Time

Travel to and from site	Weathered in Time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SPSA Office Time	Grand Total
43.5	1.0	35.5	33.5	12.5	3.0	4.0	13.3	2.0	12.0	9.5	190.0	359.8

## LAKE & PENN

# of Trips Made to Site	Site/School Visited	# of Students Served
2	NEWHALEN	3
1	PERRYVILLE	1

### Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
5	2	1	3	6	0	17

### Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
11.0	2.5	15.0	14.5	2.6	3.5	1.5	5.8	2.6	0.5	12.0	37.0	108.5

# LOWER KUSKOKWIM

# of Trips Made to Site	Site/School Visited	# of Students Served
1	BETHEL H.S.	2
3	BETHEL/SED DW	10
1	CHEFORNAK	3
1	EEK	1
3	KASIGLUK	3
3	KILBUCK	3
1	KIPNUK	1
2	KONGINGANAK	3
1	KWETHLUK	1
1	KWIGILLINGOK	1
3	M. ELITNAURVIAT	3
2	NAPASKIAK	1
2	NUNAPITCHUK	1
1	QUINHAGAK	1

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
40	5	16	11	19	7	88

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
107.3	87.5	93.5	97.0	21.5	27.5	22.5	34.8	32.4	34.8	76.0	398.5	1033.3

# LOWER YUKON

# of Trips Made to Site	Site/School Visited	# of Students Served
2	MT. VILLAGE	2
1	PILOT STATION	1

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
4	0	3	1	0	2	10

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
17.0	0.0	10.5	14.0	0.8	1.8	0.0	1.0	4.0	5.3	11.0	24.0	89.4

# MAT-SU

# of Trips Made to Site	Site/School Visited	# of Students Served
2	PALMER JR. HIGH	1
1	PIONEER PEAK	1
2	WASILLIA HIGH SCH	1

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
2	0	1	0	1	0	4

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
10.0	0.0	5.0	9.0	1.0	1.0	0.0	0.5	0.5	1.0	3.0	78.0	109.0

# MT. EDGE CUMBE

# of Trips Made to Site	Site/School Visited	# of Students Served
0	MT. EDGE CUMBE	1

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
0	0	0	0	0	0	0

## Staff Time

Travel to and from site	0.0
Weathered in time	0.0
Observation	0.0
Consultation with School Staff	0.0
Staff Training and Instruction	0.0
Student Interaction	0.0
Student Direct Instruction	0.0
Family Contact	0.0
Ancillary Services	0.0
Administrative Contact	0.0
On Site Prep and Follow Up	0.0
SESA Office Time	5.5
<b>Grand Total</b>	<b>5.5</b>

# NOME

# of Trips  
Made to Site

1

Site/School  
Visited

NOME

# of Students  
Served

1

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
1	0	2	1	1	1	6

## Staff Time

Travel to and from site	4.0
Weathered in time	0.0
Observation	1.0
Consultation with School Staff	6.0
Staff Training and Instruction	1.0
Student Interaction	1.0
Student Direct Instruction	0.0
Family Contact	0.5
Ancillary Services	0.5
Administrative Contact	1.0
On Site Prep and Follow Up	3.0
SESA Office Time	71.0
<b>Grand Total</b>	<b>89.0</b>

# NORTH SLOPE

# of Trips Made to Site	Site/School Visited	# of Students Served
1	BARROW ELEMENTARY	3
2	IPALOOK ELEMENTARY	4

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
7	2	2	0	2	0	13

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
26.5	0.0	31.5	26.5	3.5	3.0	2.0	3.0	0.0	5.5	15.0	105.0	221.5

# NORTHWEST ARCTIC

# of Trips Made to Site	Site/School Visited	# of Students Served
1	AMBLER	1
3	KIANA ELEMENTARY	2
2	SELAWIK	2

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
7	1	4	1	3	3	19

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
48.0	0.0	20.0	23.0	8.5	5.5	2.0	1.5	2.5	12.0	16.3	38.8	178.1

# PELICAN

# of Trips  
Made to Site

1

Site/School  
Visited

PELICAN

# of Students  
Served

1

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
1	0	1	0	1	0	2

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	<b>Grand Total</b>
21.5	0.0	6.0	8.0	1.0	1.0	1.0	1.0	1.0	8.0	3.2	20.0	71.7

# PETERSBURG

# of Trips  
Made to Site

0

Site/School  
Visited

PETERSBURG

# of Students  
Served

1

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
0	0	0	0	0	0	0

## Staff Time

Travel to and from site	0.0
Weathered in time	0.0
Observation	0.0
Consultation with School Staff	0.0
Staff Training and Instruction	0.0
Student Interaction	0.0
Student Direct Instruction	0.0
Family Contact	0.0
Ancillary Services	0.0
Administrative Contact	0.0
On Site Prep and Follow Up	0.0
SESA Office Time	12.0
<b>Grand Total</b>	<b>12.0</b>

# RAILBELT

# of Trips Made to Site	Site/School Visited	# of Students Served
3	ANDERSON	3
1	CANTWELL	1

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
5	2	3	2	2	1	15

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
37.0	0.0	5.0	8.0	5.0	4.0	0.0	1.5	1.5	3.0	11.3	69.5	145.8

# ST. MARYS

# of Trips  
Made to Site

0

Site/School  
Visited

ST MARYS

# of Students  
Served

1

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
0	0	0	0	0	0	0

## Staff Time

Travel to and from site	0.0
Weathered in time	0.0
Observation	0.0
Consultation with School Staff	0.0
Staff Training and Instruction	0.0
Student Interaction	0.0
Student Direct Instruction	0.0
Family Contact	0.0
Ancillary Services	0.0
Administrative Contact	0.0
On Site Prep and Follow Up	0.0
SESA Office Time	4.0
<b>Grand Total</b>	<b>4.0</b>

# SAND POINT

**# of Trips  
Made to Site**

0

**Site/School  
Visited**

SAND POINT

**# of Students  
Served**

1

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
0	0	0	0	0	0	0

## Staff Time

Travel to and from site	0.0
Weathered in time	0.0
Observation	0.0
Consultation with School Staff	0.0
Staff Training and Instruction	0.0
Student Interaction	0.0
Student Direct Instruction	0.0
Family Contact	0.0
Ancillary Services	0.0
Administrative Contact	0.0
On Site Prep and Follow Up	0.0
SESA Office Time	4.0
<b>Grand Total</b>	<b>4.0</b>

# SITKA

# of Trips Made to Site	Site/School Visited	# of Students Served
4	BARANOF ELEMENTARY	2
1	BLATCHLEY JR. HIGH	1
3	MT. EDGE CUMBE ELEMENTARY	3
1	SITKA HIGH SCHOOL	1
1	SITKA HIGH SCHOOL/SED DW	8
2	SITKA/MH DW	4

