

ALASKA LEGISLATURE COMMITTEE FILES, 1989-1990 8672
5656 HOUSE HEALTH, EDUCATION & SOCIAL SERVICES

STATISTICAL DATA SUMMARY

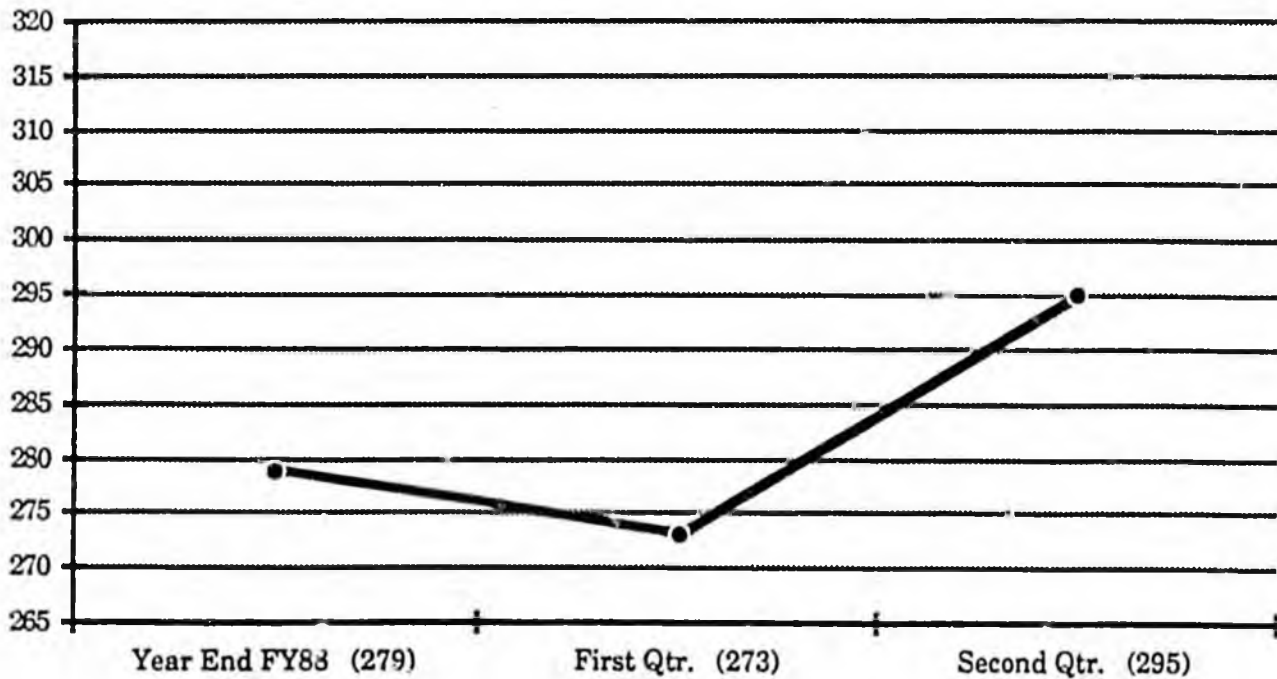
This section provides statistical information about service provision for the period July 1 through December 31, 1988 for the DOE State Contract for Low Incidence Handicapped Outreach Services. It contains information on student enrollment; types of service provided; numbers of students served; numbers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

