

**1/26/11
PRESENTATION
GOVERNOR'S
COUNCIL ON
DISABILITIES
& SPECIAL
EDUCATION**

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GOVERNOR'S COUNCIL ON DISABILITIES and SPECIAL
EDUCATION</SUBJECT><COMM>HEDC27</COMM></TARGET>

SPECIAL EDUCATION SERVICE AGENCY

**Joint House and Senate Education Committees
January 26, 2011**

Governor's Council on Disabilities & Special Education

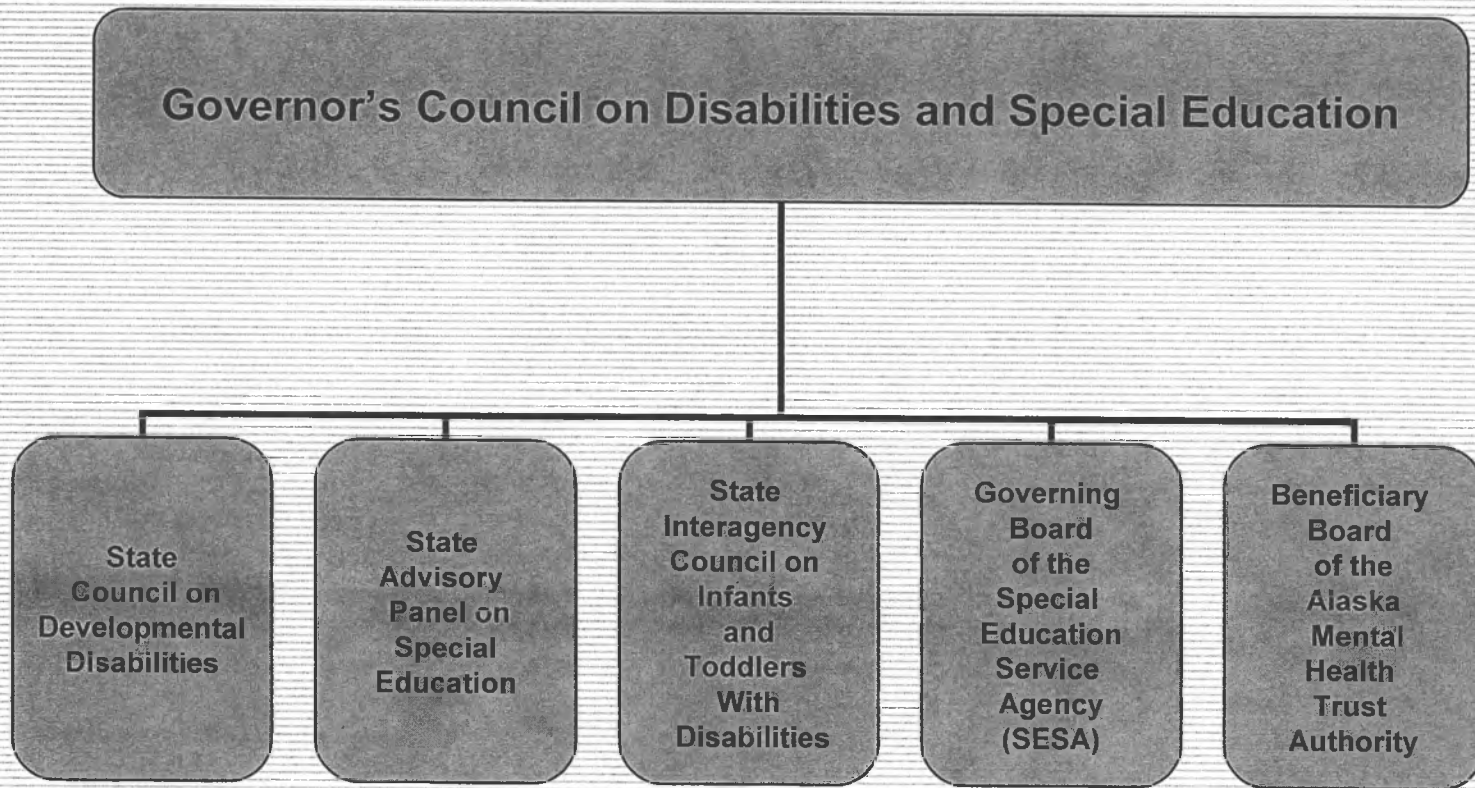
Council Mission

- Improve the lives of people with disabilities
 - Improve the quality of education provided to students with disabilities
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Who are Council Members?

