

ALASKA LEGISLATURE COMMITTEE FILES 1991-1992 8672

7425 SENATE HEALTH EDUCATION & SOCIAL SERVICES

Transition Services

In fiscal year 1991 the Department of Education and the Division of Vocational Rehabilitation provided grants to assist school districts and adult service providers in improving the transition of severely handicapped secondary youth into adult living and work settings in rural Alaska. Previously funding was provided from the federal government for this program. No additional funds will be available for this program in FY 1992, but transition services will continue to be provided under the low-incidence handicapped program.

Statewide Evaluation Travel Team

This is an early intervention project that provides comprehensive evaluation and program planning for children in rural Infant Learning Programs. It also provides consultation and support to service providers and families of those children. These services are available to the families of special needs children in Dillingham, Barrow, Cordova, Nome, McGrath and Kotzebue.

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 multi-handicapped 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 30 employees, including an executive director, program supervisor, 16 education specialists, and 5 support positions. In FY 1991, SESA received \$1,447,295 in state Low-Incidence Handicapped Outreach Project funding. Other state and federal grant funds totaled \$604,436 for a total FY 1991 budget of \$2,051,731.

REPORT CONCLUSION

In our opinion, the Special Education Service Agency should continue to provide itinerant resource 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 Service Agency, remains unchanged. SESA 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, 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 SESA.

FINDINGS AND RECOMMENDATIONS

Recommendation No. 1

The Department of Education and SESA should work together to develop formal procedures to identify when a school district is no longer eligible to receive SESA services and to provide a proper transition for its students.

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. Alaska Statute 14.30.640 provides the eligibility requirements for receiving SESA services. School districts may receive services from SESA if it serves children with specific disabilities that occur infrequently, that need specialized services not normally found in the school district, and can not easily be provided because of the low number of students in the district requiring those services. The basic rationale in creating SESA was to provide itinerant services where it is not cost effective for the district to provide services in-house. There is a point once the district has certified enough students of a given disability category to make it more expensive and less practical for SESA to provide the services than for the district.

SESA has had to work with school districts in this manner, to identify a point when a school district should be taking on the responsibility of the services to one or more categories of students, encourage and assist the district in hiring its own staff, and provide for adequate services to the students during any transition periods. No formal process has been established that puts together the skills of SESA staff and authority of the Department of Education in dealing with such situations. We recommend the Board and the Department develop a policy to assure proper assignment of responsibilities for the provision of services.

Recommendation No. 2

The SESA Board of Directors should amend the agency's by-laws to make the Administrator of Special and Supplemental Services within the Department of Education a permanent member of the Board.

20 United States Code section 1412(6), states that each state is required to have a single state agency that is ultimately responsible for assuring that each handicapped child in the state receives a free and appropriate public education. It further requires that programs of special education administered by other agencies will be under the general supervision of the persons responsible for educational programs for handicapped children in the state educational agency. The Alaska statutes provide no

administrative authority to the Department of Education over the services that SESA provides.

Ambiguities in the statutes prevents the Department from exercising any type of supervision over SESA. We have previously recommended, and continue to 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 were suggested to include monitoring of program files, establishing reporting requirements to the Department, comparing planned to actual service levels, and evaluating SESA's operations to assure that they are functioning according to established program standards. The Department agreed to seek such clarification through regulations. No such regulations have been promulgated. As an interim measure, we recommend that the Board make the Administrator of Special and Supplemental Services in the Department a permanent member of the Board to assure oversight and a continued working relationship between the Department and SESA.

Recommendation No. 3

The Department of Education and the SESA Board should continue to look at more efficient methods of providing related services to low-incidence handicapped students.

Alaska Statute 47.80.100 requires that all handicapped students are entitled to comprehensive special education services either through a state-operated program or from an independent agency, dispersed geographically, designed to minimize institutionalization and provided in the least restrictive setting. It is therefore necessary that those services should be provided within the school districts where that student is enrolled. Past sunset reviews have shown that the most cost effective means of providing those services is on an itinerant basis to the rural areas of the state.

SESA was created to provide stability in outreach and consultation assistance to school districts servicing low-incidence handicapped students. Although SESA has provided a great deal more stability, there still may be potential for a more efficient means of using the state's resources. A cursory review of similar services in other states has shown that a form of state agency providing these services to rural areas on a regional basis has been effective. There are various alternatives of program administration that have not been fully explored that could provide a better link with other similar service groups and agencies within the state. Those linkages could be through the Department of Education or through some other type of consortium agreement. We therefore recommend that the Department and the SESA Board review other means of providing these services that may be more efficient and effective in program delivery. We also recommend that the Department prepare a report to the Legislature with its findings.

ANALYSIS OF PUBLIC NEED

Limited Analysis

The following analyses of SESA activities indicate both positive and negative factors as they relate to public need as defined in the "sunset" law. These analyses are not intended to be comprehensive, but address those areas pertinent to our review.

- I. The extent to which the board, commission, or program has operated in the public interest.
 - A. 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. Although program standards defining acceptable minimum services have not been developed, the Department of Education reviewed SESA in fiscal year 1990 providing assurances that the agency is fulfilling its statutory responsibilities.

- 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.
 - A. Our review did not find SESA legislation restrictive or overly broad. There have been incidences where years have transpired between the time SESA determined that a school district is no longer eligible for its services and when that school district has assumed that responsibility. A clarification of procedures and responsibilities is needed to alleviate confusion and expedite the process (see Recommendation No. 1).
 - B. Since the last sunset review SESA has had difficulties in accounting for the finances of the agency. SESA has worked with their CPA firm in establishing an in-house accounting system and documenting financial policies and procedures. The past financial difficulties appears to have been dealt with in an adequate manner.
 - C. In February 1990 the certified staff requested affiliation with the American Federation of Teachers (AFT). This action has resulted in more representation by staff at board meetings, stability and equality among the certified staff, additional administrative time spent in negotiations, and increasing budgetary needs to meet growing salaries.

D. Data collection problems have continued to plague SESA. No annual reports were prepared for FY89 or FY90 due to a lack of confidence in the statistical reports. Both the Department of Education and SESA are working on revamping data collection procedures in an attempt to rectify the situation.

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

A. No statutory changes have been recommended regarding SESA.

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.

A. Annually consumer satisfaction ratings surveys are sent to administrators, teachers, paraprofessionals, parents and related services personnel at each site served by SESA. The results of the most recent survey are included in Appendix D 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 SESA 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.