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
8	3	4	4	9	1	29

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
41.0	1.0	27.0	28.3	6.0	18.5	4.0	10.0	10.3	14.2	24.0	174.5	358.8

# SKAGWAY

# of Trips  
Made to Site

0

Site/School  
Visited

SKAGWAY

# of Students  
Served

1

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
0	0	0	0	0	0	0

## Staff Time

Travel to and from site	0.0
Weathered in time	0.0
Observation	0.0
Consultation with School Staff	0.0
Staff Training and Instruction	0.0
Student Interaction	0.0
Student Direct Instruction	0.0
Family Contact	0.0
Ancillary Services	0.0
Administrative Contact	0.0
On Site Prep and Follow Up	0.0
SESA Office Time	13.0
<b>Grand Total</b>	<b>13.0</b>

## SOUTH EAST ISLAND

# of Trips Made to Site	Site/School Visited	# of Students Served
1	COFFMAN	1
3	HOLLIS	1

### Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
5	2	2	0	1	1	11

### Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
59.0	10.0	14.0	15.5	20.0	0.5	0.0	1.5	0.5	1.0	24.5	29.5	176.0

## SOUTHWEST REGION

# of Trips Made to Site	Site/School Visited	# of Students Served
3	LEVELOCK	2
1	TOGIAK	1

### Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
4	2	5	4	5	0	20

### Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
24.0	0.0	14.0	8.0	4.0	4.0	6.0	7.0	6.0	4.5	10.0	68.0	155.5

# UNALASKA

**# of Trips  
Made to Site**

0

**Site/School  
Visited**

UNALASKA

**# of Students  
Served**

2

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
0	0	0	0	0	0	0

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.0	4.0

# VALDEZ

# of Trips Made to Site	Site/School Visited	# of Students Served
1	VALDEZ	1

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
0	0	2	1	2	0	5

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
120	0.0	2.0	4.0	0.0	8.0	0.0	6.0	0.0	2.0	4.0	26.0	64.0

# WRANGELL

# of Trips Made to Site	Site/School Visited	# of Students Served
1	EVERGREEN	1
7	WRANGELL	4

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
7	3	4	3	9	4	30

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
109.5	66.0	44.0	31.0	12.0	9.0	2.0	8.0	6.5	10.8	18.0	92.5	409.3

# YUKON FLATS

# of Trips Made to Site	Site/School Visited	# of Students Served
2	FT. YUKON	2
4	VENETIE	2

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
4	3	8	0	5	2	22

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
44.0	4.0	35.5	41.0	4.5	21.0	14.5	15.0	10.5	36.0	76.0	112.0	414.0

# YUKON/KOYUKUK

# of Trips Made to Site	Site/School Visited	# of Students Served
1	HUSLIA	1
2	NULATO	1
2	RUBY	2
3	YUKON/KOYUKUK/MH	4

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
9	4	4	3	7	1	28

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
59.8	40.0	24.0	25.0	2.3	20.3	3.0	9.5	6.5	12.5	32.5	100.0	335.40

# YUPIIT

# of Trips  
Made to site  
1

Site/School  
Visited  
AKIACHAK

# of Students  
Served  
2

## Number of District Contacts

Teacher	Aide	Administration	Certified Staff	Family	Other	Total
2	2	1	0	0	0	5

## Staff Time

Travel to and from site	Weathered in time	Observation	Consultation with School Staff	Staff Training and Instruction	Student Interaction	Student Direct Instruction	Family Contact	Ancillary Services	Administrative Contact	On Site Prep and Follow Up	SESA Office Time	Grand Total
4.0	0.0	7.0	5.0	1.0	2.0	3.0	1.0	1.0	2.0	2.0	17.0	45.0

APPENDIX A

## Appendix A

### Special Education Service Agency Grants and Contracts 1988-89

**DOE State Contract For Low Incidence Handicapped Outreach Services:** The primary focus of the DOE State Contract is to provide itinerant special education consultant services to school districts who serve students with low incidence handicaps from age three to twenty-one years of age. SESA's staff are certified teachers in the State of Alaska and provide service primarily to Alaska's 55 school districts. Staff work with school administrators, teachers, teacher aides, parents, and other significant community people in developing an appropriate Individual Education Program for students with low incidence handicaps. This contract provides itinerant outreach service to the following handicapping conditions: deaf/hearing impaired, blind/visually impaired, multihandicapped, mentally retarded, emotionally disturbed, orthopedically handicapped, and other health impaired.

**Alaska Services For Deaf/Blind:** This program is a federally funded project through the Alaska Department of Education and the United States office of Education. Its purpose is to provide supplemental assistance to school districts and other public or private agencies who provide services to persons with both hearing impairments and visual impairments.

**Blind/Visually Impaired - Infant Learning Program:** This program is funded by the Alaska Department of Health and Social Services. Its purpose is to provide specialists for parents and generic infant learning teachers throughout the state to assist them in the provision of services to infants who are at risk of a visual impairment.

**Model Demonstration Training Project:** This is a three year federally funded project to develop model training sites in various school districts in Alaska for the purpose of training professional and paraprofessional personnel in the application of state-of-the-art teaching techniques with children and youth who are severely handicapped. The project utilizes techniques from several model demonstration training projects throughout the United States.

**Alaska Consortium for Transition Services:** This final project is also a federally funded grant awarded to SESA to assist school districts, adult service providers, and the Division of Vocational Rehabilitation in improving the transition of secondary youth who are severely handicapped into adult living and work settings in rural Alaska. This project was the only rural project funded in 1987 by the Office of Rehabilitation Services, United States Department of Education, to develop a model for secondary rural transition in the United States.

APPENDIX B

Appendix B

DOE State Contract  
Professional Employees 1988-89

NAME	DEGREE	POSITION
Wayne Binns	B.A.	Education Specialist, SED
Sharon Cannon	B.A.	Education Specialist, MH
Elva Cerda	M.Ed	Education Specialist, HI
Margaret Cisco	M.S.	Education Specialist, OH
Bruce Dalke	M.S.	Program Supervisor
Virginia Drais	M.Ed	Education Specialist, HI
Debra Evensen	M.A.	Education Specialist, SED
Susan Gregg	M.Ed	Education Specialist, MH
Rebecca Mead	M.A.	Education Specialist, HI
William McIver	M.A.	Education Specialist, B/VI
Cam Mocarski	B.A.	Education Specialist, SED
Dorothy Morrison	M.A.	Education Specialist, MH
Larry Ouellette	B.A.	Education Specialist, MH (.5 FTE)
Marilyn Stack	B.S.	Education Specialist, MH
Sheila Thompson	B.S.	Education Specialist, MH/OH
Gordon Ward	Ed.D	Education Specialist, MH
Alan Weinstein	M.A.	Education Specialist, B/VI
Lucy Zercher	M.A.	Education Specialist, B/VI

Additional SESA Professional Staff in Other Grants and Contracts

Roy Anderson	Ed.D	Executive Director
Tanni Anthony	Ed.S	Coordinator, B/VI-ILP
Lyndell Kieffer	B.A.	Graduate Student, ACTS
Richard O'Donnell	M.A.	Coordinator, MDPT
Fran Maiuri	B.A.	Coordinator, D/B
Larry Ouellette	B.A.	Education Specialist, MDTP (.5 FTE)
Janet Porterfield	Ph.D	Coordinator, ACTS
Maryanne Rowe	M.Ed	Education Specialist, ACTS (.5 FTE)

APPENDIX C

Appendix C

Number of Students Enrolled for Services by  
State Classifications for First Two Quarters, FY89  
July 1 - December 31, 1988

Date: 12/31/88

DISTRICT	VI	HI	DEAF	OH	MR	OHI	ED	MH	OTHER	TOTAL
ADAK	0	0	0	0	0	0	0	0	0	0
ALASKA GATEWAY	0	0	0	0	1	2	5	5	0	13
ANCHORAGE	0	0	0	0	0	0	0	0	0	0
ANNETTE ISLANDS	0	0	0	0	0	0	0	0	0	0
ALEUTIAN REGION	0	0	0	0	1	0	0	0	0	1
BERING STRAIT	1	1	1	2	3	3	5	4	1	21
BRISTOL BAY	0	0	0	0	1	0	2	1	0	4
CHATHAM	0	1	0	0	1	0	0	1	0	3
CHUGACH	0	0	0	0	0	0	0	0	0	0
COPPER RIVER	0	0	0	0	3	0	1	2	0	6
CORDOVA	0	0	0	0	0	0	0	0	0	0
CRAIG	0	0	0	0	0	0	2	0	0	2
DELTA/GREELY	0	1	0	1	0	0	1	3	0	6
DILLINGHAM	0	1	0	0	0	0	0	2	0	3
FAIRBANKS	0	0	0	0	0	0	0	1	0	1
GALENA	0	0	0	0	0	0	0	1	0	1
HAINES	0	0	0	2	1	0	1	1	0	5
HOONAH	0	0	0	1	0	0	0	1	0	2
HYDABURG	0	0	0	0	0	0	0	1	0	1
IDITAROD	0	0	0	0	1	0	3	3	0	7
JUNEAU	5	3	2	0	0	0	2	5	0	17
KAKE	0	0	0	0	0	0	0	1	0	1
KASHUMAMUIT	0	2	0	1	2	1	0	1	0	7
KENAI	1	0	0	0	0	0	0	0	0	1
KETCHIKAN	1	2	1	0	0	1	0	7	0	12
KING COVE	0	0	0	0	0	0	0	1	0	1
KLAWOCK	2	0	0	0	1	0	3	2	0	8
KODIAK	0	2	1	0	0	0	0	5	0	8
KUSPUK	0	0	0	0	0	0	1	4	0	5
LAKE & PENN	0	2	0	0	0	0	2	0	0	4
LOWER KUSKOKWIM	5	8	2	0	2	3	13	13	0	46
LOWER YUKON	0	1	2	0	1	2	0	1	3	10
MAT-SU	3	0	0	0	0	0	0	1	0	4
MT. EDGE CUMBE	0	0	0	1	0	0	0	0	0	1
NENANA	0	0	0	0	0	0	1	0	0	1
NOME	1	0	0	0	0	0	0	2	0	3
NORTH SLOPE	0	2	0	5	1	1	0	1	0	10
NWASD	0	0	0	1	1	0	1	5	0	8
PELICAN	0	0	0	0	0	0	0	1	0	1
PETERSBURG	0	0	1	0	0	0	0	0	0	1
PRIBILOF	0	0	0	0	0	0	0	0	0	0
RAILBELT	0	0	0	0	0	1	2	0	0	3
SAND POINT	0	0	0	0	0	0	1	0	0	1
SE ISLAND	1	0	0	0	0	0	1	1	0	3
SITKA	1	2	1	0	6	0	13	2	0	25
SKAGWAY	0	1	0	0	0	0	0	1	0	2
ST. MARYS	0	0	0	1	0	0	0	0	0	1

Appendix C (con't)

DISTRICT	VI	HH	DEAF	OH	MR	OHI	ED	MH	OTHER	TOTAL
SW REGION	0	0	0	1	0	0	2	2	1	6
TANANA	0	0	0	0	0	0	0	0	0	0
UNALASKA	0	0	0	0	0	1	0	0	1	2
VALDEZ	1	0	0	0	0	0	0	0	0	1
WRANGELL	0	0	1	1	0	1	3	1	0	7
YAKUTAT	0	0	0	0	0	0	0	0	0	0
YUKON FLATS	0	0	0	0	0	1	0	3	0	4
YUKON KOYUKUK	0	0	0	1	1	0	1	7	1	11
YUPIIT	0	0	0	0	0	0	1	3	0	4
<b>TOTAL</b>	<b>22</b>	<b>29</b>	<b>12</b>	<b>18</b>	<b>27</b>	<b>17</b>	<b>67</b>	<b>96</b>	<b>7</b>	<b>295</b>

Key to Abbreviations of State Classifications.

These classifications are defined in the Alaska State Rules and Regulations (4AAC 52.130)

VI	=	Visually Impaired	OHI	=	Other Health Impaired
HH	=	Hard of Hearing	ED	=	Serious Emotional Disturbance
D	=	Deaf	MH	=	Multihandicapped
OH	=	Orthopedically Handicapped	OTHER	=	Learning Disabled, Communication Impaired, etc.
MR	=	Mentally Retarded			

Classifications are as reported by school districts and will not necessarily correspond to the December and May counts collected by the State Department of Education from school districts for the purpose of determining the amount of federal funding under P.L. 94-142 and P.L. 89-313.

A PERFORMANCE REPORT ON THE  
DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION SERVICES AGENCY

July 1, 1987 - June 30, 1988

Audit Control Number

05-1345-89-R

Commissioner, Department of  
Education

William G. Demmert

Deputy Commissioner, Department of  
Education

Steve Hole

Special Education Services Agency  
Board of Directors

President

Terry L. Coon

Vice President

Richard Kronberg

Secretary

Nancy Billingsley

Treasurer

Duane French

Member

Clyde Farrington

Member

Brenda Trumble

Ex-Officio Member, Department  
of Education

Steve Hole

Ex-Officio Member, Department  
of Health and Social Services

Blanche Brunk

Ex-Officio Member, Governor's  
Council for the Handicapped  
and Gifted

Dot Truran

# STATE OF ALASKA

THE LEGISLATURE  
BUDGET AND AUDIT COMMITTEE

AUDIT DIVISION  
P.O. BOX W  
JUNEAU, ALASKA 99811-3300

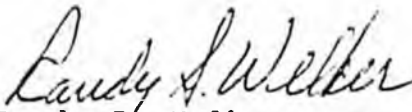
December 7, 1988

Members of the Legislative Budget  
and Audit Committee:

According to the provisions of Titles 24 and 44 of the Alaska Statutes, the Division of Legislative Audit is required to conduct a "Sunset" review of the Special Education Services Agency.

At the request of the Chairman, during Fiscal Year 1988 budget deliberations, the Audit Division's budget was revised to reflect certain changes in the organization of the Committee's two Divisions. The revised budget of the Audit Division reflected efficiencies that might be obtained by utilizing the staff of the Legislative Finance Division on selected audit assignments during the interim.

As a result, the audit of the Special Education Services Agency was conducted and this report has been prepared by the Legislative Finance Division. We feel this report discharges our responsibility under Titles 24 and 44. The report is submitted for your review.

  
Randy S. Welker, CPA  
Legislative Auditor  
Division of Legislative Audit

# STATE OF ALASKA

## THE LEGISLATURE

### BUDGET AND AUDIT COMMITTEE

FINANCE DIVISION  
P.O. BOX WF  
JUNEAU, ALASKA 99811  
PHONE: (907) 465-3795

November 22, 1988

Members of the Legislative Budget  
and Audit Committee:

In accordance with the provisions of Title 24 of the Alaska  
Statutes, the attached report is submitted for your review.

A PERFORMANCE REPORT ON THE  
DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION SERVICES AGENCY

July 1, 1987 - June 30, 1988

Audit Control Number

05-1345-89-R



Mike Greany, Director  
Division of Legislative Finance

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## PURPOSE AND SCOPE OF THE REPORT

### Purpose

In accordance with the provisions of AS 24.20.271(1) and AS 44.66.050, a review of the Special Education Services Agency (SESA) was conducted to determine whether there is a demonstrated need to continue delivery of educational programs for low-incidence handicapped students in the form it is presently provided. To determine that need, we reviewed the historical development of educational programs for low incidence handicapped students, alternative modes of delivery, current national trends and the economy, efficiency, and effectiveness of this agency.

Alaska Statute 44.66.010(a)(13) specifies that SESA will terminate on June 30, 1989 with one year allotted for concluding its affairs. This report shall be considered during the legislative oversight function in determining whether SESA should be reestablished and, if so, in what form.

### Scope

The functions reviewed included board activity, administration, and program delivery. Our review consisted of analyzing and evaluating the following:

1. Applicable statutes and regulations.
2. Interviews with staff members.
3. Agency policies and procedures.
4. Quarterly and annual statistical reports.
5. Interviews with related service providers.
6. Interviews with Department of Education personnel.
7. Discussions with Board members.
8. Minutes of Board meetings.
9. Revenue and expenditure reports.

The policy and audit approach utilized by the Division of Legislative Finance for performance reviews can best be described as "audit by exception". This methodology focuses audit efforts on areas of an auditee's operation that have been identified by a preliminary survey as having a high degree of probability for needing improvements.

Therefore, by design, finite audit resources are used to identify where and how improvement can be made and little time is devoted to reviewing well-run operations or programs. Consequently, this report highlights those areas needing improvement and does not emphasize those operations and programs that are properly functioning.

## ORGANIZATION AND FUNCTION

The Special Education Services Agency (SESA) was created by Ch. 112, SIA 1986 and formed as a private, not-for-profit corporation in August 1986. It is governed by a board of directors comprised of five to seven members of the Governor's Council for the Handicapped and Gifted and three members appointed by Alaska Association of Administrators of Special Education, National Education Association, Alaska, and the Alaska Association of School Administrators.

The purpose of SESA's creation was threefold: to assist districts and REAAs to make more special education and related services available to exceptional children; to encourage cooperation between districts and education agencies in making special education programs and services available; and to ensure that qualified specialists are available to assist districts in provision of services to exceptional children.

SESA is providing these services through the following programs:

### Low-Incidence Handicapped Outreach Project

SESA aids rural school districts in providing special education needs through itinerant education specialists. SESA's primary target group has been students, ages 3-21 years, with low incidence handicaps: i.e., mentally retarded, hard of hearing, deaf, visually handicapped, blind, seriously emotionally disturbed, orthopedically impaired, other health impaired, and multihandicapped.

### Blind/Visually Impaired Infant Learning Program

An early intervention and training program for children throughout the State, ages to three years, who have visual impairments. This is accomplished by providing specialists for parents and infant learning teachers to assist them in the provision of services to infants who are blind or are at risk of a visual impairment.

### Model Demonstration Project

Through a three year In-service Training Grant from the U.S. Department of Education, SESA is providing technical training workshops for teachers working with severely handicapped and/or deaf/blind students. Validated model classrooms have been established in Juneau and Kenai where teachers receive intensive training for five days.

### Services to the Deaf/Blind

SESA has obtained federal funds to provide special services to deaf/blind (vision and hearing impaired) children and youth ages 0-21. Services include assistance in obtaining qualified evaluators, coordination of service providers, counselling families and teachers, and individual and group inservice training for staff and family members.

### Statewide Systems Change Project (SSCP)

A U.S. Department of Education funded project to improve delivery systems for severely handicapped children and youth to age 21. The purposes of the SSCP are to identify services available to the target population, analyze weaknesses in those services, and improve upon the transition of these individuals through the service delivery system.

### Alaska Consortium for Transition Services

SESA was awarded a federal grant to assist school district, adult service providers, and the Division of Vocational Rehabilitation in improving the transition of severely handicapped secondary youth who are into adult living and work settings in rural Alaska.

Although SESA has only been in existence since September 1986, some of the programs described above were provided prior to that time. Provision of services began in 1971 when federal funding was received by the Easter Seal Society of Alaska for the Alaska State Deaf/Blind program. In 1972 that program helped develop classrooms for Alaska's deaf/blind and severely handicapped students within the Anchorage School District and an outreach model for deaf/blind students in rural communities. The Anchorage School District program has continued providing classroom services as the Alaska State School for the Deaf and outreach services until 1986.

A blind/visually impaired program was established within the South Central Regional Resource Center (SCRRC) in 1977. The next year the Alaska State Deaf/Blind Program was transferred to SCRRC and its name changed to Alaska Resources for the Moderately/Severely Impaired (ARMSI). Services were expanded to include multihandicapped students statewide. SCRRC closed in 1980 and ARMSI was transferred to the Employment and Training Center of Alaska (ETCA). In 1982 ARMSI received a three-year grant from the Alaska Department of Education to operate an outreach program for all low-incidence handicapped students thus adding severely emotionally disturbed, orthopedically impaired and other health impaired to those students previously served. ARMSI was disbanded and SESA was created in 1986.

SESA is staffed by 32 employees, including an executive director, program supervisor, 16 education specialists, and 5 support positions. In FY 88 SESA received \$1,144,100 in state Low-Incidence Handicapped Outreach Project funding. Other state and federal grant funds totaled \$547,917 for a total FY 88 budget of \$1,692,017.

## REPORT CONCLUSION

### Policy Issues

This review contains policy and/or procedural issues raised as a result of our evaluation of various SESA practices. The final decisions affecting those practices are not within the scope of this review but require legislative consideration. In debating these decisions the legislative oversight committees should take into consideration the findings and recommendations presented in this report, so that the potential impact of changes can be evaluated.

### Report Conclusion

In our opinion, the Special Education Services Agency should continue to provide itinerant resources services for low-incidence handicapped students in Alaska. The public need which prompted the enactment of CH. 112, SLA 1986, the creation of the Special Education Services Agency, remains unchanged. The Agency provides these services through a staff of specialized professionals who perform formal education assessments, evaluate student's progress and recommend intervention strategies, instruct district staff on teaching methods, provide direct student instruction, and perform other duties necessary to assure an appropriate education to this target group.

The Findings and Recommendations Section describes areas where weaknesses exist. We have made recommendations which, if implemented, will improve the efficiency and effectiveness of the Agency.

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## FINDINGS AND RECOMMENDATIONS

### Recommendation No. 1

The Department of Education and SESA should work together to seek statutory changes that would clarify the Department's administrative responsibility over the Agency.

Alaska Statute 14.30.285 requires the Department to institute a statewide program for the education of exceptional children. It is therefore the Department's responsibility to assure that the basic educational needs of those exceptional children are being met.

Additionally, AS 14.30.650 requires the funding for SESA to come from the Department of Education. This gives the Department a fiduciary responsibility for the funds expended by the Agency.

The Department feels that there are ambiguities in the statutes that prevent them from exercising any type of supervision over the Agency. We recommend that an amendment to the statutes be sought which would specify the Department's responsibilities in relation to the administration of SESA. Those responsibilities should include monitoring of program files, establishing reporting requirements to the Department, comparing planned to actual service levels, and evaluating the Agency's operations to assure that they are functioning according to program standards that were recommended to be established in the prior Legislative Audit report (see prior Recommendation No. 1).

### Recommendation No. 2

The Department of Education should provide guidelines to the school districts and SESA for the proper reporting of special education students and the transmitting of information between the entities.

SESA prepares a report once a year which presents statistical information on student enrollment, school districts and sites served, number of on-site visits, number of people assisted, types of services provided, consumer satisfaction ratings, allotment of staff time and cost analysis. This report is presented to the Department for evaluation purposes of the low incidence handicap outreach program.

A comparison between the statistics reported by the Agency and those provided by the school districts showed areas of discrepancy. There were instances where children were identified by SESA in the deaf category and the same children reported by the school districts as hard of hearing, a different category. In some instances changes in students' categories were not communicated to the other reporting entity. Finally, if at a later date a child was determined to be ineligible for SESA services, the Agency closed out the file but still reported the student in the category that he was originally assigned. The result of all of these conditions was that SESA had identified more students being

served in several handicap categories than the school districts reported as actually being enrolled.

It is our recommendation that the Department provide clarification and reporting procedures to the entities concerned with these statistics.

## PRIOR AUDIT RECOMMENDATIONS

### Prior Recommendation No. 1

The Department of Education (DOE) should promulgate regulations delineating special education program standards, and once enacted, monitor school districts for compliance with those standards.

The Department of Education is required by AS 14.07.020(4) to prescribe by regulation a minimum course of study for the public schools. There are no minimum standards nor definition of "appropriate educational program" by which individualized education programs (IEP) must conform.

### Current Status

The Department has developed amendments to the special education regulations which have been submitted to the Attorney General's office for review. Those amendments deal with the appropriate certification and training of teachers providing special education, special education aides and administrators of special education. Also, the amendments require monthly monitoring of the special education aides. The Department has made no attempt to clarify what appropriate education is in relation to teaching handicapped children. The Alaska Association of Administrators of Special Education has drafted program standards. These standards provide basic elements that should be included in educational programs and identify support or related services for each of the handicap categories. Acceptance of these standards by the Department as minimum levels of service would provide guidelines for all school districts and standards by which DOE could monitor compliance.

### Prior Recommendation No. 2

Alaska Statute 14.30.650 should be amended to require school districts utilizing SESA services to contribute to SESA funding.

Alaska Statute 14.30.650 currently requires that each year DOE allocate to SESA not less than \$85 for each special education student in the State in average daily membership, or the equivalent of two percent of the funds appropriated for special education, whichever is greater. These funds are separate from the funds made available to school districts for special education services through the foundation funding formula. To require the districts to pay for SESA services from foundation funding would eliminate inequities in funding distributions and would provide the districts with accurate data on the cost of itinerant services to determine when services should be provided in-house.

### Current Status

There has been no mechanism developed to provide for school districts to pay for these services. The Department feels that the school districts are not likely to utilize these outreach services if they were required to pay for them. Half the

respondents to a Legislative Finance Division poll of school districts supported this feeling. The Department's hesitance to institute a payment system is understandable since the Department is ultimately responsible for the appropriate education of all its students.

#### Prior Recommendation No. 3

The Special Education Services Agency Board of Directors should adopt a policy stating the maximum number of students of any one disability they will serve in a school district.

The primary purpose of SESA is to serve low-incidence handicapped students, meaning students with specific disabilities which occur infrequently in a school district. There should be a cut-off point where a district has certified enough students of one disability so that it would be more cost effective for the district to provide the service than for SESA.

#### Current Status

In the response by the Department of Education to the previous audit, the Department did not concur with this recommendation. The Board found it difficult to set such a policy without the Department's support and assistance. It is difficult to develop a maximum number of students in each handicap category when the school districts are so geographically dispersed. It is easier for a district to provide services to a group of students that are in the same village or within a close area than when they are spread out over several villages in a large district. As an alternative, the Agency has developed a priority system for the students they serve and a means of reviewing districts when they begin to reach a point of needing to provide services themselves. This review must take in other variables such as the nature of the handicap and the ability to hire the expertise needed, as well as the geographic locations of the students.

## AUDITOR'S COMMENTS

Alaska has over 200 low-incidence handicapped students in rural school districts who are entitled to comprehensive special education services by both Federal (P.L. 94-142) and State (AS 47.80.100) mandates. Alaska Statute 47.80.100 requires that those services must be state-operated or purchased, dispersed geographically, designed to minimize institutionalization, and provided in the least restrictive setting, enabling a person to live as normally as possible within the limitations of the handicap.

It has been previously determined that the itinerant delivery concept is sound. Therefore, we reviewed alternatives to SESA's delivery mode. The three alternatives considered were: (1) services provided by a private, nonprofit corporation through a competitive grant award as was done prior to the establishment of SESA; (2) services provided by the Southeast Regional Resource Center (SERRC) through State funding; and (3) services provided by a limited number of school districts on an itinerant basis to other districts in the geographical region.

We found the SESA mode to be preferable to these alternatives for the following reasons. The creation of a permanent agency to provide these services has provided a stabilizing effect on SESA's ability to secure and retain professional staff, which in turn provides improved continuity of services to students. The naming of the Governor's Council on the Handicapped and Gifted as the governing entity has provided a statewide improved coordination and cooperation with other agencies providing related services. The SERRC model is very similar to the SESA model with the exception that SERRC is governed by a regional board.

Providing services through direct funding of school districts is not viable at this time as there is no mechanism for assuring that additional revenue generated by these students would result in increased services for them. Additionally, districts would still face the problems of limited service providers in the private sector with whom to contract.

Federal law requires that all students must be provided a free and appropriate public education. Unfortunately, "appropriate" is not defined. SESA's responsibility is to assist the school districts in providing the appropriate education required and doing so in the least restrictive environment. Agency policy has been to assure that all students needing SESA services are receiving such services. This has resulted in stretching a limited number of staff over such a wide area that the amount of time devoted to specific rural villages has suffered. Due to declining state revenues, the Board will need to review this policy to determine if it requires revision. Alternatives of prioritizing students and developing waiting lists should be scrutinized in relation to the federal mandate for appropriate education.

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## ANALYSIS OF PUBLIC NEED

### Limited Analysis

The following analyses of SESA activities relate to the public need factors defined in "sunset law". These analyses are not intended to be comprehensive, but address those areas we were able to cover within the scope of our review.

- I. The extent to which the board, commission, or program has operated in the public interest.
  1. SESA attempts to meet the needs of low-incidence handicapped students through an itinerant outreach program as well as through special education instructional support and training to local school district special education personnel. We were unable to evaluate the effectiveness of the Agency because formal program standards defining acceptable minimum services have not been finalized (see Prior Recommendation No. 1).
  2. Monitoring and review of the Agency by the Department of Education has not taken place since SESA's creation. The Department's proper administration of the grant to SESA could provide additional assurances of the fulfillment of the agency's responsibilities (see Recommendation No. 1).
  
- II. The extent to which the operation of the board, commission, or agency program has been impeded or enhanced by existing statutes, procedures, and practices which it has adopted, and any other matter, including budgetary, resource, and personnel matters.
  1. Our review did not find SESA legislation restrictive or overly broad. SESA currently has a waiting list of approximately 30 students who can not be served because of lack of SESA personnel. The Agency has been recruiting staff and should have the problem remedied by January 1.
  2. The reliability of the SESA data collection system is questionable and data can not be compared to similar school district reports (see Recommendation No. 2).
  
- III. The extent to which the board, commission or agency has recommended statutory changes which are generally of benefit to the public interest.

No statutory changes have been recommended regarding SESA, but agency personnel have been actively involved and supportive in the effort to enact legislation revising foundation funding, developmental disabilities funding, and occupational therapy and physical therapy licensing changes.

- IV. The extent to which the board, commission, or agency has encouraged interested persons to report to it concerning the effect of its regulations and decisions on the effectiveness of service, economy of service, and availability of service which it has provided.

District personnel are asked two or three times a year to rate SESA services that are provided under the Technical Assistance Agreements formed between SESA and the school districts. The results of the most recent survey are included as Appendix E to this report. Additionally, the executive director participates in the Alaska Association of Administrators of Special Education and the Alaska Association of School Administrators in an effort to receive feedback on the Agency from special education directors and school superintendents.

- V. The extent to which the board, commission, or agency has encouraged public participation in the making of its regulations and decisions.

No regulations have been promulgated by SESA. All meetings of the board of directors are noticed and open to the public. Board meeting agendas include a time for public comment.

- VI. The efficiency with which public inquiries or complaints regarding the activities of the board, commission, or agency filed with it, to the department to which a board or commission is administratively assigned, or with the Office of the Ombudsman have been processed and resolved.

There is no record of any formal complaints being filed with SESA or the Department of Education. SESA is not within the jurisdiction of the Office of the Ombudsman, therefore complaints would be referred to DOE.

- VII. The extent to which a board or commission which regulates entry into an occupation or profession has presented qualified applicants to serve the public.

This point of analysis is not applicable to SESA as it does not regulate entry into an occupation or profession.

- VIII. The extent to which State personnel practices, including affirmative action requirements, have been complied with by the board, commission, or agency to its own activities and the area of activity or interest.

SESA employees are not in the State service and are not subject to the State Personnel Act. Hiring, termination and grievance procedures are enumerated in the SESA procedures manual and are in compliance with EEO guidelines.

IX. The extent to which statutory, regulatory, budgeting or other changes are necessary to enable the agency board or commission to better serve the interests of the public and to comply with the factors.

Please refer to the previous section, Findings and Recommendations.

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APPENDIXES

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APPENDIX A

DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION SERVICES AGENCY  
SCHEDULE OF REVENUES AND EXPENDITURES  
For the Period July 1, 1987 through June 30, 1988  
(UNAUDITED)  
(Note 1)

Revenues (Note 2)

State Grants (received to date)	\$1,222,547
Federal Grants	<u>320,914</u>
<u>Total Revenues as of 6/30/88</u>	<u>\$1,543,461</u>

Expenditures (Note 2)

State Grants	\$1,215,762
Federal Grants	<u>401,250</u>
<u>Total Expenditures as of 6/30/88</u>	<u>\$1,616,512</u>

Note 1

The information included in this schedule was obtained from SESA records. This information has not been audited by us and accordingly, we express no opinion on it.

Note 2

SESA has been authorized to receive and expend \$1,723,193 in Federal and State grants for FY88.

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APPENDIX B

DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION SERVICES AGENCY  
SCHEDULE OF ESTIMATED REVENUES

For the Period July 1, 1988 through June 30, 1989  
(Note 1)

REVENUES

State Contract	\$1,334,100
Infant Learning Program	141,789
Deaf/Blind	122,147
State Wide Systems Change Grant	18,971
Model Demonstration Training Project	115,876
Alaska Consortium for Transition Services	<u>173,096</u>
<u>Total Estimated Revenues for FY89</u>	<u>\$1,905,979</u>

Note 1

The information included in this schedule was obtained from SESA records.