- Primary consumers or self-advocates
 - Individuals with disabilities
 - Secondary consumers
 - Parents or family members of people with disabilities
 - State agency representatives
 - Other representatives designated in federal law
 - Center for Human Development
 - Disability Law Center
 - Non-profit agencies
 - Public education systems
 - Higher education
-

Council Responsibilities



Tools Used to Achieve Council's Mission

- Conducting research and data gathering
 - Preparing policy papers and reports about issues that impact people with DD
 - Educating and providing information to the media and general public
 - Providing testimony about how legislation will impact people with disabilities
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Tools Used to Achieve Council's Mission

- Providing advice to the Governor, legislature and agencies on policy that impacts people with disabilities
 - Helping self-advocates and families learn about and connect with the political process
 - Gathering community and stakeholder input
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Planning Process

- Identify trends
 - Determine key issues
 - Develop state plan goals and objectives
 - Determine state plan strategies
 - Review state plan strategies annually
 - Develop annual committee priorities
 - Develop annual committee workplans
 - Prepare recommendations for the Trust
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Mechanisms for Change

- Outreach
 - Training
 - Technical assistance
 - Supporting and educating communities
 - Interagency collaboration and coordination
 - Coordination with related councils, committees and programs
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Mechanisms for Change

- Barrier elimination, systems design and redesign
 - Coalition development and citizen participation
 - Informing policymakers
 - Demonstration of new approaches to services and supports
 - Other activities
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What is the Job of the Special Education Advisory Panel?

- Advise EED of unmet needs within the State regarding the education of children with disabilities
 - Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities
 - Advise the EED in developing evaluations and reporting on data to the Secretary under section 618 of the Act
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What is the Job of the Special Education Advisory Panel?

- Advise EED in developing corrective action plans to address finding indentified in the Federal monitoring
 - Advise EED in developing and implementing policies relating to the coordination of services for children with disabilities
 - Advise on eligible students with disabilities in adult prisons and the education of those convicted as adults and incarcerated in adult prisons
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What are Other Responsibilities of the SEAP?

- Monitor State and federal legislation and policy
 - Establish a physical presence before such bodies as the state board of education & early development or state legislature
 - Testify regarding educational needs for children with disabilities
 - Make knowledgeable and valued recommendations to the state department and board of education & early
 - Provide an opportunity for public views to be expressed (town meetings or public hearings)
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What is the Job of the SESA Board?

- ❑ Assure SESA provides assistance to school districts and early intervention programs serving individuals with low incidence disabilities, who live primarily in rural and remote areas of the state
 - ❑ Assure SESA supports education that is student, family and community-centered and meets the individual needs of students
 - ❑ Assist SESA in addressing other state education needs of individuals with low incidence disabilities, as external funding is obtained
 - ❑ Monitor SESA policies and procedures
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SESA Background

- Established under State Statute (AS 14.30.600) in 1986
 - Formed as a not-for-profit corporation
 - Operates under a sunset provision
 - Receives Low Incidence Disabilities funding from EED based on prior year's statewide total enrollment
 - Receives federal and state grants and contracts
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Required Services

AS 14.30.630 (b) (I)

- Itinerant outreach services to
 - Students who are deaf; deaf-blind; cognitively impaired; hearing impaired; blind and visually, orthopedically disabled, health impaired in other ways and severely emotionally disturbed
 - Students with multiple disabilities and autism
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Required Services

- Special education instruction support and training of local school district special education personnel
 - Other services appropriate to special education needs
 - Note:** SESA does not provide these services to the big 5 school districts
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SESA's Funding Formula

AS 14.30.650

- Each fiscal year the Department of Education & Early Development shall allocate to the agency not less than \$15.75 times the number of students in the state in average daily membership in the preceding fiscal year
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Recommended Changes

- Remove the sunset provision from SESA's authorizing statute
 - Change the funding formula for SESA
 - 0.39 – 0.40% of Current Year Base Student Allocation (BSA) X Total Average Daily Membership (ADM) from Previous Year
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Rationale for Removal of Sunset Provision

- Most recent audit findings
 - SESA performs a valuable, effective and efficient service to school districts that they cannot provide themselves because of the nature of low incidence disabilities
 - Students are able to be served in their local communities
 - Auditors recommended removal of sunset
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Rationale for Removal of Sunset Provision