A. No state regulations have been promulgated as a result of SESA action. Agency personnel have been involved in reviewing proposed Department of Education regulations affecting either SESA or the special education system. All meetings of the board of directors are noticed and open to the public. Board meetings 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, with the department to which a board or commission is administratively assigned, or with the Office of the Ombudsman have been processed and resolved.
- A. There has been one complaint that was presented to the Board. A letter of apology was sent to the school district that made the complaint and SESA administration is developing guidelines that will avoid any similar incidents in the future. SESA is not within the jurisdiction of the Office of the Ombudsman, therefore complaints would be referred to DOE. DOE has received no complaints concerning SESA and its board.
- VII. The extent to which a board or commission which regulated entry into an occupation or profession has presented qualified applicants to serve the public.
- A. 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.
- A. 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 enumerated in this subsection.
- A. Please refer to the previous section, Findings and Recommendations.

APPENDIX

APPENDIX A

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SERVICE AGENCY
SCHEDULE OF REVENUES AND EXPENDITURES
For the Period July 1, 1990 through June 30, 1991
(Unaudited)
(Note 1)

Revenues (Note 2)

State Grants (received to date)	\$1,882,712
Federal Grants (including receivables)	<u>155,773</u>
<u>Total Revenues as of 6/30/91</u>	<u>\$2,038,485</u>

Expenditures (Note 2)

State Grants	\$1,882,508
Federal Grants	<u>155,773</u>
<u>Total Expenditures as of 6/30/91</u>	<u>\$2,038,281</u>

Note 1

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

Note 2

SESA has been authorized to receive and expend \$2,051,731 in Federal and State grants for FY 1991.

APPENDIX B

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SERVICE AGENCY
SCHEDULE OF ESTIMATED REVENUES

For the Period July 1, 1991 through June 30, 1992
(Note 1)

State Contract	\$1,518,780
Infant learning Program	207,453
Deaf/Blind	134,995
SETT - ILP	315,000
Assistive Technology Grants	<u>74,859</u>
Total Estimated Revenues for FY 1992	<u>\$2,251,087</u>

Note 1

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

APPENDIX C

SPECIAL EDUCATION SERVICE AGENCY
LOW-INCIDENCE OUTREACH PROGRAM
CURRENT STUDENT CASELOAD BY DISTRICT

June 30, 1991

(Note 1)

<u>DISTRICT</u>	<u>B/VI</u>	<u>HI</u>	<u>SED</u>	<u>MH/OH</u>	<u>TOTAL</u>
Alaska Gateway					
Aleutian Region				1	1
Aleutians East				2	2
Annette Island		1			1
Bering Strait	2	2	10	11	25
Bristol Bay				1	1
Chatham	1	1	2	3	7
Copper River			9	6	15
Cordova	1		1		2
Craig	1		3	1	5
Delta/Greely		2	3	4	9
Dillingham			2	11	13
Fairbanks North Star	1				1
Galena		1			1
Haines				8	8
Hoonah				3	3
Hydaburg		2		1	3
Iditarod	1	1		4	6
Juneau		3	1		4
Kake			2	1	3
Kashunamiut	1		2	13	16
Kenai Peninsula	2			1	3
Ketchikan Gateway	1		1	10	12
Klawock			2	3	5
Kodiak Island		2		7	9
Kuspuk	1		1	7	9
Lake & Peninsula		3	1	4	8
Lower Kuskokwim	5	9			14
Lower Yukon	1		4	3	8
Matanuska-Susitna				1	1
North Slope			6	6	12
Northwest Arctic		1	1	9	11
Pelican				1	1
Petersburg				1	1
Pribilof				1	1
Railbelt			1	3	4
St. Mary's				1	1
Sitka	3	1	9	2	15
Skagway		1	1	2	4
Southeast Island	1			1	2
Southwest Region	1	1	5	5	12
Tanana			1	1	2
Valdez	1	1	1		3
Wrangell		1	2	6	9

<u>DISTRICT</u>	<u>B/VI</u>	<u>HI</u>	<u>SED</u>	<u>MH/OH</u>	<u>TOTAL</u>
Yakutat			3		3
Yukon Flats				5	5
Yukon/Koyukuk			4	7	11
Yupiit	2		1	4	7
TOTALS	26	33	84	169	312

Note 1

All information obtained from SESA "Annual Report Fiscal Year 1991".

LEGEND

B/VI Blind/Visually Impaired
 HI Hearing Impaired
 SED Seriously Emotionally Disturbed
 MH/OH Multihandicapped/Orthopedically Handicapped

APPENDIX D

SPECIAL EDUCATION SERVICE AGENCY
CONSUMER SATISFACTION RATINGS
July 1, 1990 through June 30, 1991
(Note 1)

	<u>AVERAGE RATING</u>
A. The contact by this Education Specialist prior to each on-site visit was helpful to establish why the person was coming	3.57
B. The assistance provided was helpful in meeting the needs established	3.54
C. Assistance provided was helpful to the CST for establishing goals and objectives for the IEP	3.57
D. Student service reports sent to me after each visit were:	
1. Clear, concise and easy to follow	3.72
2. Received within an appropriate time span after each visit	3.68
3. Helpful to my working with the student	3.53
E. Materials or other follow-up activities agreed to during the visits were delivered within a reasonable amount of time	3.61
F. This Education Specialist:	
1. was sensitive to student and district needs	3.62
2. maintained useful contact between on-site visits via _____	3.53
3. was available for contact between visits	3.58
4. was an effective resource for the educational program(s) for the student(s) served	3.64
5. is someone with whom I have, or expect to develop a good working relationship	3.72

AVERAGE
RATING

G. Overall, the assistance provided by this
Education Specialist met my needs to
better serve the student(s) 3.59

Note 1

Data was obtained from SESA "Annual Report Fiscal Year 1991". Various consumers were asked to rate SESA services on a 4 point scale, with 4 being the highest rating. Those consumers responding to the survey included administrators, teachers, paraprofessionals, parents, speech/learning specialists, psychologists and counselors. 151 responses were received.

CST = Child Study Team

IEP = Individualized Education Program

WALTER J. HICKEL, GOVERNOR

GOLDBELT PLACE
801 WEST 10TH STREET, SUITE 200
JUNEAU, ALASKA 99801-1894

DEPARTMENT OF EDUCATION

OFFICE OF THE COMMISSIONER

January 7, 1992

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

RECEIVED
JAN 7 1992

LEGISLATIVE AUDIT

RE: Audit Control Number 05-1397-92

Dear Mr. Welker:

This is a reply to your confidential preliminary audit report for the Department of Education Special Educational Service Agency dated November 13, 1991. The department has reviewed the findings and recommendations and provides the following response:

Recommendation No. 1

The Department of Education and SESA should work together to develop formal procedures to identify when a school district is no longer eligible to receive SESA services and to provide a proper transition for its students.

The department concurs with Recommendation No. 1. The department will work with the State Board of Education and SESA to develop a policy to assure proper assignment of responsibilities and formalize the process for providing services.

Recommendation No. 2

The SESA Board of Directors should amend the agency's by-laws to make the Administrator of Special and Supplemental Services within the Department of Education a permanent member of the Board.

The department concurs with Recommendation No. 2. The department will take the necessary steps in working with SESA to appoint the Administrator of Special and Supplemental Services within the Department of Education permanent membership on the SESA Board.