STUDENT ENROLLMENT

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

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

Figure 1. Student Enrollment



SERVICE

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

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

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

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

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

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

Table 1

Service Summaries for the First Two Quarters, FY 89

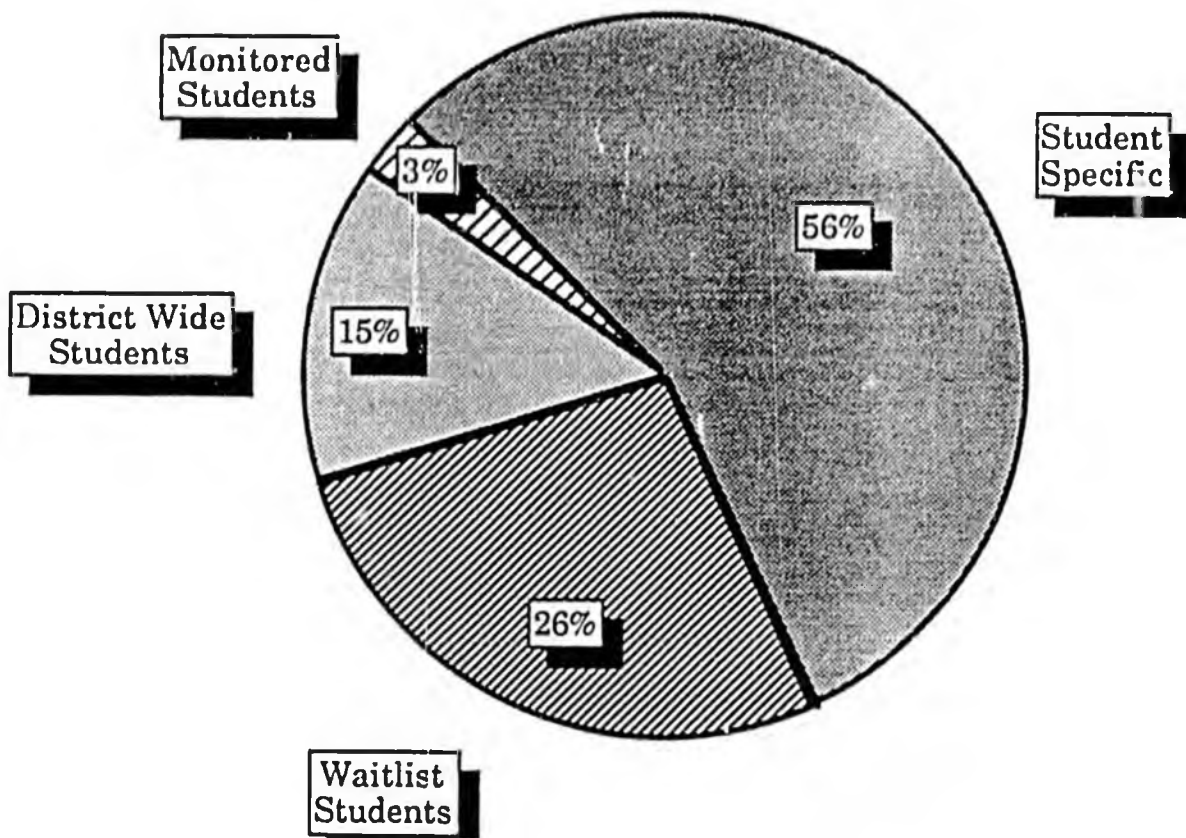
1.	Students Served:	
	A. Student Specific:	
	On-site.....	164
	Monitored or Served in Alternative Way.....	8
	B. School or District Wide.....	43
	TOTAL STUDENTS SERVED:.....	215
	C. Waitlist Students.....	80
	TOTAL ACTIVE ENROLLMENT:.....	295
	D. Percent of active enrollment served first two quarters.....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

Figure 2 displays a breakdown of students served.