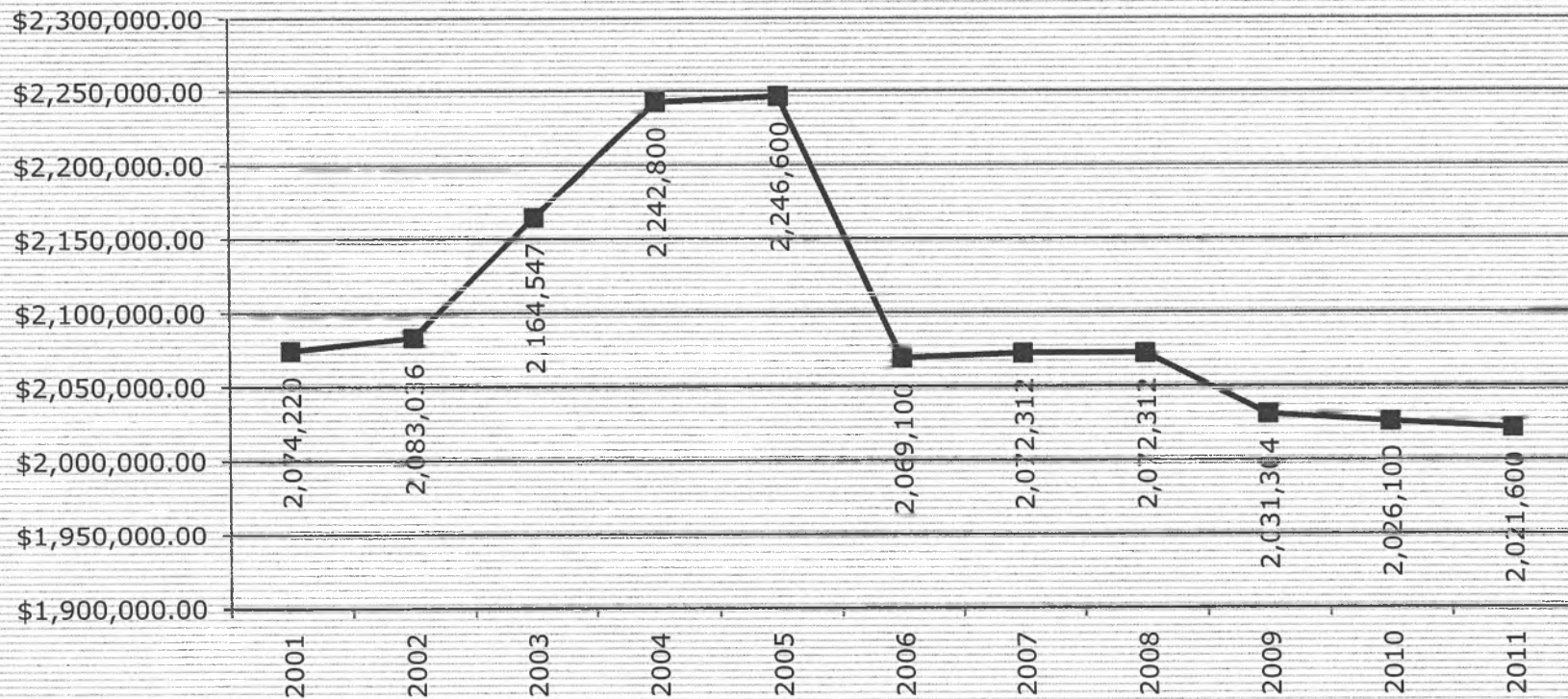
- SESA does not duplicate services provided by the Department of Education & Early Development or local school districts
 - Next audit is scheduled to start in January 2012 and completed by January 2013
 - Will be increasingly difficult to recruit and retain qualified staff and negotiate a long-term facility lease
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Rationale for Changing the Funding Formula

- The funding formula for SESA is based on a fixed student allocation of \$15.75 that was set in 1986
 - In 2011 SESA received less money than it did 10 years ago
 - SESA's BSA did not change when school districts BSA changed
 - If SESA's BSA had changed at the same time, its rate would be \$22.71
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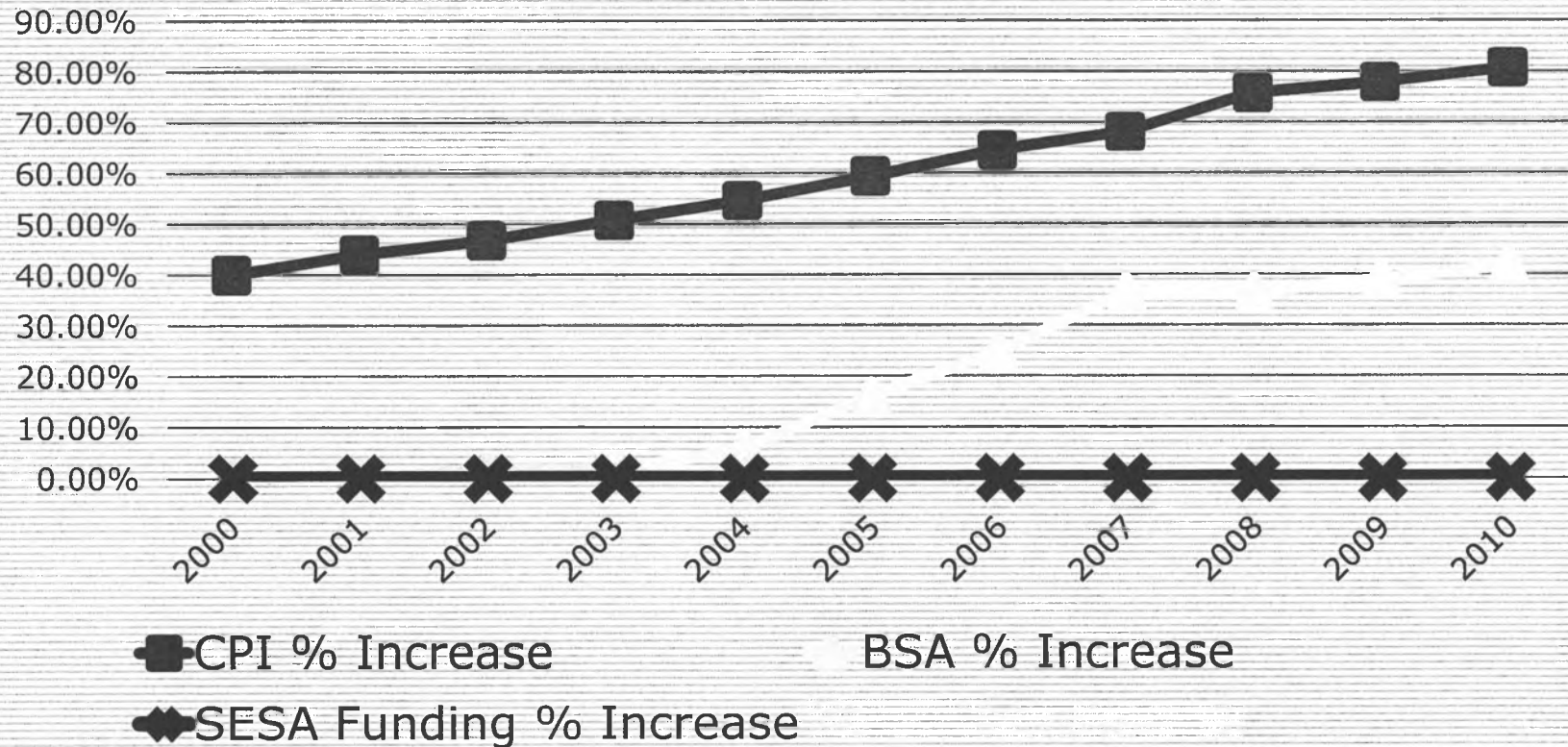
A Review of SESA's Low Incidence Disabilities Funding Over the Past 10 Years

**SESA's Funding
FY 2001 - 2011**



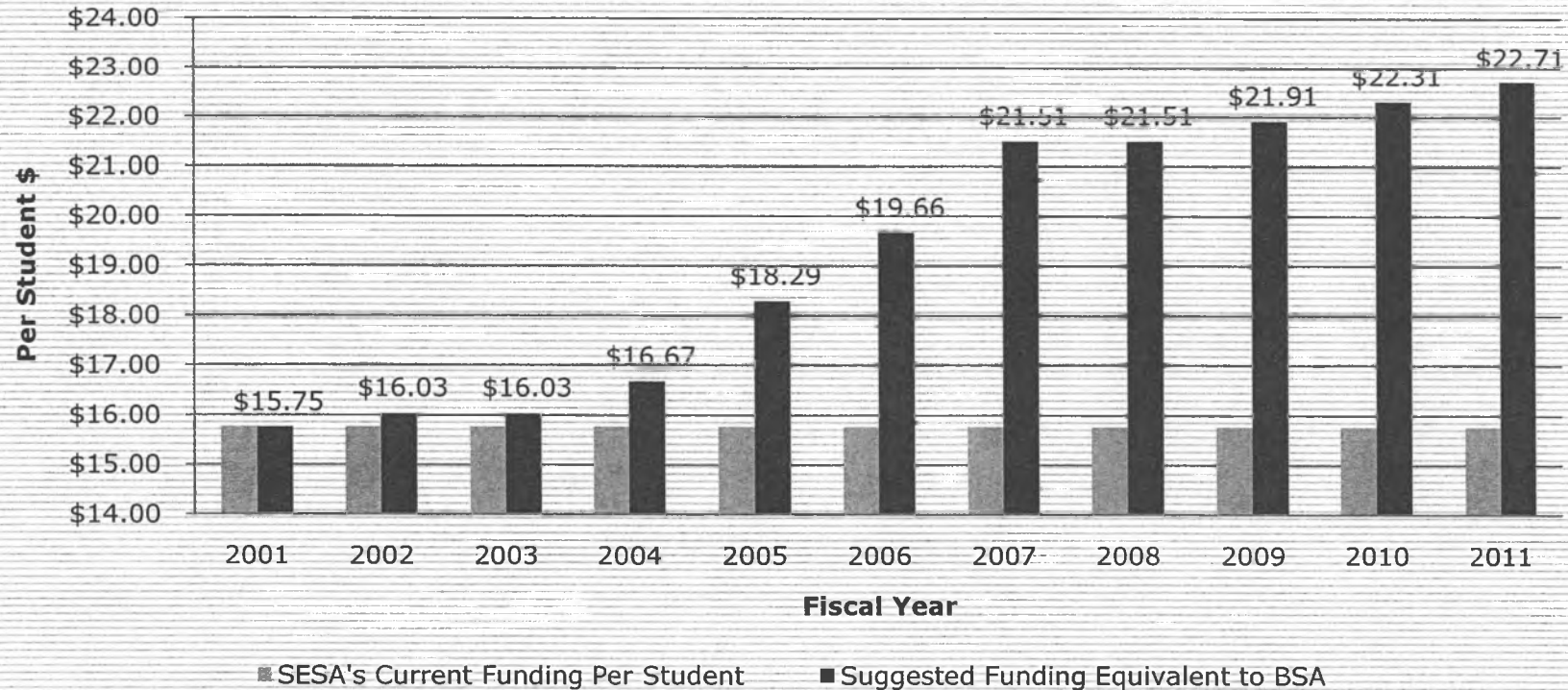
While School Districts have had their Base Student Allocation increased and while inflation has increased, SESA's funding has remained flat

CPI and BSA Increase vs. SESA Funding



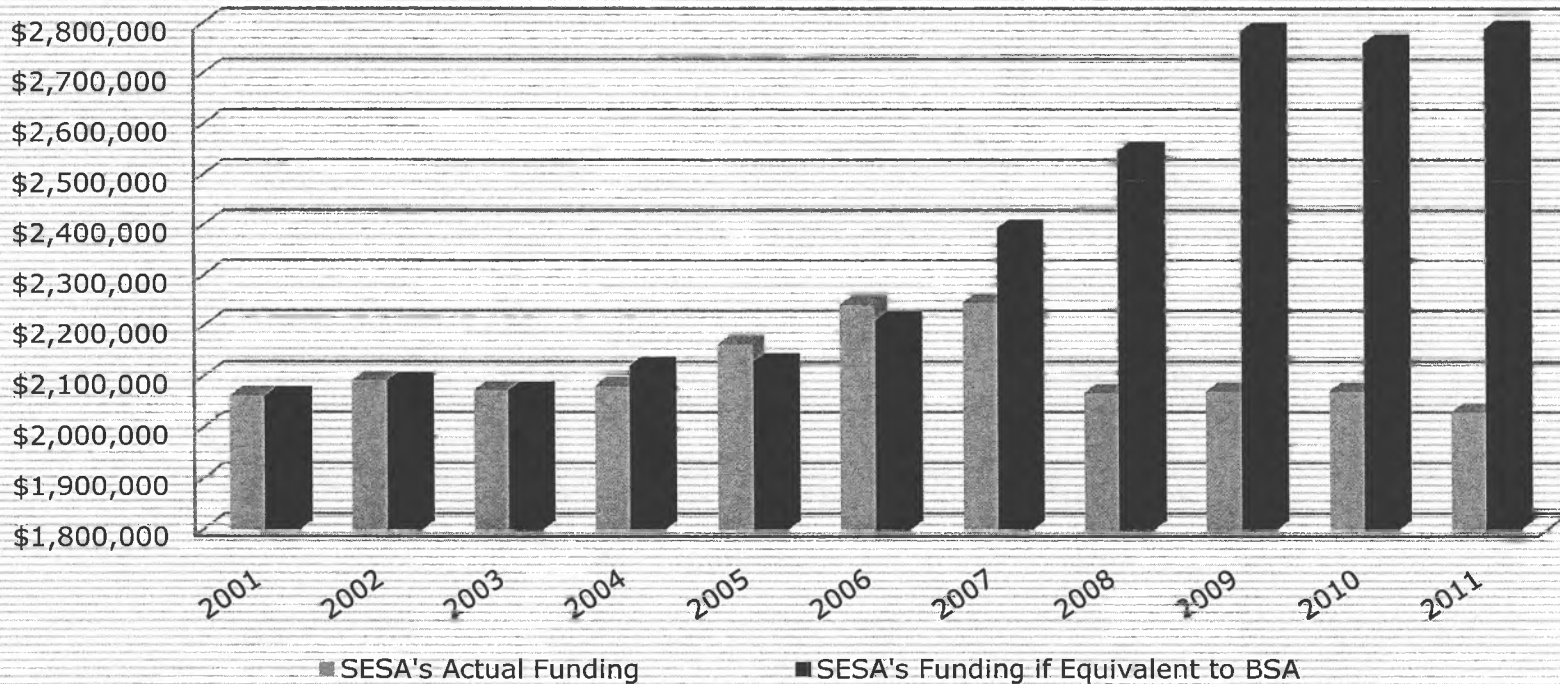
SESA was written into Alaska Statute with a fixed per student allocation of \$15.75. This chart shows what SESA should have received per student had their funding risen equivalent to the Base Student Allocation increases since 1999.

**Current Funding vs.
Funding Equivalent to BSA**



This chart illustrates the total dollar amount of funding that SESA has received from FY2001 through FY2011 versus the total dollar amount of funding that SESA would have received had their entitlement been based on the previous chart (i.e. rising equivalently with the BSA)

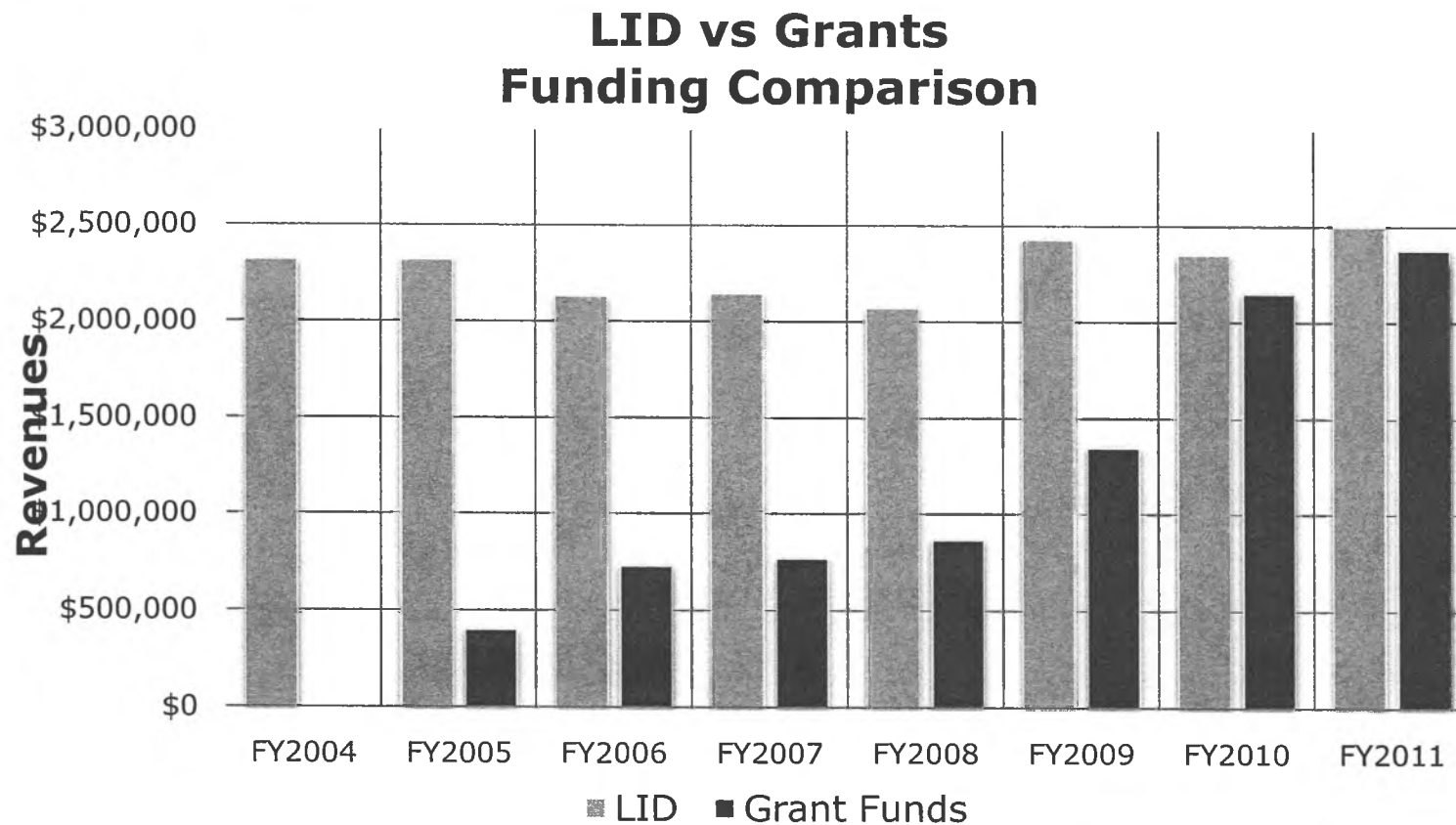
SESA's Actual Funding vs. Funding if Equivalent to BSA



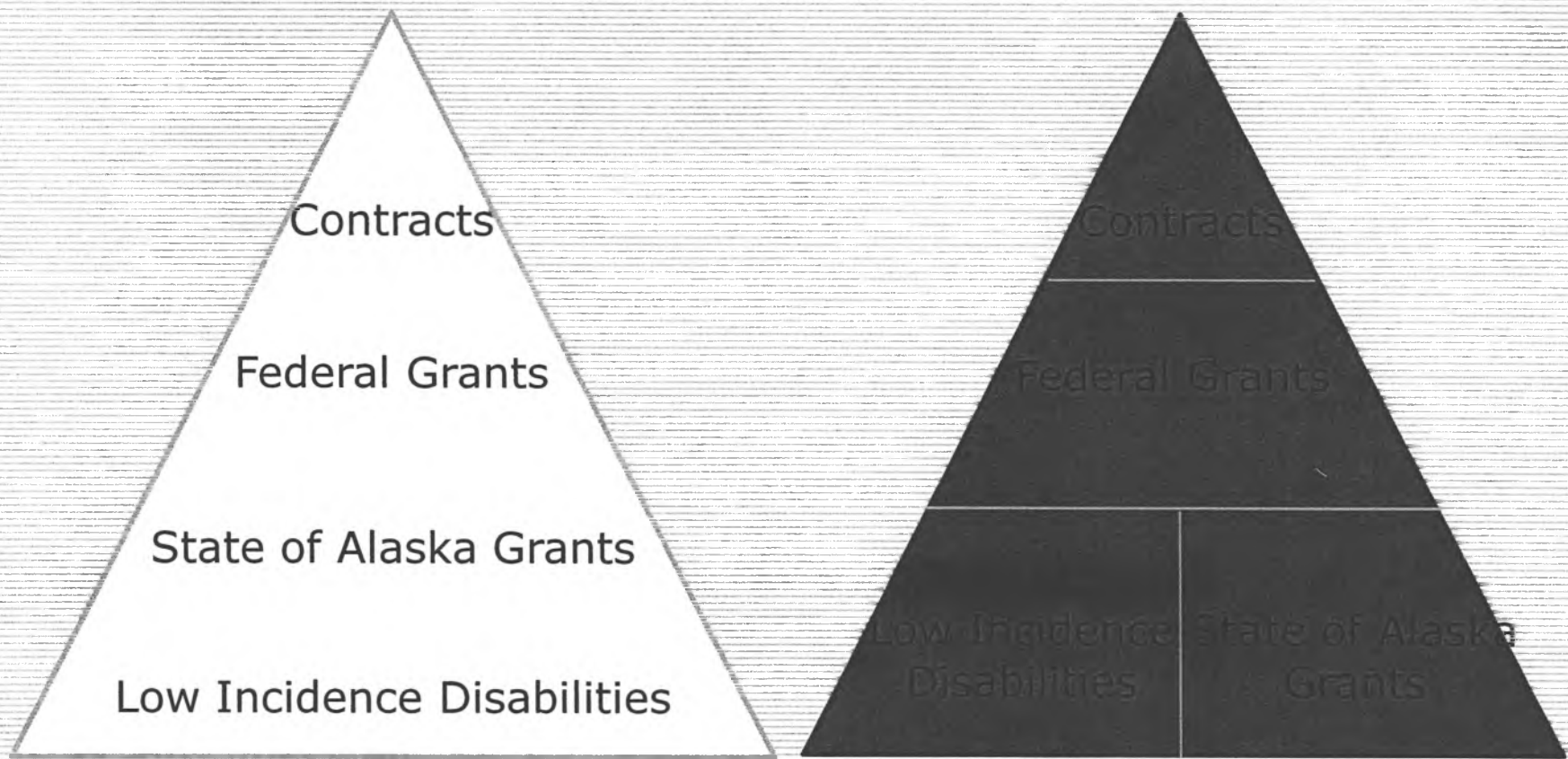
Rationale for Changing the Funding Formula

- In response to last audit, SESA successfully secured additional grants and contracts that fit with its mission
 - “Soft” money dedicated for specific purposes
 - Currently comprise 45% of SESA’s budget
 - \$236,000 contribution to overhead
 - As a result, SESA is able to fund 3 positions for the low incidence disability program
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The chart below illustrates how SESA has increased grant funding over previous years



Recommended Structure Versus Current Structure



Rationale for Changing the Funding Formula

- SESEA already has difficulty meeting its statutorily mandated duties
 - If there is a reduction in grants and contracts this situation will get even worse and negatively impact students and school districts
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Rationale for Changing the Funding Formula

- Negative impacts on students and school districts
 - Loss of child-specific evidence-based educational intervention strategies modeled on-site to teachers
 - Fewer on-site visits to provide targeted interventions, observe classrooms and enhance programs
 - Shorter visits to maximize travel funds to include more sites
-

Rationale for Changing the Funding Formula

- Negative impacts on students and school districts
 - Loss of guidance to new special education teachers and to classroom teachers working with students who have unique, low-incidence disabilities
 - Less student-teacher interactions based on evidence-based practices
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Thank You!

QUESTIONS?

Programs at Special Education Service Agency

FY11

Low Incidence Disabilities (LID)

Autism Impairment (AI)

Our primary purpose is to empower educational teams and provide information and training to professionals and families for development of programs for:

- Functional communication
- Positive behavior support
- Social skills
- Instructional strategies
- Meeting sensory needs
- Curriculum modification
- Accommodations.

We offer presentations and trainings to people who work with students, ages 3-21 years old, on a variety of topics including:

- Autism awareness
- Inclusion of special learners in general education settings
- Prompting strategies
- Positive behavior plans
- Functional behavior assessment

Emotional Disturbance (ED)

A student's emotional disturbance can affect areas beyond the emotional, and may also include the student's physical, social, or cognitive skills. ED program services include useful strategies for educators to provide emotional and behavioral support while also helping students with academics, social skills, self-control, and self-esteem. By encouraging positive behavioral support (PBS) in the school environment, problem behaviors are minimized, and positive, appropriate behaviors are fostered. This may include assistance with conducting a functional behavioral assessment (FBA) and the subsequent behavior intervention plan (BIP), which focuses on student strengths and interests. Families of students with ED often need help in understanding their child's disability and how to access mental health services. SESA's ED specialists help to coordinate services between home, school, and community.

Hearing Impairment (HI)

The HI program provides support to staff working with students with a moderate to profound hearing loss. Services include:

- Assistance with assessment of language, communication, literacy, and speech development
- Information on sign language, deaf culture, and professional development opportunities for interpreters

Hearing Impairment (HI) Continued...

- Assistance with planning transition to school or post-secondary programs
- Troubleshooting assistive listening devices
- Working closely with parents, teachers, and paraprofessionals to design programs that meet the unique needs of children with hearing loss

Multiple Disabilities (MD)

School teams in rural and remote Alaska are eligible to receive services to help them educate students with significant cognitive impairments, physical disabilities, and multiple disabilities. Students with other health impairments, traumatic brain injury, and pre-school developmental delay are also often assigned to the multiple disabilities program. Education specialists from the multiple disabilities program work with school-based teams and other itinerant professionals to help design and support educational programs that are age appropriate and meaningful for the student. We help teachers provide access to the general education curriculum, while focusing on academic and other essential skill development through specialized materials and strategies.

Vision Impairment (AI)

The SESA vision impairment program provides supports in any of the following areas of need:

- Functional vision evaluation
- Development and implementation of IEP/instructional programs
- Sharing and modeling of intervention strategies
- Specialized teaching strategies and skills
- Assistance in procuring or adapting instructional materials or equipment
- Orientation and mobility training

SESA Tech and Library

Tech

SESA maintains a full website with information and links to a wide variety of information and knowledge about low incidence disabilities. It includes staff-written blogs, presentations, and educational modules. In addition, SESA uses two-way videoconferencing to provide consultation and support to rural districts with similar technologies. The agency has an extensive infrastructure of these and other distance and educational technologies to help rural and remote districts provide quality educational programs to their students with significant disabilities.

Library

SESA's extensive library is available to educators, families, university students, and other service providers throughout Alaska. The library was established to support SESA's staff and the school districts they serve, and many outside patrons also take advantage of this resource. Assistive technology devices may be borrowed to try or to use while the student's own device is being repaired.

State Grants

Alaska Autism Resource Center (AARC)

AARC provides statewide information dissemination, presentations, and trainings. In collaboration with families, schools, and communities throughout the state, the AARC helps to increase the knowledge and resources of appropriate services for individuals of all ages with autism spectrum disorders.

Alaska Center for Accessible Media (AKCAM)

The Alaska Center for Accessible Media (AKCAM) was created with startup funding from the Alaska Department of Education and Early Development (DEED) to be a one-stop shop for school districts who need to provide accessible instructional materials (AIM) to students with print disabilities. AKCAM is a state Authorized user and Accessible Media Producer for the national system for AIM. In addition, AKCAM can help districts find electronic text across a variety of online and local providers, while being able to convert and produce electronic text materials in a variety of electronic formats, like Daisy-compliant talking books, accessible PDFs, Braille and refreshable Braille files, and audio files. Services are at cost for time and materials, and are available to school districts across the state of Alaska.

Bring the Kids Home Educational Transition Support Project (BTKH)

The BTKH Project was developed to establish a non-direct service program to support youth returning to Alaska schools from residential psychiatric treatment centers (RPTC). SESA will establish communications with the RPTCs and assist with advance notice of student return, transition of necessary paperwork, and follow up of recommended services.

Positive Behavior Intervention Supports Center of Alaska (PBIS Center)

The Positive Behavioral Interventions and Supports (PBIS) Center provides technical assistance and coaching to schools. It serves as a clearinghouse and depository for PBIS materials to meet the needs of all Alaskan schools and educators.

Federal Grants

Creating Innovative, Responsive, and Consistent Learning Environments (CIRCLE)

Project CIRCLE supports Head Start programs across Alaska to increase the use of program-wide positive behavior supports. We look at ways to teach correct behavior and arrange the learning and physical environments to prevent problem behavior and to help children who have difficulty managing their behavior.

Alaska Dual Sensory Impairment Services (DSI)

As the recipient of federal funds under The Individuals with Disabilities Education Act (IDEA), SESA provides technical assistance for children and youth, ages 0 through 21 years who have both vision and hearing impairments. Our purpose is to assist service providers and families in preparing learners with dual sensory impairments for quality lives in their homes, schools, and communities. We provide technical assistance to service providers and families through onsite consultation, in-service trainings, promotion of home-school partnerships, materials and resource dissemination, and access to an extensive lending library. Services are provided at no cost.

Special Education Service Agency (SESA)
Services Provided Last 12 Months

DISTRICT	Student Consultation- Infant Learning Program (ILP)	Student Consultation- Low Incidence Disabilities (LID)	Site Consultation	Training	Interagency Collaboration	Community Relations	AARC Family Support
AK Gateway		•					
Aleutian Region		•					
Aleutians East		•					
Anchorage	•	•		•	•	•	
Annette Island		•					
Bristol Bay		•					
BSSD		•	•	•	•		
Chatham		•		•			
Copper River	•	•					
Cordova		•			•	•	
Craig		•	•				
Delta/Greely		•				•	
Denali		•					
Dillingham		•	•	•	•		•
Fairbanks	•			•	•	•	•
Galena							
Haines		•					
Hoonah	•	•		•	•	•	
Hydaburg		•					
Iditarod							
Juneau	•			•	•		
Kake							
Kashunamiut		•					
Kenai	•	•	•	•		•	
Ketchikan		•		•		•	•
Klawock		•	•	•			
Kodiak	•	•				•	
Kuspuk		•					
Lake & Penn		•					
LKSD	•	•		•	•		
Lower Yukon	•	•		•		•	
Mat-Su	•	•	•	•	•		
Mt. Edgecumbe							
Nenana	•						
Nome		•					
North Slope		•	•	•		•	
NWASD		•	•	•	•		
Pelican							
Petersburg		•					
Pribilof							
Sitka	•				•	•	
Skagway		•					
Southeast Island		•					

Special Education Service Agency (SESA)
Services Provided Last 12 Months

DISTRICT	Student Consultation- Infant Learning Program (ILP)	Student Consultation- Low Incidence Disabilities (LID)	Site Consultation	Training	Interagency Collaboration	Community Relations	AARC Family Support
St. Mary's							
SW Region		•			•		
Tanana		•				•	
Unalaska		•					
Valdez		•					
Wrangell		•					•
Yakutat		•					
Yukon Flats		•					
Yukon/Koyukuk		•	•				
Yupiit	•	•					