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APPENDIX C

SPECIAL EDUCATION SERVICES AGENCY  
DISTRICTS AND SITES VISITED AND STUDENTS SERVED

July 1, 1987 through June 30, 1988  
(Note 1)

<u>VISITS</u>	<u>DISTRICTS</u>	<u>SITE</u>	<u>STUDENTS</u>
8	Alaska Gateway	Dot Lake	4
		Northway	3
		Tetlin	3
		Tok	3
20	Bering Strait	Brevig Mission	1
		DiomeCe	1
		Gambell	2
		Koyuk	4
		St. Michael	2
		Shishmaref	2
		Stebbins	1
		Teller	2
		Unalakleet	3
6	Bristol Bay	Bristol Bay	2
		Naknek	3
11	Chatham	Angoon	1
		Gustavus	2
2	Copper River	Glenallen	1
		Kenny Lake	1
1	Craig	Craig Schools	1
13	Delta Greely	Delta Elementary	5
8	Dillingham	Dillingham Schools	6
5	Fairbanks	Birch Sped	1
		Hutchison	1
		Tanana	1
3	Haines	Haines Schools	4
		Mosquito Lake	1
4	Hoonah	Hoonah	2
5	Iditarod	Anvik	1*
		Grayling School	2
		Holy Cross	2*
		Shageluk	1*
15	Juneau	Faith Lutheran Pre-Sch	1
		Gastineau	1
		Juneau-Douglas H.S.	7
		Mar 3 Drake M.S.	1
		Mendenhall	4
		St. Jude	4
3	Kake	Kake School	1
4	Kashunamuit	Chevak	5
14	Ketchikan	Schoenbar J.H.	2
		Valley Park Elem	3
		White Cliff Elementary	4
2	King Cove	King Cove School	1
13	Klawock	Klawock School	5

<u>VISITS</u>	<u>DISTRICTS</u>	<u>SITE</u>	<u>STUDENTS</u>
14	Kodiak	Chiniak	1*
		East Elementary	5
		Main Elementary	2
		Ouzinkie	1
8	Kuspuk	Aniak School	1
		Crooked Creek	1
		Upper Kalskag School	1
6	Lake & Penn	Newhalen School	2
27	Lower Kuskowim	Bethel	4
		Chefornak	2
		Eek	2*
		Kasigluk	2
		Kilbuck	3
		Kipnuk	1
		Kongiganak School	3
		Kwethluk	3
		Kwigillingok	1
		M. Elitnaurviat	4
		Napaskiak	2
		Tooksook Bay	1
		Tununak	1
8	Lower Yukon	Emmonak	1
		Mt. Village School	3
9	Mat-Su	Houston Jr/Sr High	1
		Palmer Jr. High	1
		Palmer St. High	1
		Pioneer Peak	1
		Wasilla High School	1
1	Mt. Edgecumbe	Mt. Edgecumbe H.S.	1
1	Nenana	Nenana Elementary	1
6	Nome	Nome Elementary	5
13	North Slope	Barrow Elementary	3
		Anaktuvuk Pass	1
		Ipalook Elementary	7
		Nuiqsut School	1
		Pt. Lay	1
9	Northwest Arctic	Ambler	1
		Kiana	2*
		Kotzebue	1
		Noorvik	1
		Selawik	2
1	Pelican	Pelican	1
2	Petersburg	Petersburg	2*
3	Railbelt	Anderson	3
		Cantwell	1
11	SE Island	Coffman Cove	1
		Hollis	1
		Whale Pass	1
8	Sitka	Baranof Elementary	3
		Blatchley Jr. High	3
		Etolin	6
		Mt. Edgecumbe Elem.	2
		Sitka H.S.	15
3	Skagway	Skagway Schools	1

<u>VISITS</u>	<u>DISTRICTS</u>	<u>SITE</u>	<u>STUDENTS</u>
3	St. Mary's	St. Mary's	1
4	SW Region	Levelock	2
		New Stuyahok	1*
		Togiak School	1
13	Wrangell	Evergreen Elem.	1
		Wrangell Elementary	5
3	Yukon Flats	Ft. Yukon	1
		Venetie School	2
6	Yukon Koyukuk	Bettles Field	1
		Huslia School	1
		Kaltag	1*
2	Yupiit	Akiachak	2
		<u>Tuluksak Elementary</u>	<u>1</u>
<hr/>	<hr/>		<hr/>
298	41	112	247
<u>VISITS</u>	<u>DISTRICTS</u>	<u>SITES</u>	<u>STUDENTS</u>

\* Includes students monitored or served in an alternate way.

Note 1

All information obtained from SESA "State Contract for Low Incidence Handicapped Outreach Service Final Report for FY38".

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APPENDIX D

SPECIAL EDUCATION SERVICES AGENCY  
TYPE AND NUMBER OF DISTRICT PERSONS ASSISTED

July 1, 1987 through June 30, 1988  
 (Note 1)

<u>DISTRICT</u>	<u># OF TEACH</u>	<u># OF AIDES</u>	<u># OF ADMIN</u>	<u># OF CERT</u>	<u># OF NON CERT</u>	<u># OF PARENTS</u>	<u>TOTAL</u>
Alaska Gateway	7	1	3	1	0	1	13
Bering Strait	34	9	16	7	14	10	90
Bristol Bay	13	0	4	1	2	0	20
Chatham	4	2	5	1	5	2	19
Copper River	2	3	3	0	0	0	8
Craig	2	0	0	0	0	0	2
Delta/Greely	27	11	12	6	5	2	63
Dillingham	13	4	7	4	5	1	34
Fairbanks	6	2	7	4	2	0	21
Haines	7	0	2	0	3	0	12
Hoonah	3	1	3	0	3	0	10
Iditarod	3	0	1	0	1	0	5
Juneau	39	22	8	13	8	12	102
Kake	2	1	1	0	1	1	6
Kashunamuit	8	4	3	0	6	0	21
Ketchikan	12	4	5	6	5	7	39
King Cove	4	0	3	0	1	1	9
Klawock	8	4	4	3	5	4	28
Kodiak	8	6	7	7	6	1	35
Kuspuk	9	6	5	0	5	6	31
Lake & Penn	9	5	6	5	4	0	29
Lower Kuskokwim	53	12	23	14	16	8	126
Lower Yukon	8	4	4	0	5	0	21
Mat-Su	4	2	2	0	1	1	10
Mt. Edgecumbe	2	0	3	1	0	0	6
Nenana	1	0	1	0	2	2	6
Nome	5	1	5	3	5	4	23
North Slope	21	12	27	1	12	0	73
NWASD	9	2	8	0	6	0	25
Pelican	3	1	1	0	1	0	6
Petersburg	3	0	1	1	1	1	7
Railbelt	4	3	2	0	1	0	10
St. Mary's	3	1	2	0	1	0	7
SE Island	5	6	3	3	2	4	23
Sitka	26	3	13	4	4	11	61
Skagway	4	0	2	0	1	0	7
SW Region	3	1	0	0	1	0	5
Wrangell	14	5	4	3	9	3	38
Yukon Flats	4	2	4	0	4	2	16
Yukon Koyukuk	4	1	4	1	1	0	11
Yupitit	3	1	3	0	0	0	7
<b>TOTAL</b>	<u>399</u>	<u>142</u>	<u>217</u>	<u>89</u>		<u>84</u>	<u>1085</u>

Note 1

Data from SESA "State Contract for Low Incidence Handicapped Outreach Services Final Report for FY88".

APPENDIX E

SPECIAL EDUCATION SERVICES AGENCY  
TECHNICAL ASSISTANCE SATISFACTION RATINGS  
 July 1, 1987 through June 30, 1988

(Note 1)

	QUARTER								<u>Annual Average</u>
	<u>Cum</u> <u>No.</u>	<u>1</u> <u>RTG</u>	<u>Cum</u> <u>No.</u>	<u>2</u> <u>RTG</u>	<u>Cum</u> <u>No.</u>	<u>3</u> <u>RTG</u>	<u>Cum</u> <u>No.</u>	<u>4</u> <u>RTG</u>	
A. Was the purpose of this trip achieved?	2	7.0	36	6.9	21	6.8	44	6.4	6.77
B. The assistance provided was beneficial to me.	2	7.0	36	6.8	21	6.9	44	6.5	6.80
C. I will utilize the assistance/information provided during the school year.	2	7.0	36	7.0	21	6.9	44	6.5	6.92
D. Overall, the assistance provided met my needs to better serve the student(s).	2	7.0	36	7.0	21	6.9	44	6.4	6.82

Note 1

Data was obtained from SESA "State Contract for Low Incidence Handicapped Outreach Services Final Report for FY88". School district personnel were asked to rate SESA services on a 7.0 point scale, with 7.0 being the highest rating. Cumulative numbers refer to the number of school districts polled.

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# SPECIAL EDUCATION SERVICE AGENCY

2211-B ARCA DRIVE / ANCHORAGE, ALASKA 99508 / PHONE (907) 279-9675 / TTY (907) 276-6134

January 19, 1989

Mr. Randy S. Welker  
Legislative Auditor  
Division of Legislative Audit  
P.O. Box W  
Juneau, Alaska 99811-3300

JAN 26 1989

LEGISLATIVE  
AUDIT

Dear Mr. Welker:

This letter is in response to your preliminary audit report entitled:

"A Performance Report on the Special Education Services Agency,  
July 1, 1987 - June 30, 1988."  
Audit Control Number - 05-1345-88-R.

## Recommendation No. 1

The Department of Education and SESA should work together to seek statutory changes that would clarify the Department's administrative responsibility over the Agency.

## Response:

We have spoken to the Commissioner's Office of the Department of Education and understand that they do not believe statutory changes are necessary. We plan to pursue with the Commissioner's office any regulatory language which would cover the Department's responsibilities relative to monitoring of program files, establishing SESA reporting requirements to the Department, comparing Agency planned to actual service levels, and evaluating SESA's operations to assure that we are functioning according to program standards.

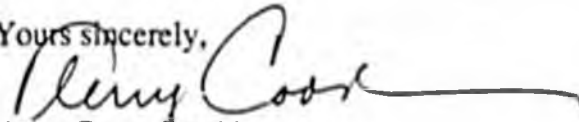
## Recommendation No. 2

The Department of Education should provide guidelines to the school districts and SESA for the proper reporting of special education students and the transmitting of information between the entities.

## Response:

We are ready to incorporate changes that the Department of Education suggests. We hope that those suggestions are cost-effective and within the power of the agency to implement.

Yours sincerely,

  
Terry Coon, President  
Board of Directors

STATE OF ALASKA

STEVE COWPER, GOVERNOR

RECEIVED

FEB 03 1989

DEPARTMENT OF EDUCATION

OFFICE OF THE COMMISSIONER

GOLDBELT PLACE  
801 WEST 10TH STREET  
P.O. BOX F  
JUNEAU, ALASKA 99811-0500

LEGISLATIVE  
AUDIT

February 2, 1989

The Legislature  
Budget and Audit Committee  
Finance Division  
Post Office Box WF  
Juneau, Alaska 99811

Attention: Randy Welker, Legislative Auditor

Dear Mr. Welker:

This letter is in response to the Preliminary Performance Report of the Special Education Services Agency, dated December 7, 1988.

Recommendation No. 1

The Department of Education and SESA should work together to seek statutory changes that would clarify the Department's administrative responsibility over the Agency.

Although there are ambiguities in the statutes, we do not feel that a statutory change is necessary and that the Department can clarify its administrative responsibilities with the Special Education Services Agency (SESA) through regulation.

AS 14.30.285 pertains to transfers of exceptional children and although it begins with the statement, "...requires the Department to institute a statewide program for the education of exceptional children," this part cannot be taken out of context of the entire statute. This statute provides for the education of children in the state at locations in or near their resident school district. It does not provide the Department the authority to supervise other agencies' activities. Probably a more pertinent statute for administrative supervision would be under AS 14.07.020(1) which deals with general supervision by the Department. Although this statute speaks only to the supervision of public schools, SESA works in public schools and receives State funds for its operation. It would be appropriate then, to draft regulations under this statute, under AS 14.30.180-350, Education for Exceptional Children, and under AS 14.30.630(b)(3).

The Legislature  
Randy Welker, Legislative Auditor

-2-

February 2, 1989

Recommendation No. 2

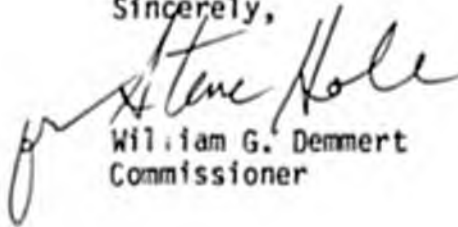
The Department of Education should provide guidelines to the school districts and SESA for the proper reporting of special education students and the transmitting of information between the entities.

To ensure uniform reporting of special education students the Department will request SESA to use the same student reporting system as required of the districts. AS 14.17.160 establishes student counting periods for districts to report student counts to the Department. Using this reporting requirement, both SESA and local school districts will be looking at the same data and this should minimize the errors indicated by your letter.

We will further ask local school district administrators to inform SESA of a change in a student's classification if that student receives assistance from SESA. This will further lessen the disparity in the agency's data.

If you have any questions, please contact my office so that we can get closure on this matter.

Sincerely,



William G. Demmert  
Commissioner