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

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

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

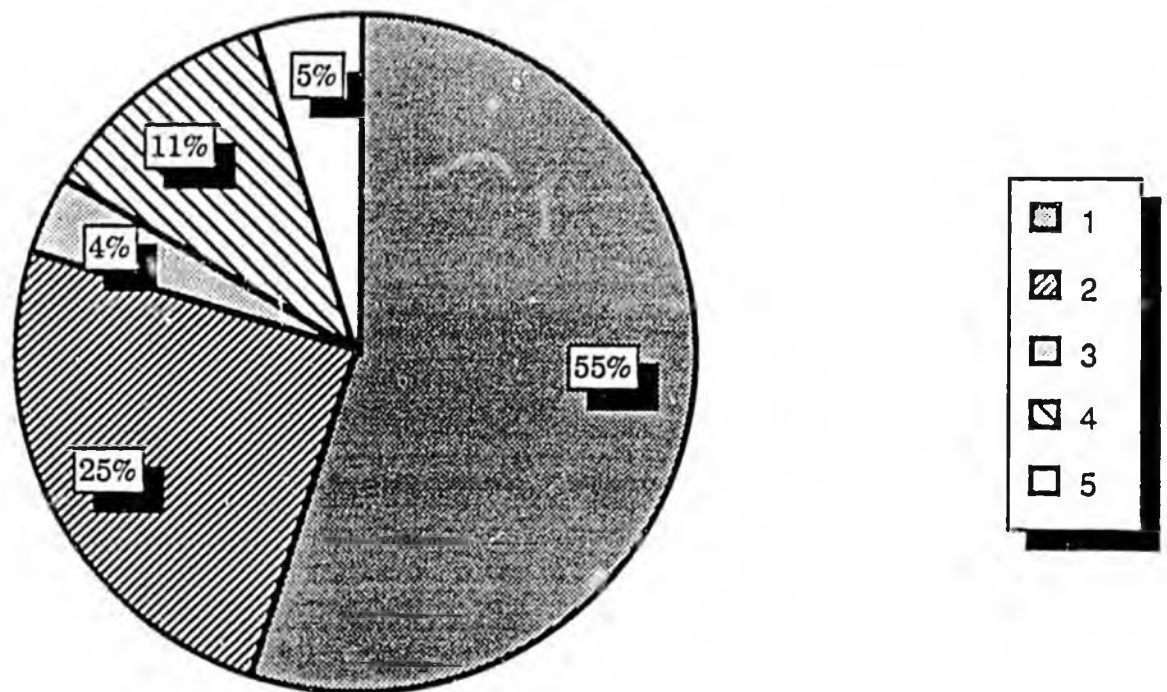


TECHNICAL ASSISTANCE

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

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

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



KEY:

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

TIME

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

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

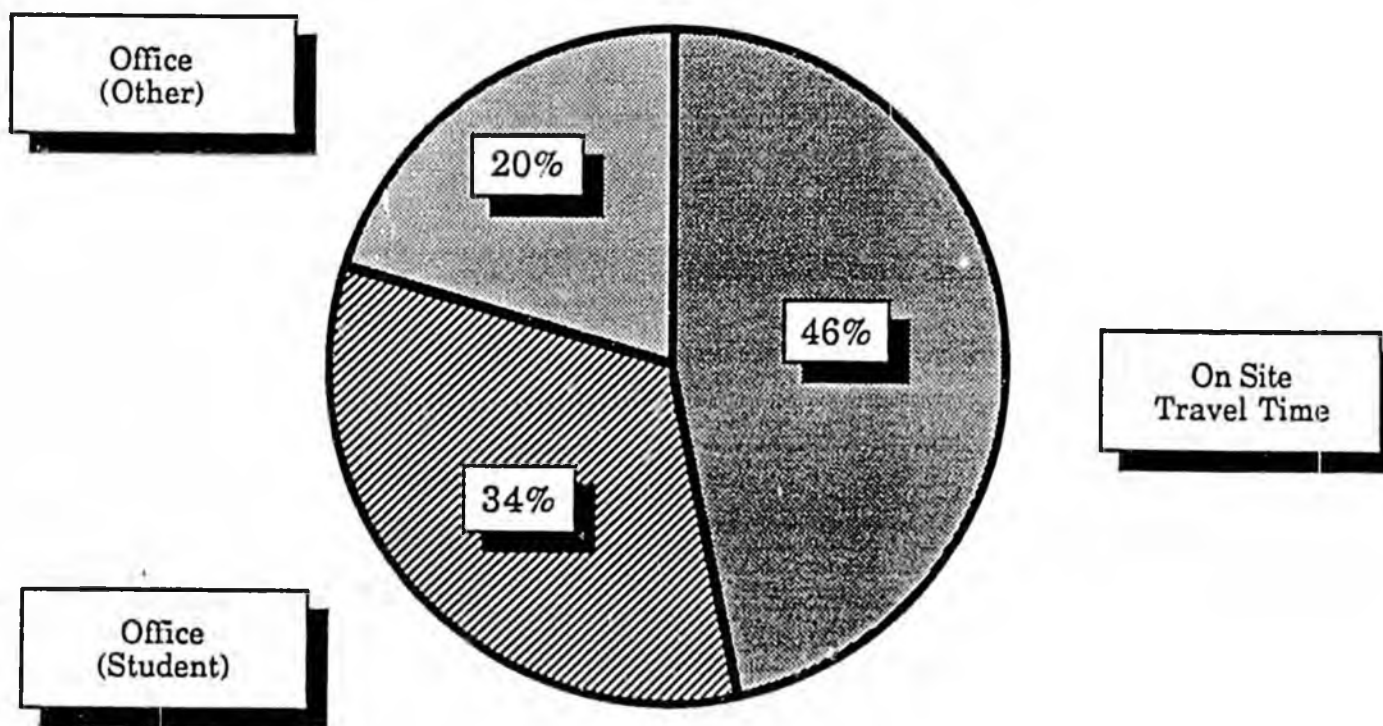


Table 2

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

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

COST ANALYSIS

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

Table 3

Program Expenditures - July 1 through December 31, 1988

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

BUDGET INFORMATION ON TABLE:

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

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

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

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

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

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

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

Date 12/31/88

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

* Students monitored or served in an alternate way

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

Date: 12/31/88

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

KEY to Definition of District Persons:

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

DISTRICT SERVICE SUMMARIES

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

ALASKA GATEWAY

of Trips
Made to Site

Site/School
Visited

of Students
Served

1
1
1

DOT LAKE/SED DW
TETLIN/MH DW
TOK

3
2
1

Number of District Contacts

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

Staff Time

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

BERING STRAIT

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

Number of District Contacts

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

Staff Time

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

BRISTOL BAY

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

Number of District Contacts

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

Staff Time

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

CHATTHAM

# of Trips Made to Site	Site/School Visited	# of Students Served
1	ANGOON	1
3	GUSTAVUS	1

Number of District Contacts

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

Staff Time

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

COPPER RIVER

of Trips
Made to Site

Site/School
Visited

of Students
Served

2

GLENNALLEN
KENNY LAKE

4

1

1

Number of District Contacts

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

Staff Time

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

DELTA GREELY

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

Number of District Contacts

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

Staff Time

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

DILLINGHAM

of Tips
Made to Site

Site/School
Visited

of Students
Served

1

DILLINGHAM

1

Number of District Contacts

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

Staff Time

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

FAIRBANKS

of Trips
Made to Site

Site/School
Visited

of Students
Served

1

BROWN ELEMENTARY

1

Number of District Contacts

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

Staff Time

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

GALENA

	# of Trips Made to Site	Site/School Visited	# of Students Served
Trave. to and from site	1	GALENA	1
Weathered in time			
Observation			
Consultation with School Staff			
Staff Training and Instruction			
Student Interaction			
Student Direct Instruction			
Family Contact			
Ancillary Services			
Administrative Contact			
On Site Prep and Follow Up			
SESA Office Time			
Grand Total			

Number of District Contacts	
0	Teacher
0	Aide
0	Administration
1	Certified Staff
0	Family
0	Other
1	Total

Staff Time

5.3
0.0
2.5
1.0
0.0
0.5
0.0
2.5
1.0
1.5
1.0
21.5
36.8

HAINES

of Trips
Made to Site

1
1

Site/School
Visited

HAINES
MOSQUITO LAKE

of Students
Served

3
1

Number of District Contacts

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

Staff Time

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

HOONAH

of Trips
Made to Site

1

Site/School
Visited

HOONAH

of Students
Served

2

Number of District Contacts

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

Staff Time

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

IDITAROD

# of Trips Made to Site	Site/School Visited	# of Students Served
2	GRAYLING	2
2	HOLY CROSS	2

Number of District Contacts

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

Staff Time

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

JUNEAU

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

Number of District Contacts

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

Staff Time

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

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

Staff Time

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

Number of District Contacts

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

KAKE

KASHUNAMUIT

# of Trips Made to Site	Site/School Visited	# of Students Served
2	CHEVAK	6

Number of District Contacts

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

Staff Time

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

KENAI

of Trips
Made to Site

1

Site/School
Visited

COOK INLET

of Students
Served

1

Number of District Contacts

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

KETCHIKAN

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

Number of District Contacts

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

Staff Time

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

KING COVE

of Trips
Made to Site

0

Site/School
Visited

KING COVE

of Students
Served

1

Number of District Contacts

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

Staff Time

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

KLA WOCK

of Trips
Made to Site

8

Site/School
Visited

KLA WOCK

of Students
Served

7

Number of District Contacts

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

Staff Time

1190	Travel to and from site
215	Weathered in time
590	Observation
465	Consultation with School Staff
80	Staff Training and Instruction
60	Student Interaction
120	Student Direct Instruction
180	Family Contact
60	Ancillary Services
100	Administrative Contact
185	On Site Prep and Follow Up
1000	SESA Office Time
4215	Grand Total

KODIAK

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

Number of District Contacts

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

Staff Time

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

KUSPUK

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

Number of District Contacts

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

Staff Time

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

LAKE & PENN

of Trips
Made to Site

Site/School
Visited

of Students
Served

2
1

NEWHALEN
PERRYVILLE

3
1

Number of District Contacts

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

Staff Time

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

LOWER KUSKOKWIM

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

Number of District Contacts

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

Staff Time

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

LOWER YUKON

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

Number of District Contacts

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

Staff Time

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

MAT-SU

of Trips
Made to Site

Site/School
Visited

of Students
Served

2
1
2

PALMER JR. HIGH
PIONEER PEAK
WASILLIA HIGH SCH

1
1
1

Number of District Contacts

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

Staff Time

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

MT. EDGECUMBE

of Trips
Made to Site

0

Site/School
Visited

MT. EDGECUMBE

of Students
Served

1

Number of District Contacts

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

Staff Time

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

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

Staff Time

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

Number of District Contacts

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

NOME

NORTH SLOPE

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

Number of District Contacts

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

Staff Time

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

NORTHWEST ARCTIC

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

Number of District Contacts

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

Staff Time

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

PELICAN

of Trips
Made to Site

1

Site/School
Visited

PELICAN

of Students
Served

1

Number of District Contacts

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

Staff Time

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

PETERSBURG

of Trips
Made to Site

0

Site/School
Visited

PETERSBURG

of Students
Served

1

Number of District Contacts

	Teacher	Aide	Administration	Certified Staff	Family	Other	Total
Travel to and from site	0	0	0	0	0	0	0
Weathered in time	0	0	0	0	0	0	0
Observation	0	0	0	0	0	0	0
Consultation with School Staff	0	0	0	0	0	0	0
Staff Training and Instruction	0	0	0	0	0	0	0
Student Interaction	0	0	0	0	0	0	0
Student Direct Instruction	0	0	0	0	0	0	0
Family Contact	0	0	0	0	0	0	0
Ancillary Services	0	0	0	0	0	0	0
Administrative Contact	0	0	0	0	0	0	0
On Site Prep and Follow Up	0	0	0	0	0	0	0
SESA Office Time	12.0						12.0
Grand Total	12.0						12.0

Staff Time

RAILBELT

of Trips
Made to Site

Site/School
Visited

of Students
Served

3

ANDERSON
CANTWELL

3

1

1

Number of District Contacts

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

Staff Time

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

ST. MARYS

	# of Trips Made to Site	Site/School Visited	# of Students Served
Travel to and from site	0	ST MARYS	1
Weathered in time	0		
Observation	0		
Consultation with School Staff	0		
Staff Training and Instruction	0		
Student Interaction	0		
Student Direct Instruction	0		
Family Contact	0		
Ancillary Services	0		
Administrative Contact	0		
On Site Prep and Follow Up	0		
SESA Office Time	4.0		
Grand Total	4.0		

	Number of District Contacts
Teacher	0
Aide	0
Administration	0
Certified Staff	0
Family	0
Other	0
Total	0

Staff Time

SAND POINT

	# of Trips Made to Site	Site/School Visited	# of Students Served
Travel to and from site	0	SAND POINT	
Weathered in time			
Observation			
Consultation with School Staff			
Staff Training and Instruction			
Student Interaction			
Student Direct Instruction			
Family Contact			
Ancillary Services			
Administrative Contact			
On Site Prep and Follow Up			
SESA Office Time		1	
Grand Total			

	Number of District Contacts
Teacher	0
Aide	0
Administration	0
Certified Staff	0
Family	0
Other	0
Total	0

Staff Time

SITKA

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

Number of District Contacts

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

Staff Time

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

SKAGWAY

of Trips
Made to Site

0

Site/School
Visited

SKAGWAY

of Students
Served

1

Number of District Contacts

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

Staff Time

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

SOUTH EAST ISLAND

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

Number of District Contacts

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

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

SOUTHWEST REGION

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

Number of District Contacts

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

Staff Time

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

UNALASKA

of Trips
Made to Site

0

Site/School
Visited

UNALASKA

of Students
Served

2

Number of District Contacts

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

Staff Time

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

VALDEZ

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

Number of District Contacts

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

Staff Time

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

WRANGELL

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

Number of District Contacts

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

Staff Time

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

YUKON FLATS

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

Number of District Contacts

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

Staff Time

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

YUKON/KOYUKUK

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

Number of District Contacts

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

Staff Time

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

YUPIIT

of Trips
Made to site
1

Site/School
Visited
AKIACHAK

of Students
Served
2

Number of District Contacts

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

Staff Time

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

APPENDIX A

Appendix A

Special Education Service Agency Grants and Contracts 1988-89

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

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

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

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

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

APPENDIX B

Appendix B

DOE State Contract
Professional Employees 1988-89

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

Additional SESA Professional Staff in Other Grants and Contracts

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

APPENDIX C

Appendix C

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

Date: 12/31/88

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

Appendix C (con't)

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

Key to Abbreviations of State Classifications.

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

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

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

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

July 1, 1987 - June 30, 1988

Audit Control Number

05-1345-89-R

Commissioner, Department of
Education

William G. Demmert

Deputy Commissioner, Department of
Education

Steve Hole

Special Education Services Agency
Board of Directors

President

Terry L. Coon

Vice President

Richard Kronberg

Secretary

Nancy Billingsley

Treasurer

Duane French

Member

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Member

Brenda Trumble

Ex-Officio Member, Department
of Education

Steve Hole

Ex-Officio Member, Department
of Health and Social Services

Blanche Brunk

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

Dot Truran

STATE OF ALASKA

THE LEGISLATURE
BUDGET AND AUDIT COMMITTEE

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

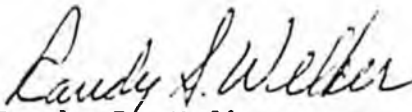
December 7, 1988

Members of the Legislative Budget
and Audit Committee:

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

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

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


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

STATE OF ALASKA

THE LEGISLATURE

BUDGET AND AUDIT COMMITTEE

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

November 22, 1988

Members of the Legislative Budget
and Audit Committee:

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

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

July 1, 1987 - June 30, 1988

Audit Control Number

05-1345-89-R



Mike Greany, Director
Division of Legislative Finance

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PURPOSE AND SCOPE OF THE REPORT

Purpose

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

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

Scope

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

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

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

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

ORGANIZATION AND FUNCTION

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

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

SESA is providing these services through the following programs:

Low-Incidence Handicapped Outreach Project

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

Blind/Visually Impaired Infant Learning Program

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

Model Demonstration Project

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

Services to the Deaf/Blind

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

Statewide Systems Change Project (SSCP)

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

Alaska Consortium for Transition Services

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

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

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

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

REPORT CONCLUSION

Policy Issues

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

Report Conclusion

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

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

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FINDINGS AND RECOMMENDATIONS

Recommendation No. 1

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

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

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

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

Recommendation No. 2

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

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

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

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

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

PRIOR AUDIT RECOMMENDATIONS

Prior Recommendation No. 1

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

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

Current Status

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

Prior Recommendation No. 2

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

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

Current Status

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

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

Prior Recommendation No. 3

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

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

Current Status

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

AUDITOR'S COMMENTS

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

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

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

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

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

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CORRECTION

**THIS DOCUMENT
HAS BEEN REPHOTOGRAPHED
TO ASSURE LEGIBILITY**

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ANALYSIS OF PUBLIC NEED

Limited Analysis

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

- I. The extent to which the board, commission, or program has operated in the public interest.
 1. SESA attempts to meet the needs of low-incidence handicapped students through an itinerant outreach program as well as through special education instructional support and training to local school district special education personnel. We were unable to evaluate the effectiveness of the Agency because formal program standards defining acceptable minimum services have not been finalized (see Prior Recommendation No. 1).
 2. Monitoring and review of the Agency by the Department of Education has not taken place since SESA's creation. The Department's proper administration of the grant to SESA could provide additional assurances of the fulfillment of the agency's responsibilities (see Recommendation No. 1).

- II. The extent to which the operation of the board, commission, or agency program has been impeded or enhanced by existing statutes, procedures, and practices which it has adopted, and any other matter, including budgetary, resource, and personnel matters.
 1. Our review did not find SESA legislation restrictive or overly broad. SESA currently has a waiting list of approximately 30 students who can not be served because of lack of SESA personnel. The Agency has been recruiting staff and should have the problem remedied by January 1.
 2. The reliability of the SESA data collection system is questionable and data can not be compared to similar school district reports (see Recommendation No. 2).

- III. The extent to which the board, commission or agency has recommended statutory changes which are generally of benefit to the public interest.

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

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

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

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

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

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

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

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

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

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

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

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

Please refer to the previous section, Findings and Recommendations.

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APPENDIXES