Recommendation No. 3

*Notify Committee
will get
info to us by
August.*

*OK being
done*

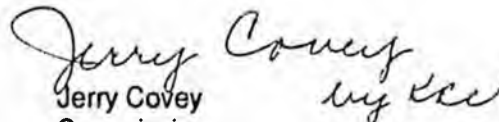
*3/22/92
Jesse Rich
State Ed. Director
Policy and
Admin.*

Randy S. Welker
Page 2
January 7, 1992

The Department of Education and the SESA Board should continue to look at more efficient methods of providing related services to low-incidence handicapped students.

The department concurs with Recommendation No. 3. The Administrator of Special and Supplemental Services has been assigned to work with the SESA Board to review the current methods of providing services, explore alternatives and prepare a report of findings and recommendations to the Legislature.

Sincerely,


Jerry Covey
Commissioner

cc: Brenda O'Donnell, Assistant Director, Administrative Services
Mike Maher, Special Assistant

SB331

SPECIAL EDUCATION SERVICE AGENCY



ANNUAL REPORT

**FISCAL YEAR
1991**

**Special Education Service Agency
2217 E. Tudor Road, Suite 1
Anchorage, Alaska 99507**



Table of Contents

	Page
Section I <i>The Agency</i>	
Introduction.....	1
Organizational Chart.....	2
Description	3
Section II <i>Low Incidence Outreach Program: Procedures and Data</i>	
What the Law Requires.....	5
Professional Availability	5
The Referral Process	6
Menu of Services	8
District Assistance Information & Data.....	15
Current Caseload.....	16
New Enrollment.....	18
Referrals by District	19
Discontinuations	27
Discontinuations by District	28
Consumer Satisfaction Summary	36
Survey Results	37
Section III <i>Low Incidence Outreach Program: Fiscal Information</i>	
Statutory Funding Formula.....	38
Program Staffing	39
1990-91 Expenditures	40
Average Cost Per Student	41
Expenditures by District	42
Travel Expenditures Per District	44
Section IV <i>Blind/Visually Impaired - Infant Learning Program</i>	
Program Description	46
Assessment and Proposed Resolution of Needs	56

Section V *Statewide Evaluation Travel Team*

Project Abstract	60
Work Plan and Methodology	61
End-of-Year Report	62

Section VI *Alaska Services for Children with Dual Sensory Impairments*

Abstract	71
Project Objectives	72
Summary of Accomplishments	75
Narrative of Accomplishments	76

Appendix A

Consumer Satisfaction Form

Appendix B

Professional Staff

Professional Development

Appendix C

Sample Technical Assistance Agreement

Sample Student Service Report



Section I

SPECIAL EDUCATION SERVICE AGENCY

INTRODUCTION

Purpose

The Special Education Service Agency (SESA) is a public non-profit agency authorized and funded by the Alaska State Legislature under AS 14.30.600. The intent of the legislation is to provide assistance to school districts and rural educational attendance areas throughout the state of Alaska in making more special education and related services available to students experiencing severe, low incidence handicapping conditions. SESA specifically provides itinerant low incidence outreach and consultation assistance to:

- Deaf/Hearing Impaired
- Multihandicapped
- Orthopedically Handicapped
- Seriously Emotionally Disturbed
- Dually Sensory Impaired
- Blind/Vision Impaired
- Severely Mentally Retarded
- Other Health Impaired
- Preschool Developmentally Delayed

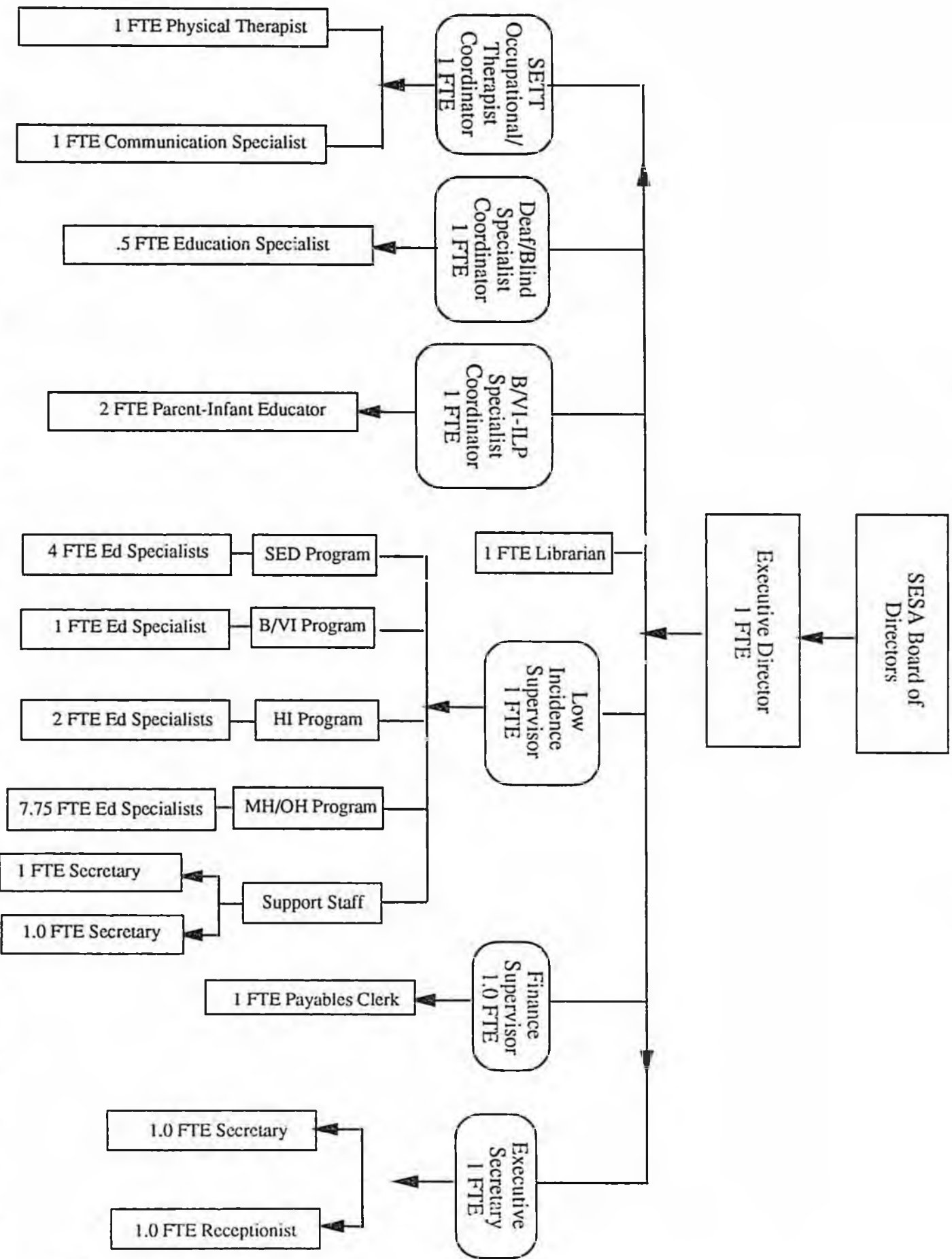
In addition to providing Low Incidence Handicap Outreach Services as above, SESA also offers a number of other programs funded by additional state or federal grants as described on pages 3-4.

Organization

SESA is governed by a Board of Directors that is currently comprised of six members of the Governor's Council on the Handicapped and Gifted (GCHG), and one representative each from the Alaska Association of Administrators of Special Education, the National Education Association of Alaska, and the Alaska Association of School Administrators. In addition to being GCHG representatives, board members also represent the Division of Vocational Rehabilitation, the Department of Health and Social Services and the Department of Education. The Executive Director of the GCHG is included as an ex officio member on the SESA Board.

Directly responsible to the SESA Board is the Executive Director who plans, coordinates and administers the DOE State Contract and other grant programs. He is assisted in this task by an executive secretary, finance staff, low incidence program supervisor and part-time grant coordinators.

SESA Organizational Chart



Special Education Service Agency Grants and Contracts

1990-91

DOE State Contract For Low Incidence Handicapped Outreach Services: The primary responsibility of the DOE State Contract is to provide itinerant special education consultation and technical assistance to school districts that serve students with low incidence disabilities, ages three through twenty-one years. Low Incidence Outreach staff members are certified special education teachers with advanced skills and specialized training who provide assistance to school districts throughout the state. They work with school administrators, teachers, paraprofessionals, related services personnel, parents and others in developing appropriate Individual Education Programs (IEPs) for students who experience the following low incidence disabilities:

- Deaf/Hearing Impaired
- Multihandicapped
- Other Health Impaired
- Seriously Emotionally Disturbed
- Blind/Vision Impaired
- Severely Mentally Retarded
- Preschool Developmentally Delayed
- Orthopedically Handicapped

Objectives and services of the various Low Incidence Outreach Program areas are listed in Section III.

Alaska Services for Infants, Children, and Youth with Dual Sensory Impairments: This is a federally funded program through the Alaska Department of Education and the United States Office of Education. Its purpose is to provide supplemental technical assistance to school districts and other public or private agencies that serve persons with both vision and hearing impairments.

Blind/Visually Impaired - Infant Learning Program: This early intervention program is funded by the Alaska Department of Health and Social Services. Its purpose is to assist parents and infant learning teachers throughout the state in providing services to infants ages birth to three years who are at risk of a visual impairment.

Infant Learning Program Statewide Evaluation Travel Team: This second early intervention program funded by the Alaska Department of Health and Social Services has just completed its first year with SESA. Its purpose is to provide comprehensive evaluations and assistance with program planning for children ages birth through three years who are enrolled in rural Infant Learning Programs.

Alaska Consortium for Transition Services: This was a three-year federal project funded by the Office of Special Education and Rehabilitation Services of the U. S. Department of Education through the 1989-90 school year. However, a special extension was granted to continue training activities during this 1990-91 school year. To help SESA continue to offer statewide training and technical assistance in transition planning, the Alaska Division of Vocational Rehabilitation and the Alaska Department of Education have also made funds available. This collaboration of state and federal funding has allowed SESA to continue the dissemination of ACTS materials and strategies to interested districts and personnel. SESA transition training is truly a partnership, involving school districts, state agencies, local and private groups, parents and employers.

Section II



SERVICE TO LOW-INCIDENCE HANDICAP STUDENTS

What the Law Requires

Since 1975, children experiencing disabilities, whether physical, emotional, cognitive or perceptual, have been guaranteed the right to an appropriate education as a result of Public Law 94-142, the Education of the Handicapped Act. It is difficult to define *appropriate* since each individual's needs are different; but an *appropriate* education for any student is one from which that student has an opportunity to benefit.

As a result of PL 94-142, any student who meets the criteria for a specific identified handicapping condition is entitled to special treatment from the education community in order to achieve his/her potential to the same extent as a non-handicapped peer. Special Education is not simply the provision of additional teachers or tutors to try and help those students learn the same things that are being presented in the general education classroom. Depending on the severity of the disabling condition, that general information may not be (and frequently is not) appropriate to helping them become successful adults. And that, after all, is what education is all about. Special Education implies different content, approaches and/or materials/equipment to meet the needs and challenges presented by the special needs student.

Professional Availability

The predominant training in Special Education teacher preparation classes addresses the needs of mildly involved students, primarily learning disabled. This makes sense since most of the students in Special Education are mildly involved and experience a learning disability of some kind. Most large schools are able to hire the personnel necessary to provide appropriate educations for these students. Most large schools are even able to hire the personnel necessary to work with the more involved students, even though they are rarer and more difficult to find. However, here in Alaska, we have many small rural/remote schools that do not have the luxury of being able to hire specialists for all the disabling conditions that occur, particularly those that occur infrequently; and no one teacher, even if s/he is trained in addressing the needs of students with low incidence conditions, can possibly know what to do in all situations. That is why the Special Education Service Agency came into being.

As a public, non-profit agency, SESA can hire education specialists with expertise in specific low incidence handicap areas to provide the needed assistance across school district lines. This service model helps assure that all eligible students and staff have access to needed professional knowledge and methods of assistance. It is also a more efficient use of scarce economic and professional resources than would be the case if each district were left to acquire such staff on their own. Education Specialists are exposed to a broad base of needs, situations and collaborative opportunities across the state. By continuously expanding their own skills, they are better able to assist teachers, administrators, paraprofessionals and parents in the local schools and communities. By training local staff in effective techniques and practices, they allow even remote schools to provide the appropriate programs necessary to meet the needs of our very special students.

The Referral Process

*A primary teacher in a remote village in western Alaska has ten children in her classroom ranging from Kindergarten to third grade. Nine of the students are Yup'ik Eskimo and one is the child of a Caucasian teacher. Two of the students are functioning significantly below the performance level of their peers and have been identified as *Learning Disabled*.

There is a family in the village with a child who is moderately involved with cerebral palsy and is about to turn three years old. The child is as yet unable to speak but does make vocal sounds in an attempt to communicate. He has little motor control, but some muscle tone and appears alert with eyes following activity within close range.

The primary teacher has never had training to work with special needs students. There is a special education teacher in the school who also teaches secondary math and history half time. Although he is certified in the state of Alaska to teach special education preschool through adult, most of his experience has been at the intermediate and secondary level with mildly impaired students. Not only has he had no experience with more severe disabilities, he has never worked with such young children.

Since this child's birth, the family has received assistance from the Infant Learning Program(ILP). In order to help facilitate a smooth transition into the school system, the ILP teacher has requested a meeting with the school staff and the family to discuss the child's abilities and needs. During the

*This is not a case study, but rather a representation of a typical situation in rural remote Alaska.

lack of knowledge of the educational needs of this child, but also the time requirements in developing and carrying out a suitable program for him. During a discussion of the types of support systems that will be necessary and available, the ILP teacher suggests that the school contact SESA for training, on-going technical support and program monitoring. A phone call is made and the process has begun.

The teacher is sent a referral packet which consists of a description of the SESA services that are available, a referral form with pertinent information and identified needed support data (medical information, reports from the occupational and physical therapists, etc.), and the authorization for exchange of information with other agencies that must be signed by the parents. Once this information is received by SESA, it is given to an appropriate education specialist who will then contact the school to arrange for a visit. During the first visit, the specialist will spend time observing the child in the school setting and perform a functional assessment of the child's abilities in order to establish a baseline ability from which to work. At that time, the specialist will also meet with the staff and the special education director to develop a Technical Assistance Agreement (TAA) outlining the responsibilities of both the SESA specialist and the school district and to determine the number of SESA visits or other types of technical assistance that will be necessary during the school year. Observations, activity summaries and recommendations are written following each site visit through a formal Student Service Report (SSR). Samples of TAAs and SSRs are available in Appendix C.

As the year progresses, the SESA specialist provides individual and group training for the school professional and paraprofessional staffs; provides materials and equipment to be tried out for effectiveness so the district can make well-selected purchases appropriate to the student's educational needs; assists with the development of IEP goals and objectives; and helped the school connect with outside agencies and funding sources to supplement their programs. As a result, the student can become a participating member of the school community to the greatest extent possible.

On the following pages are listed the types of assistance available to school district personnel and parents under the Low Incidence Handicap Outreach Program.

Objectives

School/District-Wide Training/Assistance

- 101 Conduct inservice/workshop on education strategies.
- 102 Conduct low vision inservice/workshop.
- 103 Conduct vision screening inservice/workshop.
- 104 Conduct orientation and mobility inservice/workshop.
- 105 Conduct inservice/workshop on the use of specialized equipment/materials.
- 106 Conduct inservice/workshop on compensatory skills.
- 107 Conduct inservice/workshop on career, vocational and transition issues.
- 108 Assist in development of B/VI classroom/program.
- 109 Assist in development of orientation and mobility program.
- 110 Provide school/district-wide pre-referral consultation.
- 111 Provide consultation of professional materials and specialized equipment/materials.
- 112 Assist districts in obtaining specialized services not available directly through SESA.
- 113 Assist in special training requests.
- 114 Provide technical assistance to district B/VI teacher(s).

Staff Training and/or Assistance

- 130 Assist in classroom design and procedures.
- 131 Recommend and provide professional materials and specialized equipment/materials.
- 132 Provide ongoing consultation in B/VI educational strategies.
- 133 Provide ongoing consultation in orientation and mobility techniques.
- 134 Provide information and resources on specific B/VI issues.
- 135 Provide handicap awareness activities.
- 136 Provide inservice in Model Demonstration Training (MDT) program.

Ancillary Assistance

- 150 Assist in coordinating ancillary services.
- 151 Assist in coordinating ancillary communications.
- 152 Provide home instruction in compensatory skill areas.
- 153 Assist and advise in Child Study Team (CST) meetings.

Education Program Development and Implementation

- 160 Provide educational/compensatory assessments with recommendations.
- 161 Introduce specific instructional interventions in Compensatory Skills.
- 162 Introduce specific instructional interventions in academic areas.
- 163 Introduce specific instructional interventions in career/vocational/transition areas.
- 164 Introduce specific instruction interventions in the use of specialized equipment/materials.
- 165 Assist in development of IEP goals related to Compensatory Skills.
- 166 Assist in development of IEP goals related to academic areas.

- 167 Assist in development of IEP goals related to career/vocational/transition areas.
- 168 Assist in development of IEP goals related to specialized equipment/materials.
- 169 Develop mainstream goals and strategies,.
- 170 Develop transition goals for upcoming school year.
- 171 Provide direct instruction to student relative to Compensatory Skills.
- 172 Provide direct instruction to student relative to academics.
- 173 Provide direct instruction to student in career/vocational/transitional areas.
- 174 Provide direct instruction to student in the areas of specialized equipment and materials.
- 175 Provide functional vision assessment with recommendations.

HEARING IMPAIRED (HI) PROGRAM

Objectives

School/District-Wide Training/Assistance

- 201 Assist in development of hearing impaired program.
- 202 Advise and facilitate resource materials.
- 203 Provide training to staff in manual communication.
- 204 Provide training to staff in the function and proper use of amplification systems.

Staff Training

- 230 Assist in classroom design and procedures.
- 231 Recommend and provide resource materials.
- 232 Provide information and resources on hearing impairment.
- 233 Provide ongoing consultation to develop/implement intervention strategies.
- 234 Provide consultation for educational interpreting techniques and procedures.
- 235 Monitor students and staff needs through telephone contacts on an ongoing basis.
- 236 Use available technologies to provide distant delivered staff training.

Ancillary Assistance

- 250 Assist in coordinating ancillary services.
- 251 Assist home/school communication.
- 252 Assist and advise in Child Study Team (CST) meetings.

Education Program Development

- 260 Assist in assessing student's current level of functioning.
- 261 Assist and advise in Child Study Team (CST) meetings.
- 262 Assist in development of IEP goals and objectives for vocational programming.
- 263 Assist in development of IEP goals and objectives for language programming.
- 264 Assist in development of a speech program.
- 265 Assist in development of an auditory training program.
- 266 Assist in development of a communication language program.
- 267 Assist in development of a reading academics program.
- 268 Assist in development of a social program.
- 269 Develop mainstream goals and strategies.
- 270 Assist in adapting the regular education program for student participation.
- 271 Develop transition goals for upcoming school year.

MULTIHANDICAPPED/ ORTHOPEDICALLY HANDICAPPED (MH/OH) PROGRAM

Objectives

School/District-Wide Training/Assistance

- 401 Provide inservice/workshop on functional assessment.
- 402 Provide inservice/workshop on selecting and implementing appropriate curriculum.
- 403 Provide inservice/workshop on IEP development.
- 404 Provide inservice/workshop on community-based education.
- 405 Provide inservice/workshop on vocation training.
- 406 Provide inservice/workshop on leisure/recreation.
- 407 Provide inservice/workshop on transition planning.
- 408 Provide inservice/workshop on mainstreaming.
- 409 Provide inservice training on disability awareness.
- 410 Provide inservice training on the utilization of adaptive equipment.

Staff/Parent Training

- 430 Assist in conducting ecological inventories and functional assessments.
- 431 Assist with the development and implementation of instructional programs.
- 432 Provide assistance and training in functional assessment/curriculum content.
- 433 Provide assistance and training in community-based instruction.
- 434 Provide assistance and training in social skills instruction.
- 435 Provide assistance and training in home programs.
- 436 Provide assistance and training in communication skills programming.
- 437 Provide assistance and training in integration programs.
- 438 Provide assistance and training in behavior management programs.
- 439 Provide assistance and training in lifting and transfer techniques.
- 440 Provide assistance and training in disability awareness programming.
- 441 Provide assistance and training in Individual Transition Plan (ITP) development.
- 442 Provide assistance and training in leisure/recreation programming.
- 443 Provide assistance and training in feeding programming.
- 444 Facilitate staff/parent participation in inservices and workshops.
- 445 Assist staff/parents to implement skills/knowledge from training.

Ancillary Assistance

- 450 Act as a liaison between student/family/school and ancillary service providers.
- 451 Assist district with networking.
- 452 Review student history and provide eligibility and placement consultation.
- 453 Assist in securing medical and educational documentation.

Educational Program Development and Implementation

- 460 Assist in the development of the Individual Education Plan (IEP)..
- 461 Assist in the implementation of IEP goals and objectives in independent living skills.
- 462 Assist in the implementation of IEP goals and objectives in vocation training/job placements.
- 463 Assist in the implementation of IEP goals and objectives in leisure/recreation.
- 464 Assist in the implementation of IEP goals and objectives in integration activities.
- 465 Assist in the implementation of IEP goals and objectives in social skills.
- 466 Assist in the implementation of IEP goals and objectives in home programming.
- 467 Assist in the implementation of IEP goals and objectives in communication skills.
- 468 Assist in the implementation of IEP goals and objectives in functional academics.
- 469 Assist in the implementation of IEP goals and objectives in fine/gross motor skills.
- 470 Assist in the development of IEP goals and objectives in behavior management.
- 471 Assist in the implementation of IEP goals and objectives in community-based instruction.
- 472 Assist in the development of an Individual Transition Plan (ITP).
- 473 Assist in the implementation of the Individual Transition Plan (ITP).
- 474 Assist in classroom/school accessibility and design.
- 475 Assist in development of a disability awareness program.
- 476 Assist in development of feeding skills training program.
- 477 Incorporate adaptive equipment into program as needed.
- 478 Assist in monitoring student progress to determine interventions or modifications to the educational program.
- 479 Recommend and provide resource materials.

Objectives**School/District-Wide Training/Assistance**

- 301 Conduct behavior management inservice/workshop.
- 302 Introduce social skills curriculum to staff through inservice/workshop.
- 303 Assist in development of school-wide discipline program (workshop).
- 304 Conduct Stress Management workshop.
- 305 Assist in development of SED classroom/program.
- 306 Provide school/district-wide pre-referral consultation.
- 307 Provide consultation on resource materials.
- 308 Assist district in obtaining specialized services.

Pre-Referral Assistance

- 320 Review student history/give placement consultation.
- 321 Recommend early-intervention strategies.
- 322 Assist in implementing early intervention strategies.
- 323 Monitor progress of high-risk student.

Staff Training and/or Assistance

- 330 Assist in classroom design and procedures.
- 331 Recommend and provide resource materials.
- 332 Provide on-going consultation in behavior management techniques.
- 333 Introduce relaxation techniques in classroom.
- 334 Increase social skills and peer interaction.
- 335 Provide information and resources on specific mental health issues.
- 336 Facilitate staff participation in Model Demonstration Training (MDT).

Ancillary Assistance

- 350 Assist in coordinating ancillary services.
- 351 Assist home/school communication.
- 352 Instruct home in behavior management techniques.
- 353 Assist and advise in Child Study Team (CST) meetings.

Educational Program Development and Implementation

- 360 Design individual behavior management program.
- 361 Introduce specific behavioral interventions (ongoing).
- 362 Monitor and refine behavior management strategy.
- 363 Assist in development of behavioral IEP goals.
- 364 Assist in development of academic IEP goals.
- 365 Assist in development of vocational IEP goals.
- 366 Develop mainstreaming goals and strategy.
- 367 Refine regular education academic program for student.
- 368 Develop out-of-classroom behavior program for student.
- 369 Develop transition goals for upcoming school year.
- 370 Provide direct instruction to student.

- 371 Provide information and feedback on functioning of academic program and make suggestions for program revision.
- 372 Provide information and feedback on functioning of behavioral program and make suggestions for program revision.
- 373 Provide information and feedback on functioning of vocational program and make suggestions for program revision.
- 374 Assist in securing appropriate academic materials.
- 375 Assist in securing appropriate social skills curriculum.
- 376 Assist in securing appropriate coping skills curriculum.

SPECIAL EDUCATION SERVICE AGENCY

Low Incidence Outreach Technical Assistance

During this 1991 fiscal year, fifteen SESA Education Specialists provided technical assistance to 392 students experiencing low incidence handicapping conditions in 50 districts throughout the state of Alaska. The following pages provide current caseload information as well as data on student referrals and discontinuations throughout the year.

This data reflects a number of students for whom services were discontinued early in the year. This occurred because in those districts, the handicapping conditions described ceased to be low incidence and the districts currently employ their own specialists; or, as in at least one situation, the special education teacher felt confident enough with past assistance that she could meet the educational needs of her students on her own. Changes in caseload numbers and district staff will always affect SESA's contact with those districts from year to year. Even though a specific population may be discontinued, phone contact continues for a time to ensure a smooth transition of services.

SESA Low Incidence Outreach Program

CURRENT CASELOAD
June 30, 1991

Students Served During 1990-91 School Year

DISTRICT	B/VI	HI	SED	MH/OH	TOTAL
*Adak Region					
Alaska Gateway			5	8	13
Aleutian Region				1	1
Aleutians East				2	2
*Anchorage					
Annette Island		1			1
Bering Strait	2	2	10	11	25
Bristol Bay				1	1
Chatham	1	1	2	3	7
*Chugach					
Copper River			9	6	15
Cordova	1		1		2
Craig	1		3	1	5
Delta/Greely		2	3	4	9
Dillingham			2	11	13
Fairbanks North Star	1				1
Galena		1			1
Haines				8	8
Hoonah				3	3
Hydaburg		2		1	3
Iditarod	1	1		4	6
Juneau		3	1		4
Kake			2	1	3
Kashunamiut	1		2	13	16
Kenai Peninsula	2			1	3
Ketchikan Gateway	1		1	10	12
Klawock			2	3	5
Kodiak Island		2		7	9
Kuspuk	1		1	7	9
Lake & Peninsula		3	1	4	8
Lower Kuskokwim	5	9			14
Lower Yukon	1		4	3	8
Matanuska-Susitna				1	1
*Nenana					
*Nome					
North Slope			6	6	12
Northwest Arctic		1	1	9	11
Pelican				1	1

Petersburg				1	1
Pribilof				1	1
Railbelt			1	3	4
St. Mary's				1	1
Sitka	3	1	9	2	15
Skagway		1	1	2	4
Southeast Island	1			1	2
Southwest Region	1	1	5	5	12
Tanana			1	1	2
*Unalaska					
Valdez	1	1	1		3
Wrangell		1	2	6	9
Yakutat			3		3
Yukon Flats				5	5
Yukon/Koyukuk			4	7	11
Yupit	2		1	4	7
	<i>B/VI</i>	<i>HI</i>	<i>SED</i>	<i>MH/OH</i>	<i>TOTAL</i>
TOTALS	26	33	84	169	312

*During the past year SESA has not provided technical assistance to these school districts either because they have not requested it or because they have sufficient qualified staff to meet student needs.

New Enrollment

FY 91

First Quarter

Blind/Visually Impaired	Hearing Impaired	Seriously Emotionally Disturbed	Multihandicapped/Orthopedically Handicapped
2	1	4	11

TOTAL = 18

Second Quarter

Blind/Visually Impaired	Hearing Impaired	Seriously Emotionally Disturbed	Multihandicapped/Orthopedically Handicapped
2	3	14	6

TOTAL = 25

Third Quarter

Blind/Visually Impaired	Hearing Impaired	Seriously Emotionally Disturbed	Multihandicapped/Orthopedically Handicapped
3	2	10	5

TOTAL = 20

Fourth Quarter

Blind/Visually Impaired	Hearing Impaired	Seriously Emotionally Disturbed	Multihandicapped/Orthopedically Handicapped
3	1	-0-	2

TOTAL = 6

Referral by District

FY 91

First Quarter

Total = 18

DISTRICT	B/VI	HI	SED	MH/OH
Adak Region				
Alaska Gateway				
Aleutian Region				
Aleutians East				
Anchorage				
Annette Island				
Bering Strait			2	
Bristol Bay				
Chatham				
Chugach				
Copper River				1
Cordova				
Craig				
Delta/Greely				
Dillingham			1	
Fairbanks North Star				
Galena				
Haines				2
Hoonah				1
Hydaburg				
Iditarod				
Juneau				
Kake				
Kashunamiut				2
Kenai Peninsula	1			
Ketchikan Gateway				
Klawock				
Kodiak Island		1		
Kuspuk				
Lake & Peninsula				
Lower Kuskokwim				
Lower Yukon				
Matanuska-Susitna				
Nenana				
Nome				
North Slope				
Northwest Arctic				1
Pelican				

Petersburg				
Pribilof				1
Railbelt				
St. Mary's				
Sitka	1		1	
Skagway				
Southeast Island				
Southwest Region				
Tanana				1
Unalaska				2
Valdez				
Wrangell				
Yakutat				
Yukon Flats				
Yukon/Koyukuk				
Yupit				
	<i>B/VI</i>	<i>HI</i>	<i>SED</i>	<i>MH/OH</i>
TOTALS	2	1	4	11

*Second Quarter**Total = 25*

DISTRICT	B/VI	HI	SED	MH/OH
Adak Region				
Alaska Gateway			1	
Aleutian Region				1
Aleutians East				
Anchorage				
Annette Island		1		
Bering Strait			1	
Bristol Bay				
Chatham			1	2
Chugach				
Copper River			3	
Cordova				
Craig			1	
Delta/Greely				
Dillingham			1	
Fairbanks North Star				
Galena		1		
Haines				
Hoonah				
Hydaburg				
Iditarod				
Juneau				
Kake				
Kashunamiut	1			
Kenai Peninsula				
Ketchikan Gateway				
Klawock				
Kodiak Island				
Kuspuk	1			1
Lake & Peninsula				
Lower Kuskokwim		1		
Lower Yukon			3	
Matanuska-Susitna				
Nenana				
Nome				
North Slope				
Northwest Arctic				
Pelican				
Petersburg				
Pribilof				
Railbelt				
St. Mary's				
Sitka			1	
Skagway				

Southeast Island				
Southwest Region				
Tanana				
Unalaska				
Valdez				
Wrangell			1	1
Yakutat			1	
Yukon Flats				
Yukon/Koyukuk				
Yupit				1
	<i>B/VI</i>	<i>HI</i>	<i>SED</i>	<i>MH/OH</i>
TOTALS	2	3	14	6

*Third Quarter**Total = 20*

DISTRICT	B/VI	III	SED	MII/OH
Adak Region				
Alaska Gateway				
Aleutian Region				
Aleutians East				
Anchorage				
Annette Island				
Bering Strait			1	
Bristol Bay				
Chatham				
Chugach				
Copper River				
Cordova	1			
Craig			2	
Delta/Greely				
Dillingham				
Fairbanks North Star				
Galena				
Haines				
Hoonah				
Hydaburg				
Iditarod		1		1
Juneau				
Kake				
Kashunamiut			1	
Kenai Peninsula				
Ketchikan Gateway				
Klawock				
Kodiak Island				
Kuspuk				
Lake & Peninsula				
Lower Kuskokwim				
Lower Yukon				
Matanuska-Susitna				
Nenana				
Nome				
North Slope				1
Northwest Arctic				
Pelican				
Petersburg				
Pribilof				
Railbelt				
St. Mary's				
Sitka	1		2	
Skagway			1	1

Southeast Island				
Southwest Region		1	1	
Tanana				
Unalaska				
Valdez				
Wrangell				
Yakutat			1	
Yukon Flats				1
Yukon/Koyukuk			1	1
Yupit	1			
	<i>B/VI</i>	<i>HI</i>	<i>SED</i>	<i>MH/OH</i>
TOTALS	3	2	10	5

*Fourth Quarter**Total = 6*

DISTRICT	B/VI	HI	SED	MH/OH
Adak Region				
Alaska Gateway				
Aleutian Region				
Aleutians East				
Anchorage				
Annette Island				
Bering Strait	1		2	
Bristol Bay				
Chatham				
Chugach				
Copper River				
Cordova				
Craig				
Delta/Greely				
Dillingham				
Fairbanks North Star				
Galena				
Haines				
Hoonah				
Hydaburg				
Iditarod	1			
Juneau				
Kake				
Kashunamiut				2
Kenai Peninsula				
Ketchikan Gateway				
Klawock				
Kodiak Island				
Kuspuk				
Lake & Peninsula				
Lower Kuskokwim		1		
Lower Yukon				
Matanuska-Susitna				
Nenana				
Nome				
North Slope				
Northwest Arctic				
Pelican				
Petersburg				
Pribilof				
Railbelt				
St. Mary's				
Sitka				
Skagway				

Southeast Island				
Southwest Region				
Tanana				
Unalaska				
Valdez				
Wrangell				
Yakutat				
Yukon Flats				
Yukon/Koyukuk				
Yupit	1			
	<i>B/VI</i>	<i>HI</i>	<i>SED</i>	<i>MH/OH</i>
TOTALS	3	1		2

Discontinuations

FY 91

First Quarter

Blind/Visually Impaired	Hearing Impaired	Seriously Emotionally Disturbed	Multihandicapped/ Orthopedically Handicapped
7	1	25	30

TOTAL = 63

Second Quarter

Blind/Visually Impaired	Hearing Impaired	Seriously Emotionally Disturbed	Multihandicapped/ Orthopedically Handicapped
1	3	14	19

TOTAL = 37

Third Quarter

Blind/Visually Impaired	Hearing Impaired	Seriously Emotionally Disturbed	Multihandicapped/ Orthopedically Handicapped
1	-0-	1	8

TOTAL = 10

Fourth Quarter

Blind/Visually Impaired	Hearing Impaired	Seriously Emotionally Disturbed	Multihandicapped/ Orthopedically Handicapped
5	5	6	13

TOTAL = 29

Discharge by District

FY 91

First Quarter

Total = 63

DISTRICT	B/VI	III	SED	MII/OH
Adak Region				
Alaska Gateway			3	2
Aleutian Region				
Aleutians East				
Anchorage				
Annette Island				
Bering Strait			1	
Bristol Bay				
Chatham				
Chugach				
Copper River				2
Cordova				
Craig	1			
Delta/Greely				
Dillingham				
Fairbanks North Star				
Galena				
Haines				
Hoonah				
Hydaburg				
Iditarod			1	
Juneau				
Kake				
Kashunamiut				
Kenai Peninsula	1			
Ketchikan Gateway		1		
Klawock				
Kodiak Island				
Kuspuk				1
Lake & Peninsula			1	
Lower Kuskokwim			8	17
Lower Yukon				1
Matanuska-Susitna	5			1
Nenana				
Nome				
North Slope				2
Northwest Arctic				
Pelican				

Petersburg				
Pribilof				
Railbelt				
St. Mary's				
Sitka			11	
Skagway				1
Southeast Island				1
Southwest Region				
Tanana				
Unalaska				1
Valdez				
Wrangell				
Yakutat				
Yukon Flats				
Yukon/Koyukuk				1
Yupit				

	<i>B/VI</i>	<i>HI</i>	<i>SED</i>	<i>MII/OH</i>
TOTALS	7	1	25	30

*Second Quarter**Total = 37*

DISTRICT	B/VI	III	SED	MH/OH
Adak Region				
Alaska Gateway			1	1
Aleutian Region				
Aleutians East				
Anchorage				
Annette Island				
Bering Strait		1		1
Bristol Bay				
Chatham			1	
Chugach				
Copper River				
Cordova				
Craig				
Delta/Greely				1
Dillingham				1
Fairbanks North Star				
Galena				
Haines				
Hoonah				
Hydaburg				1
Iditarod				
Juneau		2	1	2
Kake				
Kashunamiut			1	1
Kenai Peninsula				
Ketchikan Gateway				
Klawock				
Kodiak Island				
Kuspuk			1	
Lake & Peninsula				
Lower Kuskokwim	1		7	1
Lower Yukon				
Matanuska-Susitna				
Nenana				
Nome				
North Slope				
Northwest Arctic				
Pelican				
Petersburg				
Pribilof				
Railbelt				2
St. Mary's				
Sitka			1	4
Skagway				
Southeast Island				

Southwest Region			1	
Tanana				
Unalaska				2
Valdez				
Wrangell				
Yakutat				
Yukon Flats				1
Yukon/Koyukuk				1
Yupiit				
	<i>B/VI</i>	<i>HI</i>	<i>SED</i>	<i>MH/OH</i>
TOTALS	1	3	14	19

*Third Quarter**Total = 10*

DISTRICT	B/VI	HI	SED	MH/OH
Adak Region				
Alaska Gateway				
Aleutian Region				
Aleutians East				
Anchorage				
Annette Island				
Bering Strait				
Bristol Bay				
Chatham				
Chugach				
Copper River				
Cordova				
Craig				
Delta/Greely				1
Dillingham				
Fairbanks North Star				
Galena				
Haines				
Hoonah				1
Hydaburg				
Iditarod				
Juneau				
Kake			1	
Kashunamiut				
Kenai Peninsula	1			
Ketchikan Gateway				
Klawock				
Kodiak Island				1
Kuspuk				
Lake & Peninsula				
Lower Kuskokwim				
Lower Yukon				2
Matanuska-Susitna				3
Nenana				
Nome				
North Slope				
Northwest Arctic				
Pelican				
Petersburg				
Pribilof				
Railbelt				
St. Mary's				
Sitka				
Skagway				

Southeast Island				
Southwest Region				
Tanana				
Unalaska				
Valdez				
Wrangell				
Yakutat				
Yukon Flats				
Yukon/Koyukuk				
Yupit				
	<i>B/VI</i>	<i>HI</i>	<i>SED</i>	<i>MH/OH</i>
TOTALS	1		1	8

*Fourth Quarter**Total = 29*

DISTRICT	B/VI	HI	SED	MH/OH
Adak Region				
Alaska Gateway				
Aleutian Region				
Aleutians East				
Anchorage				
Annette Island				
Bering Strait				1
Bristol Bay				
Chatham	1	1		
Chugach				
Copper River			2	
Cordova				
Craig				
Delta/Greely		1		
Dillingham				1
Fairbanks North Star				
Galena				
Haines				1
Hoonah				
Hydaburg				
Iditarod				
Juneau		1		
Kake				
Kashunamiut				
Kenai Peninsula				
Ketchikan Gateway			1	
Klawock				
Kodiak Island		1		2
Kuspuk				1
Lake & Peninsula				2
Lower Kuskokwim	3			1
Lower Yukon				1
Matanuska-Susitna				
Nenana				
Nome				
North Slope				1
Northwest Arctic				
Pelican				
Petersburg				
Pribilof				
Railbelt				1
St. Mary's				
Sitka			2	
Skagway				
Southeast Island				

Southwest Region				
Tanana				
Unalaska				
Valdez	1	1		
Wrangell				
Yakutat				
Yukon Flats				
Yukon/Koyukuk			1	1
Yupit				
	<i>B/VI</i>	<i>HI</i>	<i>SED</i>	<i>MH/OH</i>
TOTALS	5	5	6	13

Low Incidence Outreach Program

Consumer Satisfaction Survey

1990-91 Summary

In February 1991, satisfaction ratings surveys were sent to administrators, teachers, paraprofessionals, parents and related services personnel at each site served by SESA. The responses were very positive with many of the respondents taking time to comment on the effectiveness of SESA services.

The types of assistance that were particularly appreciated and well received included:

- Programmatic recommendations for IEPs
- Availability of an outside professional with whom to brainstorm ideas (counteracting feelings of professional isolation)
- Provision of materials
- