

LEG. FINANCE - BILLS 1985 - 1986 2278

SCR 11 - SJR 15 2278

COMMITTEE REPORT
SENATE

FURTHER:

Date _____

Mr. President

The Committee on FINANCIAL considered SB 11

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

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

MEMBERS SIGNING
DO PASS

MEMBERS HAVING
OTHER RECOMMENDATIONS

Chairman

Chairman recommendation

Introduced: 3/1/85
Referred: Finance

1 IN THE SENATE

BY RAY AND FERGUSON

2 SENATE CONCURRENT RESOLUTION NO. 11

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 FOURTEENTH LEGISLATURE - FIRST SESSION

5 Relating to the allocation of appropria-
6 tions for capital projects.

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

8 WHEREAS as state revenue declines it becomes more critical to dis-
9 tribute capital projects in an equitable manner around the state so that
10 all portions of the state benefit from revenue that is available; and

11 WHEREAS each member of the legislature represents a particular dis-
12 trict and is in a good position to know what capital projects will most
13 benefit that district; and

14 WHEREAS each member of the legislature should have the opportunity to
15 select capital projects for the district the member represents; and

16 WHEREAS all legislators should be able to participate in decisions
17 concerning the funding of capital projects;

18 BE IT RESOLVED by the Alaska State Legislature that, if there is a
19 formal or informal allocation to the Governor, the Senate, and the House of
20 Representatives of a percentage of the capital budget for the purpose of
21 determining how the money will be used, the amount allotted to each house
22 should be equally divided among all its members so that each member may
23 select projects to be funded for the district that member represents or may
24 specify that all or part of the revenue be deposited in the permanent fund.

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S
COMMITTEE COPY

ALASKA STATE LEGISLATURE

14th Legislature ..FIRST Session

SENATE CONC. RESOL. NO. 11

By RAY FERGUSON

Relative to the allocation of appropriations for capital projects.

Introduced in the Senate 3/1, 1945

HISTORY IN THE SENATE

19 45

Read first time and referred to Committee on

3

1

Finance

Reported back with recommendation that

Read second time and

Read third time and

PASS	Effective Date
Yeas	Yeas
Nays	Nays
Absent	Absent
Excused	Excused

Reconsideration

PASS	Effective Date
Yeas	Yeas
Nays	Nays
Absent	Absent
Excused	Excused

Reported correctly engrossed
Signed by President
Sent to House

SECRETARY OF THE SENATE

HISTORY IN THE HOUSE

19

Read first time and referred to Committee on

Reported back with recommendation that

Read second time and

Read third time and

PASS	Effective Date
Yeas	Yeas
Nays	Nays
Absent	Absent
Excused	Excused

Reconsideration

PASS	Effective Date
Yeas	Yeas
Nays	Nays
Absent	Absent
Excused	Excused

Reported correctly engrossed
Signed by Speaker
Returned to Senate

CHIEF CLERK OF THE HOUSE

HISTORY IN THE SENATE

19

Received from House

To enrolling

Reported correctly enrolled

Sent to Governor

..... by Governor

Filed with Lt. Governor

Chapter No.

Introduced: 3/1/85
Referred: Finance

1 IN THE SENATE

BY RAY AND FERGUSON

2

SENATE CONCURRENT RESOLUTION NO. 11

3

IN THE LEGISLATURE OF THE STATE OF ALASKA

4

FOURTEENTH LEGISLATURE - FIRST SESSION

5

Relating to the allocation of appropria-

6

tions for capital projects.

7

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

8

WHEREAS as state revenue declines it becomes more critical to dis-

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tribute capital projects in an equitable manner around the state so that

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all portions of the state benefit from revenue that is available; and

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WHEREAS each member of the legislature represents a particular dis-

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trict and is in a good position to know what capital projects will most

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benefit that district; and

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WHEREAS each member of the legislature should have the opportunity to

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select capital projects for the district the member represents; and

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WHEREAS all legislators should be able to participate in decisions

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concerning the funding of capital projects;

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BE IT RESOLVED by the Alaska State Legislature that, if there is a

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formal or informal allocation to the Governor, the Senate, and the House of

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Representatives of a percentage of the capital budget for the purpose of

21

determining how the money will be used, the amount allotted to each house

22

should be equally divided among all its members so that each member may

23

select projects to be funded for the district that member represents or may

24

specify that all or part of the revenue be deposited in the permanent fund.

COMMITTEE REPORT
SENATE

FURTHER:

3/14/86

Date 4/8/86

Mr. President

The Committee on FINANCE considered SJR 12

proposing amendments to the Constitution of the State of Alaska relating to the office of the state treasurer.

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

- do pass
- do pass with attached amendment(s)
- replace with/or adopt CS for SJR 12 (Fix)
- new title
- same title and recommends _____
- and attached a "LETTER OF INTENT" NEW FISCAL NOTE
- @ JFC 3/25/86
- reports it back without recommendation
- recommends referral to _____ Committee

MEMBERS SIGNING
DO PASS

Rich Halford

Jergensen

MEMBERS HAVING
OTHER RECOMMENDATIONS

J. K. ... do not pass

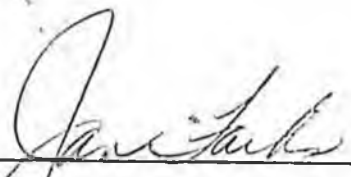
Chairman

do pass

Chairman recommendation

Senate Finance Committee
Letter of Intent for
Senate Joint Resolution 12

It is the intent of the Finance Committee that the State Treasurer be subject to the same impeachment provisions under Article II, Section 20 of the Constitution which apply to all civil officers of the State.



Senator Jan Faiks, Co-Chairman

STATE OF ALASKA 1986 LEGISLATIVE SESSION FISCAL NOTE

Revision Date : _____

REQUEST

Bill/Resolution No. : SJR 12
 Title: Proposing amendments to the
Alaska Constitution re state treasurer

 Sponsor: Senator Kelly
 Requestor: _____
 Date of Request: _____

FISCAL DETAIL

Agency Affected: All
 BRU: _____

 Components : _____

EXPENDITURES/REVENUES : (Thousands of Dollars)

OPERATING	FY 86	FY 87	FY 88	FY 89	FY 90	FY 91
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING		0	0	0	0	0

CAPITAL		0	0	0	0	0
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REVENUE		0	0	0	0	0
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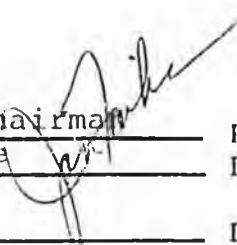
FUNDING : (Thousands of Dollars)

GENERAL FUND						
FEDERAL FUNDS						
OTHER						
TOTAL		0	0	0	0	0

POSITIONS :

FULL-TIME						
PART-TIME						
TEMPORARY						

ANALYSIS : Attach a separate page if necessary

Prepared by: Senator Jan Faiks, Co-chairman  Phone: 465-4935
 Division: Senate Finance Committee Date: 3/25/86

Approved by Commissioner: _____ Date: _____
 Agency: _____

Distribution (by Agency preparing fiscal note) :

- Legislative Finance
- Legislative Sponsor
- Requestor
- Office of Management and Budget
- Impacted Agency(ies)

Cramer ✓
4/2/86

Original sponsors: Kelly, Sturgulewski,
Halford, et al

1 IN THE SENATE

BY THE FINANCE COMMITTEE

2 CS FOR SENATE JOINT RESOLUTION NO. 12 (Finance)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 FOURTEENTH LEGISLATURE - SECOND SESSION

5 Proposing amendments to the Constitution
6 of the State of Alaska relating to the
7 office of state treasurer.

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

9 * Section 1. Article III, sec. 23, Constitution of the State of Alaska,
10 is amended to read:

11 SECTION 23. REORGANIZATION. Except as provided in this section,
12 the [THE] governor may make changes in the organization of the execu-
13 tive branch or in the assignment of functions among its units which he
14 considers necessary for efficient administration. Where these changes
15 require the force of law, they shall be set forth in executive orders.
16 The legislature shall have sixty days of a regular session, or a full
17 session if of shorter duration, to disapprove these executive orders.
18 Unless disapproved by resolution concurred in by a majority of the
19 members in joint session, these orders become effective at a date
20 thereafter to be designated by the governor. The governor may not
21 change the organization or function of any unit of the executive
22 branch that is headed by the state treasurer.

23 * Sec. 2. Article III, sec. 24, Constitution of the State of Alaska, is
24 amended to read:

25 SECTION 24. SUPERVISION. Except for any unit of the executive
26 branch that is headed by the state treasurer, each [EACH] principal
27 department shall be under the supervision of the governor.

28 * Sec. 3. Article III, sec. 25, Constitution of the State of Alaska, is
29 amended to read:

1 SECTION 25. DEPARTMENT HEADS. The head of each principal de-
2 partment shall be a single executive unless otherwise provided by law.
3 He shall be appointed by the governor, subject to confirmation by a
4 majority of the members of the legislature in joint session, and shall
5 serve at the pleasure of the governor, except as otherwise provided in
6 this article with respect to the lieutenant governor and as provided
7 in Section 17 of Article IX with respect to the state treasurer [SEC-
8 RETARY OF STATE]. The heads of all principal departments shall be
9 citizens of the United States.

10 * Sec. 4. Article IX, Constitution of the State of Alaska, is amended
11 by adding new sections to read:

12 SECTION 17. STATE TREASURER. There shall be a state treasurer.
13 The state treasurer shall be a qualified voter of the State, a citizen
14 of the United States, and a resident of Alaska for at least five years
15 preceding filing for office. The state treasurer shall be chosen by
16 the qualified voters of the State at a general election. The candi-
17 date receiving the greatest number of votes shall be state treasurer.
18 The first election of a state treasurer shall be at the general elec-
19 tion in 1988. The term of office of the state treasurer is four
20 years, beginning at noon on the first Monday in December following the
21 election and ending at noon on the first Monday in December four years
22 later. The state treasurer may not serve more than two successive
23 full terms. The state treasurer shall be the auditor of the accounts
24 of all departments, offices, and agencies of the State including the
25 Legislature, the Executive, and the Judiciary, all independent state
26 corporations, all political subdivisions of the State including munic-
27 ipalities, and the University of Alaska. The state treasurer shall
28 perform other duties prescribed by law. The office of the state
29 treasurer constitutes an agency independent of the executive branch

1 agencies named in Section 22 of Article III.

2 SECTION 18. VACANCY. In case of a vacancy in the office of
3 state treasurer for any reason, a successor shall be elected for the
4 remainder of the unexpired term at the first general election occur-
5 ring not less than ninety days after the office becomes vacant. The
6 assistant treasurer shall fill the office between the date it becomes
7 vacant and the date it is filled by election.

8 SECTION 19. COMPENSATION. The compensation of the state trea-
9 surer shall be equal to the compensation of the lieutenant governor
10 and shall not be diminished during the term of office, unless by
11 general law applying to all salaried officers of the State.

12 SECTION 20. OTHER OFFICES. A person who has served as state
13 treasurer may not hold the office of governor or lieutenant governor
14 until four years after the last day on which the person was state
15 treasurer.

16 * Sec. 5. Article XV, Constitution of the State of Alaska, is amended
17 by adding a new section to read:

18 SECTION 29. BUDGET FOR THE OFFICE OF STATE TREASURER. The
19 yearly amount appropriated for the office of the state treasurer for
20 the second, third, and fourth years of operation may not be less than
21 the amount appropriated for the first year of operation except that
22 the budget may be reduced by a percent no greater than the percent
23 that the state operating budget for a subsequent year is reduced from
24 the state operating budget for the first year of operation for the
25 office.

26 * Sec. 6. Section 14, Article IX, Constitution of the State of Alaska,
27 is repealed.

28 * Sec. 7. The amendments proposed by this resolution shall be placed
29 before the voters of the state at the next general election in conformity

1 with art. XIII, sec. 1, Constitution of the State of Alaska, and the elec-
2 tion laws of the state.
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Introduced: 2/12/85
Referred: State Affairs, Judiciary
and Finance

1 IN THE SENATE

BY KELLY, STURGULEWSKI,
HALFORD, BENNETT AND FERGUSON

2 SENATE JOINT RESOLUTION NO. 12

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 FOURTEENTH LEGISLATURE - FIRST SESSION

5 Proposing amendments to the Constitution
6 of the State of Alaska relating to the
7 office of state treasurer.

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

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12 the [THE] governor may make changes in the organization of the execu-
13 tive branch or in the assignment of functions among its units which he
14 considers necessary for efficient administration. Where these changes
15 require the force of law, they shall be set forth in executive orders.
16 The legislature shall have sixty days of a regular session, or a full
17 session if of shorter duration, to disapprove these executive orders.
18 Unless disapproved by resolution concurred in by a majority of the
19 members in joint session, these orders become effective at a date
20 thereafter to be designated by the governor. The governor may not
21 change the organization or function of any unit of the executive
22 branch that is headed by the state treasurer.

23 * Sec. 2. Article III, sec. 24, Constitution of the State of Alaska, is
24 amended to read:

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26 branch that is headed by the state treasurer, each [EACH] principal
27 department shall be under the supervision of the governor.

28 * Sec. 3. Article III, sec. 25, Constitution of the State of Alaska, is
29 amended to read:

1 SECTION 25. DEPARTMENT HEADS. The head of each principal de-
2 partment shall be a single executive unless otherwise provided by law.
3 He shall be appointed by the governor, subject to confirmation by a
4 majority of the members of the legislature in joint session, and shall
5 serve at the pleasure of the governor, except as otherwise provided in
6 this article with respect to the lieutenant governor and as provided
7 in Section 17 of Article IX with respect to the state treasurer [SEC-
8 RETARY OF STATE]. The heads of all principal departments shall be
9 citizens of the United States.

10 * Sec. 4. Article IX, Constitution of the State of Alaska, is amended
11 by adding new sections to read:

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13 The state treasurer shall be a qualified voter of the State, a citizen
14 of the United States, and a resident of Alaska for at least five years
15 preceding filing for office. The state treasurer shall be chosen by
16 the qualified voters of the State at a general election. The candi-
17 date receiving the greatest number of votes shall be state treasurer.
18 The first election of a state treasurer shall be at the general elec-
19 tion in 1988. The term of office of the state treasurer is four
20 years, beginning at noon on the first Monday in December following the
21 election and ending at noon on the first Monday in December four years
22 later. The state treasurer may not serve more than two successive
23 full terms. The state treasurer shall be the auditor of the accounts
24 of all departments, offices, and agencies of the State including the
25 Legislature, the Executive, and the Judiciary, all independent state
26 corporations, all political subdivisions of the State including
27 municipalities, and the University of Alaska. The state treasurer
28 shall perform other duties prescribed by law. The office of the state
29 treasurer constitutes an agency independent of the executive branch

1 agencies named in Section 22 of Article III.

2 SECTION 18. VACANCY. In case of a vacancy in the office of
3 state treasurer for any reason, a successor shall be elected for the
4 remainder of the unexpired term at the first general election occur-
5 ring not less than ninety days after the office becomes vacant. The
6 assistant treasurer shall fill the office between the date it becomes
7 vacant and the date it is filled by election.

8 SECTION 19. COMPENSATION. The compensation of the state trea-
9 surer shall be equal to the compensation of the lieutenant governor
10 and shall not be diminished during the term of office, unless by
11 general law applying to all salaried officers of the State.

12 * Sec. 5. Article XV, Constitution of the State of Alaska, is amended
13 by adding a new section to read:

14 SECTION 29. BUDGET FOR THE OFFICE OF STATE TREASURER. The
15 yearly amount appropriated for the office of the state treasurer for
16 the second, third, and fourth years of operation may not be less than
17 the amount appropriated for the first year of operation.

18 * Sec. 6. Section 14, Article IX, Constitution of the State of Alaska,
19 is repealed.

20 * Sec. 7. The amendments proposed by this resolution shall be placed
21 before the voters of the state at the next general election in conformity
22 with art. XIII, sec. 1, Constitution of the State of Alaska, and the elec-
23 tion laws of the state.

COMMITTEE REPORT
SENATE

FURTHER: FINANCE

2/6/86

Date 3/13/86

Mr. President

The Committee on JUDICIARY considered SJR 12
proposing amendments to the Constitution of the State of Alaska
relating to the office of state treasurer.

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

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

MEMBERS SIGNING
DO PASS

Tim Kelly
Rick Halford
James Fisher

MEMBERS HAVING
OTHER RECOMMENDATIONS

Totally unnecessary
Do Not Pass
Do not funding amendments to
Constitution - 3 copies

Patrick Bradley
Chairman
do pass
Chairman recommendation

COMMITTEE REPORT
SENATE

FURTHER:

JUDICIARY
FINANCE

2/12/85

Date _____

Mr. President

The Committee on STATE AFFAIRS considered SJR 12

proposing amendments to the Constitution of the State of Alaska relating to the office of state treasurer.

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

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

MEMBERS SIGNING
DO PASS

1 Edna De Vries
1 Tim Kelly

MEMBERS HAVING
OTHER RECOMMENDATIONS

2 Wishon DNP

1 [Signature]
Chairman
Do Pass
Chairman recommendation

COMMITTEE REPORT
SENATE

FURTHER:

4/17/86

Date _____

Mr. President

The Committee on FINANCE considered SCR 12

relating to the construction and lease of senior citizens' housing and centers, and the Kenai Pioneers' Home.

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

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

MEMBERS SIGNING
DO PASS

MEMBERS HAVING
OTHER RECOMMENDATIONS

Chairman

Chairman recommendation

COMMITTEE REPORT
SENATE

FURTHER: FINANCE

3/5/85

Date 4/17/86

Mr. President

The Committee on STATE AFFAIRS considered SCR 12
relating to the construction and lease of senior citizens' housing and
centers, and the Kenai Pioneers' Home.

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

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

MEMBERS SIGNING
DO PASS

Edna DeVries

V. Frischman

Bill Ray

MEMBERS HAVING
OTHER RECOMMENDATIONS

Kelly - No Rec

[Signature]

Chairman

[Signature]

Chairman recommendation

Introduced: 3/5/85
Referred: State Affairs
and Finance

1 IN THE SENATE

BY KERTTULA

2 SENATE CONCURRENT RESOLUTION NO. 12

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 FOURTEENTH LEGISLATURE - FIRST SESSION

5 Relating to the construction and lease
6 of senior citizens' housing and centers,
7 and the Kenai Pioneers' Home.

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

9 WHEREAS there is a shortage of housing for senior citizens in the
10 state;

11 BE IT RESOLVED that the Alaska State Legislature respectfully requests
12 the Governor to direct the Alaska State Housing Authority to sell bonds in
13 the amount of \$5,000,000, the proceeds of which shall go to the senior
14 citizens housing development fund (AS 44.47.620) to be used for grants to
15 municipalities for the purpose of developing senior citizen housing; and be
16 it

17 FURTHER RESOLVED that the Alaska State Legislature respectfully re-
18 quests the Governor to direct the Alaska State Housing Authority to sell
19 bonds in the amount of \$8,000,000, the proceeds of which shall be used for
20 statewide construction of senior citizen centers; and be it

21 FURTHER RESOLVED that the Alaska State Legislature respectfully re-
22 quests the Governor to direct the Alaska State Housing Authority to sell
23 bonds in the amount of \$8,000,000, the proceeds of which shall be used for
24 construction of the Kenai Pioneers' Home.

ALASKA STATE LEGISLATURE

.14th.. Legislature .FIRST. Session

SENATE CONC. RESOL. NO. 12....

By KERTTULA.....

Relating to the construction and lease of senior citizens' housing and centers and the Kenai Pioneers Home.

Introduced in the Senate 3/5....., 19.85

HISTORY IN THE SENATE

19	85	Read first time and referred to Committee on												
3	5	State Affairs and Finance												
	17	Reported back with <i>J.G.</i> recommendation that <i>4 depend, 1 no rec, to Finance!</i> <i>F.D.</i>												
		Read second time and												
		Read third time and												
		<table border="0"> <tr><td>PASS</td><td>Effective Date</td></tr> <tr><td>Yeas</td><td>Yeas</td></tr> <tr><td>Nays</td><td>Nays</td></tr> <tr><td>Absent</td><td>Absent</td></tr> <tr><td>Excused</td><td>Excused</td></tr> </table>	PASS	Effective Date	Yeas	Yeas	Nays	Nays	Absent	Absent	Excused	Excused		
PASS	Effective Date													
Yeas	Yeas													
Nays	Nays													
Absent	Absent													
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Reconsideration														
PASS	Effective Date													
Yeas	Yeas													
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Absent	Absent													
Excused	Excused													
		Reported correctly engrossed Signed by President Sent to House												

SECRETARY OF THE SENATE

HISTORY IN THE HOUSE

19		Read first time and referred to Committee on												
		Reported back with recommendation that												
		Read second time and												
		Read third time and												
		<table border="0"> <tr><td>PASS</td><td>Effective Date</td></tr> <tr><td>Yeas</td><td>Yeas</td></tr> <tr><td>Nays</td><td>Nays</td></tr> <tr><td>Absent</td><td>Absent</td></tr> <tr><td>Excused</td><td>Excused</td></tr> </table>	PASS	Effective Date	Yeas	Yeas	Nays	Nays	Absent	Absent	Excused	Excused		
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PASS	Effective Date													
Yeas	Yeas													
Nays	Nays													
Absent	Absent													
Excused	Excused													
		Reported correctly engrossed Signed by Speaker Returned to Senate												

CHIEF CLERK OF THE HOUSE

HISTORY IN THE SENATE

19		Received from House
		To enrolling
		Reported correctly enrolled
		Sent to Governor
	 by Governor
		Filed with Lt. Governor
		Chapter No.

Introduced: 3/5/85
Referred: State Affairs
and Finance

1 IN THE SENATE

BY KERTTULA

2

SENATE CONCURRENT RESOLUTION NO. 12

3

IN THE LEGISLATURE OF THE STATE OF ALASKA

4

FOURTEENTH LEGISLATURE - FIRST SESSION

5

Relating to the construction and lease

6

of senior citizens' housing and centers,

7

and the Kenai Pioneers' Home.

8

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

9

WHEREAS there is a shortage of housing for senior citizens in the
10 state;

11

BE IT RESOLVED that the Alaska State Legislature respectfully requests
12 the Governor to direct the Alaska State Housing Authority to sell bonds in
13 the amount of \$5,000,000, the proceeds of which shall go to the senior
14 citizens housing development fund (AS 44.47.620) to be used for grants to
15 municipalities for the purpose of developing senior citizen housing; and be
16 it

17

FURTHER RESOLVED that the Alaska State Legislature respectfully re-
18 quests the Governor to direct the Alaska State Housing Authority to sell
19 bonds in the amount of \$8,000,000, the proceeds of which shall be used for
20 statewide construction of senior citizen centers; and be it

21

FURTHER RESOLVED that the Alaska State Legislature respectfully re-
22 quests the Governor to direct the Alaska State Housing Authority to sell
23 bonds in the amount of \$8,000,000, the proceeds of which shall be used for
24 construction of the Kenai Pioneers' Home.

STATE OF ALASKA 1986 LEGISLATIVE SESSION FISCAL NOTE

Revision Date : _____

REQUEST

Bill/Resolution No. : HCS CSSCR 13 (FIN)
 Title : Relating to infant Learning Programs

 Sponsor : Senator Faiks
 Requestor : House Finance
 Date of Request : 2/6/86

FISCAL DETAIL

Agency Affected : Education
 BRU : _____

 Components : _____
Curriculum Services

EXPENDITURES/REVENUES : (Thousands of Dollars)

OPERATING	FY 86	FY 87	FY 88	FY 89	FY 90	FY 91
PERSONAL SERVICES		0				
TRAVEL		0				
CONTRACTUAL		0				
SUPPLIES		0				
EQUIPMENT		0				
LAND & STRUCTURES		0				
GRANTS, CLAIMS		0				
MISCELLANEOUS		0				
TOTAL OPERATING		0				

CAPITAL						
---------	--	--	--	--	--	--

REVENUE						
---------	--	--	--	--	--	--

FUNDING : (Thousands of Dollars)

GENERAL FUND		0				
FEDERAL FUNDS						
OTHER						
TOTAL		0				

POSITIONS :

FULL-TIME						
PART-TIME						
TEMPORARY						

ANALYSIS : Attach a separate page if necessary

Prepared by : Al Adams, Chair Phone : 465-3706
 Division : House Finance Committee Date : 2/6/86

Approved by Commissioner : _____ Date : _____
 Agency : _____

Distribution (by Agency preparing fiscal note) :

- Legislative Finance
- Legis'ative Sponsor
- Requestor
- Office of Management and Budget
- Impacted Agency(ies)

Original sponsors: Paiks, Ferguson,
Ziegler, et al

1 IN THE SENATE

BY THE FINANCE COMMITTEE

2 HOUSE CS FOR CS FOR SENATE CONCURRENT RESOLUTION NO. 13 (Finance)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 FOURTEENTH LEGISLATURE - SECOND SESSION

5 Relating to infant learning programs.

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

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

9 WHEREAS the Legislature has expressed its commitment to carry out the
10 provisions of P.L. 94-142 through the enactment of AS 14.30.130, which
11 indicates the State's intent to provide "an appropriate public education
12 for exceptional children in the state who are at least three years of age
13 but less than 22 years of age"; and

14 WHEREAS the Legislature has further expressed its commitment to "pro-
15 vide appropriate public education and training for the exceptional children
16 in this state who have not reached the age of three" through the enactment
17 of AS 47.30.005, which directs the Department of Health and Social Services
18 to establish to the maximum extent possible "a learning program which
19 emphasizes individual needs, is home based, and involves parents in the
20 education and training of their children"; and

21 WHEREAS the Legislature finds that the Department of Health and Social
22 Services is doing an excellent job in meeting the provisions of AS 47.30.-
23 005, in spite of the limited level of funding available to support these
24 services when compared to the number of identified children in need; and

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

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

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

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

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

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

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

21 FURTHER RESOLVED that the report be submitted to the Legislature by
22 the 12th day of the First Session of the Fifteenth Legislature.

Alaska State Legislature

CO-CHAIRMAN
FINANCE COMMITTEE

907-465-3740

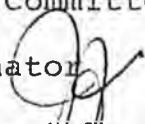
JAN FAIKS
POUCH V
CAPITOL BUILDING
JUNEAU ALASKA 99811

Senate

February 4, 1986

MEMORANDUM

TO: Al Adams, Chairman
House Finance Committee

FROM: Jan Faiks, Senator 

SUBJECT: Senate Concurrent Resolution 13 - Relating to
Infant Learning Programs

CSSCR 13 (HESS) is scheduled for the committee's consideration and I want to take this opportunity to provide you with some background information.

The thrust of the resolution is to examine other methods of funding the infant learning program. Currently the Department of Health and Social Services provides services through a grant program. Unfortunately the level of funding has never kept up with the number of children in need of services. Currently at least 171 children are identified as eligible but remain unserved and another 313 children are underserved by the program.

One option for funding could be incorporation of the infant learning program into the school foundation formula; similar to the manner in which the state currently funds special education. The recommendations made by the Governor's Council for the Handicapped and Gifted also suggests a similar approach by amending the statutes to provide \$3700 per child for each enrolled in an infant learning program. I am hopeful the Governor's Council's intent is the same as that reflected in SCR 13.

In order to achieve the goal of providing adequate funding, the resolution directs the Departments of Education and Health and Social Services to work together to explore the idea.

OUT OF SESSION

1024 WEST SIXTH AVENUE, SUITE 302 ANCHORAGE, ALASKA 99501 907-274-6611

The departments were asked to report their findings to the Legislature this past January so the resolution needs to be amended to provide for a report to the Legislature next January.

Several supporters of the infant learning program have asked if the resolution reflects an effort to place responsibility for the infant learning program with the Department of Education. I want to assure the Finance Committee it is not my intent to make such an important policy decision prior to the departments' discussions. The Department of Health and Social Services is doing an excellent job in providing the necessary services on a limited budget and I would not want to do anything which may jeopardize the quality of service. It is my hope, however, the departments will explore how the home-based program approach can be maintained even though the funding mechanism may be restructured.

I have taken the liberty of attaching information on the infant learning program contained in the Governor's Council report to the Legislature.

If I can provide any additional information, please let me know.

INFANT LEARNING

500000
100 -
Request to the Legislature FY86-87

Last year the Council recommended an increase over two years, F86 and F87, of \$1,288,100 to serve the 171 children on waiting lists and the 300 new children to be enrolled each year.

The 1985 Legislature increased the Infant Learning BRU by \$300,000 for F86. The Governor included that increase in the F87 adjusted base.

All of the funds in the Infant Learning BRU are distributed as grant funds to local organizations. In 1986 there are 20 grants ranging from \$40,000 to over \$500,000. More than 1300 children will be screened. Over 900 will receive monthly or more frequent home visits by qualified trainers.

Parents need the support and training necessary to meet the needs of their handicapped children. Without it many disabilities will have more serious effects and result in long-term dependency on public services of all kinds.

The population for ages 0-2 has increased 35% in the last five years. This trend will continue and will require the legislature to place increased emphasis on services for young children, especially those with disabilities. The 0-2 population now numbers 33,000, of whom 1100 require infant learning program services.

For F87, the Department of H&SS requested a \$520,000 increment which would increase personnel in Mat-Su, Chugiak, and Kenai, and for the hearing impaired and support therapy programs. For the first time teachers would be employed to serve the Aleutian chain and the Valdez/Cordova area. The Interior Doyon Region would be served again after three years without a program.

Statewide 200 handicapped children would receive diagnostic services for the first time, and 520 would receive re-evaluations and therapy services.

These increased funding levels are consistent with the recommendation made in the Governor's January 1985 report to the legislature in response to the 1984 legislature's CS House Resolution 13. That resolution asked the administration to develop a policy and funding plan to meet the goals of deinstitutionalization and full community services for Alaska's developmentally disabled and substantially handicapped population. In the Governor's report infant learning increments were ranked first, sixth and eighth, for a total of \$1,490,400 in increased funding.

The infant learning program's emphasis on early prevention and remediation of disabilities through in-home training of parents brings real economic benefits to the state in the reduced long-term public funds needed for special education, training, residential care, and public assistance for these individuals as they grow up. It yields social benefits by reducing stress on families and resultant abuse, divorce, and domestic violence.

INFANT LEARNING PROGRAMS F85

Number of Children	800
Number of Programs	20
Number of Communities	74
Number of Home Visits	9,000
Hours of Home Training	16,213
Number of Trainers	43

INFANT LEARNING GRANTS BRU, Health Grants Program, DH&SS

F85 Authorized	\$2,041.9	
F86 Authorized	\$2,341.9	
F87 DH&SS	\$2,861.9	+520
F87 Governor	\$2,341.9	
F87 Council Recommended	\$2,861.9	Increase BRU \$520.0

INFANT LEARNING PROGRAMS

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

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

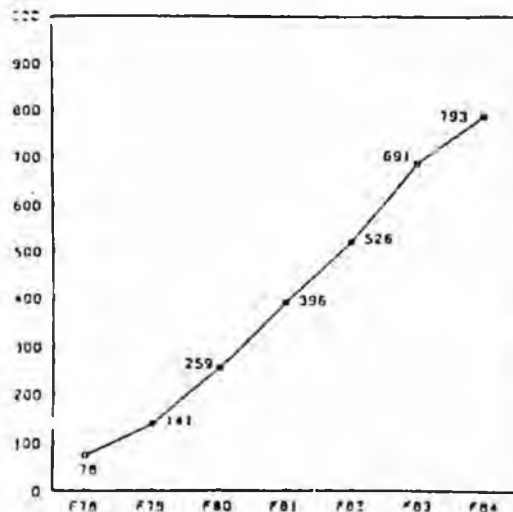
"I wish to congratulate the Department and the Legislature for your careful sponsorship of this incredibly valuable program across the state."

Urban Mayor

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

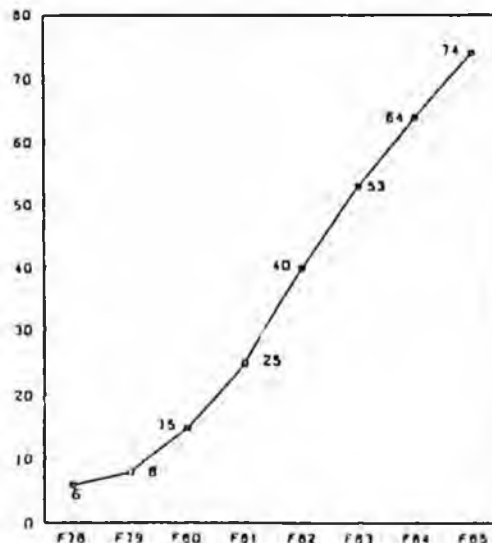
Family, Sitka

INFANT LEARNING PROGRAMS
Children Enrolled (F78-F84)



* Does not include children enrolled in state-wide program (Blind/Visually Impaired and Deaf/Hearing Impaired Program)

INFANT LEARNING PROGRAMS
of Communities Served (F78-F85)



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

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

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

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

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

"So many parents of handicapped children are at a loss. I'm happy to say that we've never had that experience. The program helps supply that constant need for emotional support."

Mother, Petersburg

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

Pediatrician,
Ketchikan

"I directly see the beneficial results to troubled families."

Social Worker,
Barrow

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

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

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

Mother, Nome

Current waiting lists of identified children include:

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

TOTAL Waiting List 121

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

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

INFANT LEARNING PROGRAMS

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

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

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

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

Other unmet program needs include: training for groups of parents, family counseling, child oriented activity groups, teacher and aide training, and opportunities to observe other programs. F786 budget request levels (increase of .03%) will result in actual reduction of existing services in urban and rural areas. It is anticipated that few of the 121 infants on waiting lists will be served this year. An additional 100 children will be added to waiting lists next year with no hope of receiving services under the F86 budget as currently proposed.

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

Parents, Anchorage

INFANT LEARNING PROGRAM ENROLLMENTS AND FUNDING

Region Community/Area	Pop. 0-2	Est. Need	PROGRAM ENROLLMENTS			PROGRAM BUDGET		FUNDING REQUEST F86
			F82*	F83*	F84*	F84	F85	
Juneau			23	29	31	64.4	71.7	75.3
Ketchikan			34	21	27	51.3	53.7	60.0
Petersburg			13	13	14	21.1	25.3	27.4
Sitka			21	21	32	52.7	61.7	71.7
SOUTHEAST TOTAL	3,953	118	92	84	104	189.5	212.4	233.8
Aleutian Chain			0	0	0	0	0	0
Anchorage			133	196	220	287.0	351.0	532.6
Chugiak			20	45	65	91.1	108.0	245.2
Copper Center			0	0	0	0	0	0
Cordova			0	0	0	0	0	0
Homer			2	13	18	54.6	57.9	66.0
Kenai Area			18	24	35	70.3	99.8	129.0
Kodiak			12	12	15	31.0	45.2	52.9
Mat-Su Area			35	58	58	47.5	60.5	196.5
Valdez			0	0	0	0	0	0
North Pacific Rim			0	0	*	0	0	44.0
Seward			0	0	0	0	0	42.8
SOUTHCENTRAL TOTAL	20,813	624	220	348	411	581.5	712.4	1,309.0
Fairbanks			121	115	128	250.0	265.0	320.9
McGrath			0	0	5	54.6	69.9	85.5
Tanana Chiefs			18	34	0	0	0	0
Tanana			0	0	0	0	0	24.9
CENTRAL TOTAL	5,438	163	139	149	133	304.6	334.9	431.3
Dillingham Area			12	13	16	73.0	74.6	80.0
SOUTHWEST TOTAL	374	26	12	13	16	73.0	74.6	80.0
Bethel Area			43	47	54	153.1	181.5	330.8
WEST TOTAL	1,228	86	43	47	54	153.1	181.5	330.8
Kotzebue			0	0	10	40.4	89.0	40.4
Nome Area			16	38	54	177.0	177.0	187.6
NORTHWEST TOTAL	1,010	71	16	38	64	217.4	266.0	228.0
Barrow Area			9	14	21	64.9	75.4	82.0
NORTHERN TOTAL	334	23	9	14	21	64.9	75.4	82.0
Blind**			29	71	67	169.7	184.2	259.9
Deaf***			25	25	39	83.6	84.0	150.0
PROGRAM TOTAL			54	96	106	253.3	268.2	389.9
TOTALS	33,150	1,111	585	787	899	1,837.3	2,125.4	3,084.8

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

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

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

THE ARGUMENT FOR EARLY INTERVENTION

What is Early Intervention?

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

Why Intervene Early?

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

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

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

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

Is Early Intervention Really Effective?

After nearly 20 years of research there is still a great deal to learn. Efforts to document effectiveness have been hindered by experimental design problems associated with: low-incidence handicapping conditions, the diversity of children's problems and the limited scope of available assessment instruments. However, even with these problems, there is evidence—both quantitative (data-based) and qualitative (re-

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

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

Is Early Intervention Cost Effective?

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

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

severe behavior disordered children (Snider, Sullivan, & Manning, 1974).

- A recent evaluation of Colorado's statewide early intervention services reports a cost savings of \$4.00 for every \$1.00 spent within a three-year period (McNulty, Smith, & Soper, 1983).

Are There Critical Factors That Affect the Success of Early Intervention Programs?

While there have been too few attempts to determine critical features of early intervention programs, there are three recurrent factors present in most effective programs. These include the age of the child at the time of intervention, parent involvement, and the intensity and/or the amount of structure of the program model.

1. Many studies report that the earlier the intervention the more effective. With intervention at birth, or as soon after the diagnosis of a disability as possible, the developmental gains are greatest and the likelihood of developing problems later is reduced. (Garland et al., 1981)
2. The involvement of parents in their child's treatment is also important. The data show that parents of both handicapped and gifted preschool children need the support and skills necessary to cope with their child's special needs. (Beckman-Bell, 1981)
3. Highly structured programs appear to be the most successful (White, 1984). That is, maximum benefits are reported in programs that clearly specify and frequently monitor the child's and family's behavioral objectives, precisely identify teacher behaviors and activities that are to be used in each lesson, utilize task analysis procedures, and regularly use child assessment and progress data to modify instruction. In addition to structure, the intensity of the services, particularly for severely disordered children, can significantly affect outcomes (Lovaas, 1982). Finally, individualizing instruction and services to specifically meet the child's needs also increases a program's effectiveness.

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Prepared by Barbara J. Smith, Ph.D., Easter Seal Society of Alaska, Inc., Anchorage; and
Phillip S. Strain, Ph.D., University of Pittsburgh, Pittsburgh, Pennsylvania.
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The National
Institute of
Education



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TO: Representative [Name] [Address]

FROM: The Delta Association for the Education of Young Children, Inc.
925, Bethel, AK 99507

The Delta Association for the Education of Young Children, a group of early childhood professionals in the Bethel area, have the following concerns regarding SCR 13 (CS for SCR 13):

1. Our first concern has to do with who reports to the legislature. The report contained in the resolution should be a joint report initiated and made to the legislature by both the Departments of Education and Health and Social Services. This report should involve the Governor's Council on the Gifted and Handicapped, and seek input from appropriate groups and individuals, particularly Infant Learning Program staff and parents. We strongly recommend that those who make the report involve others who are familiar with ILP, rather than limiting it to one Department and its staff. This report may determine future placement of the Infant Learning Program, and, as it is a very serious report, all etc. and views should be considered.
2. We feel that the study on funding for the Infant Learning Program should not be limited to public school foundation funding. We feel that this report should explore all funding alternatives for the Infant Learning Program, including foundation funding.

We recommend that the resolution be amended to read: (lines 4-11)
"Be it resolved by the Alaska State Legislature that the Departments of Education and Health and Social Services work together to determine how infant learning services currently provided by the Department of Health and Social Services can be assured funding, whether is be through cooperative implementation with the Department of Education and Department of Health and Social Services, incorporation into the public school foundation program, or through other funding sources, with emphasis on exploring all funding alternatives."

3. Our third concern is about funding for the report: Will there be adequate funding for a thorough study? Will the Departments indeed be willing, and have the time and personnel, to complete an adequate and thorough study? How comprehensive a study is requested in the resolution? We recommend that perhaps a fiscal note be attached to this resolution in order for an adequate study to be implemented.

4. Our fourth concern has to do with time factors: The date of CS for SCR 13 calls for a report to be submitted to the legislature by the 10th day of the Second Session of the Fourteenth Legislature. This will need to be adjusted. Our concern is whether adequate time will be allowed for a feasibility study to be completed, and what that time frame can be. We recommend that a joint report be submitted no earlier than the start of the next legislative session.

5. In addition to SCR 13, our association has concerns about the level of services provided by the Infant Learning Program in our region. Currently 30 children are being served by the Infant Learning Program, with 45 children on a waiting list for assessment, diagnosis and enrollment in the program. There are no available funds to assess, diagnose or enroll these 45 children. When you consider the fact that the Bethel Infant Learning Program serves an area with 52 villages, and is only able to serve 30 children in 15 villages due to funding restraints, there is reason to be concerned. Only the most profoundly handicapped children are served at a level which can only produce minimal results. The rest continue to get further behind, at increasing future expense to society. While we are hesitant at the prospect of SCR foundation funding to assure adequate funding for the Infant Learning Program, we feel that something must be done immediately to serve these needy children. Perhaps a legislative appropriation to the local Infant Learning Program would remedy the regional problem in providing services to these babies and their parents.

Introduced: 3/6/85
Referred: Health, Education & Social Services

1 IN THE SENATE

BY FAIKS, FERGUSON, ZIEGLER,
RODEY, STURGULEWSKI AND HALFORD

2

SENATE CONCURRENT RESOLUTION NO. 13

3

IN THE LEGISLATURE OF THE STATE OF ALASKA

4

FOURTEENTH LEGISLATURE - FIRST SESSION

5

Relating to infant learning programs.

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

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

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

14 WHEREAS the Legislature has further expressed its commitment to pro-
15 vide public education and training to exceptional children under the age of
16 three through the enactment of AS 47.20.005, which directs the Department
17 of Health and Social Services to establish to the maximum extent possible
18 "a learning program which emphasizes individual needs, is home based, and
19 involves parents in the education and training of their children"; and

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

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

27 WHEREAS special education programs are currently funded as part of the
28 Department of Education's public school foundation program and infant
29 learning programs are not; and

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

4 BE IT RESOLVED by the Alaska State Legislature that the Department of
5 Education is requested to work with the Department of Health and Social
6 Services to determine how responsibility for infant learning services cur-
7 rently provided by the Department of Health and Social Services can be
8 cooperatively implemented with the Department of Education and how funding
9 can be incorporated into the public school foundation program; and be it

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

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

19 FURTHER RESOLVED that both departments work with the Interagency
20 Planning Group for Early Childhood Special Education in the development of
21 the departments' report to the Legislature; and be it

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

COMMITTEE REPORT
SENATE

FURTHER:

4726725

Date 7-31-75

Mr. President

The Committee on FINANCE considered SB 13

GRANT PROGRAM

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

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

MEMBERS SIGNING
DO PASS

MEMBERS HAVING
OTHER RECOMMENDATIONS

Chairman

Chairman recommendation

STATE OF ALASKA 1985 LEGISLATIVE SESSION
FISCAL NOTE

Revision Date: _____

REQUEST

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

FISCAL DETAIL

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

EXPENDITURES/REVENUES: (Thousands of Dollars)

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

CAPITAL						
----------------	--	--	--	--	--	--

REVENUE						
----------------	--	--	--	--	--	--

FUNDING: (Thousands of Dollars)

GENERAL FUND		0				
FEDERAL FUNDS						
OTHER						
TOTAL		0				

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

ANALYSIS: Attach a separate page if necessary

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

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

7/1/84

Offered: 4/24/85
Referred: Finance

Original sponsors: Faiks, Ferguson,
Ziegler, et al

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

BY THE HEALTH, EDUCATION AND
SOCIAL SERVICES COMMITTEE

5 Relating to infant learning programs.

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

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

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

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

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

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

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

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

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

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

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

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

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

STATE OF ALASKA 1985 LEGISLATIVE SESSION
FISCAL NOTE

Revision Date: _____

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

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

EXPENDITURES/REVENUES: (Thousands of Dollars)

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

CAPITAL						
----------------	--	--	--	--	--	--

REVENUE						
----------------	--	--	--	--	--	--

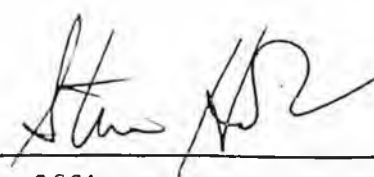
FUNDING: (Thousands of Dollars)

GENERAL FUND		25.0				
FEDERAL FUNDS						
OTHER						
TOTAL						

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

ANALYSIS: Attach a separate page if necessary

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

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

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

CTV

ANALYSIS FOR SENATE CONCURRENT RESOLUTION 13

Relating to infant learning programs

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

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

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

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

INFANT LEARNING PROGRAMS

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

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

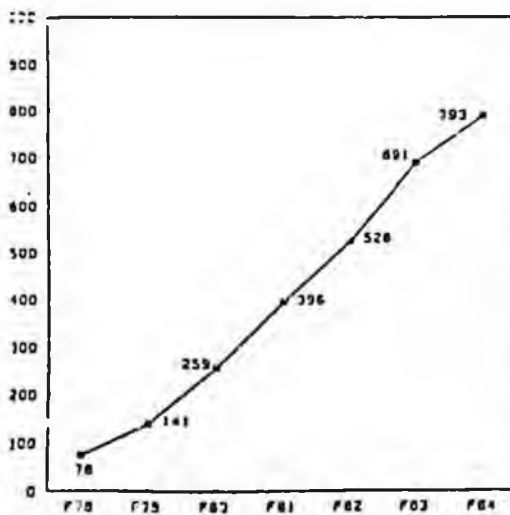
"I wish to congratulate the Department and the Legislature for your careful sponsorship of this incredibly valuable program across the state."

Urban Mayor

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

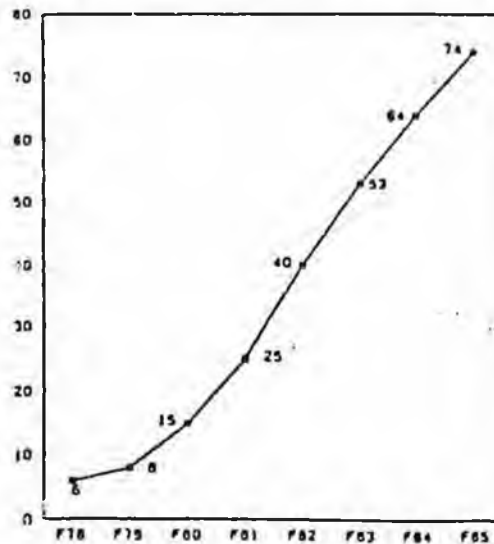
Family, Sitka

INFANT LEARNING PROGRAMS
Children Enrolled (F78-FB4)



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

INFANT LEARNING PROGRAMS
of Communities Served (F78-F85)



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

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

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

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

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

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

Mother, Petersburg

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

Pediatrician,
Ketchikan

"I directly see beneficial results in troubled families.

Social Worker
Barrow

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

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

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

Mother, Nome

Current waiting lists of identified children include:

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

TOTAL Waiting List 121

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

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

INFANT LEARNING PROGRAMS

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

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

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

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

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

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

Parents, Anchorage

INFANT LEARNING PROGRAM ENROLLMENTS AND FUNDING

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

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

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

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

INFANT LEARNING PROGRAM RECOMMENDATIONS

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

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

RECEIVED MAR 12 1985

PROTECTION AND ADVOCACY FOR THE DEVELOPMENTALLY DISABLED



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

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

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

March 11, 1985

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

Dear Senator Faiks:

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

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

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

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

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

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

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

Q. How often do families receive services from ILP?

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

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

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

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

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

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

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

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

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

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

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

Sincerely,



David F. Maltman
Executive Director

DFM:bk



PRESCHOOL RESOURCES for ALASKAN SPECIAL EDUCATION

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

Jacqueline Schakel, Director
Training & Technical Assistance

Barbara J. Smith, Director
State Planning Grant

RECEIVED FEB 27 1985

February 20, 1985

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

Dear Senator Faiks:

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

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

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

Sincerely,

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

Jacqueline A. Schakel
Co-Director, PRASE

cah

Enclosures

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



PRESCHOOL RESOURCES for ALASKAN SPECIAL EDUCATION

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Suite 203
Anchorage, Alaska 99501
(907) 274-1665 / 277-2451

Jacqueline Schakel, Director
Training & Technical Assistance

Barbara J. Smith, Director
State Planning Grant

EARLY CHILDHOOD SPECIAL EDUCATION STATE PLANNING GRANT INTERAGENCY GROUP

DEPARTMENT OF EDUCATION

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

DEPARTMENT OF HEALTH AND SOCIAL SERVICES

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

DEPARTMENT OF COMMUNITY & REGIONAL AFFAIRS

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

GOVERNOR'S OFFICE

Governor
Governor's Council for the Handicapped and Gifted

ASSOCIATIONS/ORGANIZATIONS

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

PARENT GROUPS

Rigel Parent Advisory Committee
SEPTER
Dillingham Parent Caring Group

INSTITUTIONS OF HIGHER EDUCATION

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

Other Services

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

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

Who Can Use the Services of PRASE?

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

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

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

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



PRESCHOOL RESOURCES for
ALASKAN SPECIAL EDUCATION
620 East 10th Avenue
Suite 203
Anchorage, Alaska 99501



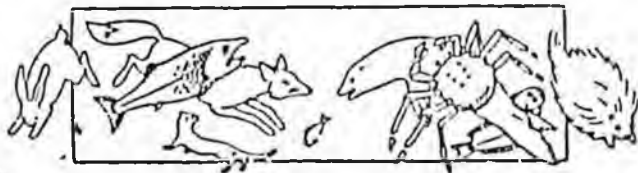
PRESCHOOL RESOURCES for ALASKAN SPECIAL EDUCATION



Preschool Resources for Alaskan Special Education (PRASE)

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

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



Training, Technical Assistance and Resources Jackie Schakel, Director

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

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

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

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

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

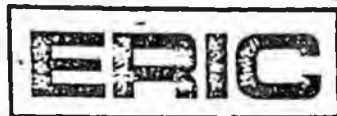
State Planning Grant Barbara J. Smith, Director

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

Project activities planned for the first two years include:

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





THE ARGUMENT FOR EARLY INTERVENTION

What is Early Intervention?

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

Why Intervene Early?

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

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

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

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

Is Early Intervention Really Effective?

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

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

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

Is Early Intervention Cost Effective?

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

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

COMMITTEE REPORT
SENATE

3/6/85

FURTHER:

Finance

Date

4-23-85

Mr. President

HESS

SCR 13

The Committee on _____ considered _____
infant learning programs.

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

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

MEMBERS SIGNING
DO PASS

Edna Hill O'Neil

Carlisle Stungleski

MEMBERS HAVING
OTHER RECOMMENDATIONS

2 Joe Joseph Do Not Pass

3 Paul Fuchs No Rec

Letitia Fabreling
Chairman

Do Pass
Chairman recommendation

COMMITTEE REPORT
SENATE

FURTHER:

2/6/86

Date _____

Mr. President

The Committee on FINANCE considered SJR 15
proposing an amendment to the Constitution of the State of Alaska
creating a commission on the compensation of elected officials.

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

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

MEMBERS SIGNING
DO PASS

MEMBERS HAVING
OTHER RECOMMENDATIONS

Chairman

Chairman recommendation

COMMITTEE REPORT
SENATE

FURTHER:

FINANCE

3/21/85

Date

2 14 85

Mr. President

The Committee on JUDICIARY considered SJR 15

proposing an amendment to the Constitution of the State of Alaska creating a commission on the compensation of elected officials.

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

- do pass
- do pass with attached amendment(s)
- replace with/or adopt CS for SJR 15 (Jud)
- new title
- same title and recommends
- and attached a "LETTER OF INTENT" NEW FISCAL NOTE
- reports it back without recommendation
- recommends referral to _____ Committee

MEMBERS SIGNING
DO PASS

Tom Kelly

Tom Kelly

MEMBERS HAVING
OTHER RECOMMENDATIONS

Rich Halford No Rec

3 in " "

Patrick Bradley

Chairman

do pass

Chairman recommendation

COMMITTEE REPORT
SENATE

FURTHER:

JUDICIARY
FINANCE

2/18/85

Date

3/21/85

Mr. President

STATE AFFAIRS

SJR 15

The Committee on _____ considered
~~Proposing an~~ amendment to the Constitution of the State of Alaska
creating a commission on compensation of elected officials.

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

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

MEMBERS SIGNING
DO PASS

2 W. H. ...

2 Tim Kelly

MEMBERS HAVING
OTHER RECOMMENDATIONS

1 Ed De Vries - No Rec.

1 Brian Ray No REC

W. H. ...

1 Chairman

No Rec

Chairman recommendation

Offered: 2/6/86
Referred: Finance

Original sponsors: Josephson, V.Fischer,
Kelly and Sturgulewski

1 IN THE SENATE

BY THE JUDICIARY COMMITTEE

2 CS FOR SENATE JOINT RESOLUTION NO. 15 (Judiciary)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 FOURTEENTH LEGISLATURE - SECOND SESSION

5 Proposing an amendment to the Constitu-
6 tion of the State of Alaska creating a
7 commission on compensation of elected
8 officials.

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

10 * Section 1. Article II, sec. 7, Constitution of the State of Alaska is
11 amended to read:

12 SECTION 7. SALARY AND EXPENSES. Legislators shall receive
13 annual salaries. They may receive a per diem allowance for expenses
14 while in session and are entitled to travel expenses going to and from
15 sessions. Presiding officers may receive additional compensation.
16 Compensation of legislators shall be set by the Commission on Compensa-
17 sation of Elected Officials.

18 * Sec. 2. Article III, sec. 15, Constitution of the State of Alaska is
19 amended to read:

20 SECTION 15. COMPENSATION. The compensation of the governor and
21 the lieutenant governor shall be prescribed by the Commission on
22 Compensation of Elected Officials [LAW] and shall not be diminished
23 during their term of office, unless by order of the commission consist-
24 ent with a general law applying to all salaried officers of the
25 State.

26 * Sec. 3. Article XII, Constitution of the State of Alaska is amended
27 by adding new sections to read:

28 SECTION 14. COMPENSATION COMMISSION. There is established
29 Commission on Compensation of Elected Officials. The commission
S

CORRECTION

THIS DOCUMENT
HAS BEEN REPHOTOGRAPHED
TO ASSURE LEGIBILITY

Offered: 2/6/86
Referred: Finance

Original sponsors: Josephson, V.Fischer,
Kelly and Sturgulewski

1 IN THE SENATE

BY THE JUDICIARY COMMITTEE

2 CS FOR SENATE JOINT RESOLUTION NO. 15 (Judiciary)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 FOURTEENTH LEGISLATURE - SECOND SESSION

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27 by adding new sections to read:

28 SECTION 14. COMPENSATION COMMISSION. There is established a
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COMMITTEE COPY

1 composed of five members appointed by the governor, subject to confir-
2 mation by a majority of the members of the legislature in joint ses-
3 sion. Members serve for staggered terms of six years. The governor
4 shall appoint members without regard to political affiliation. A
5 member of the commission may not be employed by the state during the
6 member's term and may not hold an elective state office during the
7 term or within one year thereafter. The legislature may establish
8 other qualifications for members of the commission.

9 SECTION 15. POWERS AND DUTIES OF THE COMMISSION. Except for
10 retirement benefits, which shall be established by general law appli-
11 cable to all officers of the state, the commission shall establish the
12 compensation of the governor, lieutenant governor, and members of the
13 legislature, including their salaries, benefits, per diem, and allow-
14 ances, if any. An order of the commission takes effect at the begin-
15 ning of the next fiscal year of the state. The commission shall hold
16 a public hearing before issuing an order that changes the compensation
17 of an elected official. At least every two years, but not more fre-
18 quently than every year, the commission shall review the compensation
19 of elected officials. The commission shall issue an order with re-
20 spect to salaries not later than thirty days before the end of the
21 fiscal year.

22 SECTION 16. FINALITY OF ORDER. An order setting the compensa-
23 tion of an elected official is not subject to veto by the governor.
24 An order of the commission is subject to initiative and referendum in
25 the same manner as an act of the legislature. The legislature shall
26 appropriate money to fund the orders of the commission.

27 * Sec. 4. The amendments proposed by this resolution shall be placed
28 before the voters of the state at the next general election in conformity
29 with art. XIII, sec. 1, Constitution of the State of Alaska, and the
CSSJR 15(Jud)

1 election laws of the state.

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Introduced: 2/18/85
Referred: State Affairs, Judiciary
and Finance

1 IN THE SENATE

BY JOSEPHSON

2 SENATE JOINT RESOLUTION NO. 15

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 FOURTEENTH LEGISLATURE - FIRST SESSION

5 Proposing an amendment to the Constitu-
6 tion of the State of Alaska creating a
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3 sion. Members serve for terms of six years. The membership shall
4 include at least one business executive, one representative of a
5 nonpartisan voters' organization, one person with experience in public
6 administration, and one representative of a labor organization. A
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2 tion laws of the state.
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ALASKA STATE LEGISLATURE

14th Legislature FIRST Session

SENATE JOINT RESOL. NO. 15...

By JOSEPHSON.....

Proposing an amendment to the Constitution of the State of Alaska creating a commission on compensation of elected officials.

Introduced in the Senate 2/18, 1955

HISTORY IN THE SENATE

19 55 Read first time and referred to Committee on
 2 18 State Affairs, Judiciary and Finance
 3 21 Reported back with *J.A.* recommendation that *2 do pass*
~~19 56 3 no rec to Judiciary~~
 2 6 *Judi. Replace w/CS Jud. 3 do pass, 2 no rec to Finance*

Read second time and

Read third time and

PASS Effective Date
 Yeas Yeas
 Nays Nays
 Absent Absent
 Excused Excused

Reconsideration
 PASS Effective Date
 Yeas Yeas
 Nays Nays
 Absent Absent
 Excused Excused

Reported correctly engrossed
 Signed by President
 Sent to House

SECRETARY OF THE SENATE

HISTORY IN THE HOUSE

19 Read first time and referred to Committee on
 Reported back with recommendation that

Read second time and

Read third time and

PASS Effective Date
 Yeas Yeas
 Nays Nays
 Absent Absent
 Excused Excused

Reconsideration
 PASS Effective Date
 Yeas Yeas
 Nays Nays
 Absent Absent
 Excused Excused

Reported correctly engrossed
 Signed by Speaker
 Returned to Senate

CHIEF CLERK OF THE HOUSE

HISTORY IN THE SENATE

19 Received from House

To enrolling

Reported correctly enrolled

Sent to Governor

..... by Governor

Filed with Lt. Governor

Chapter No.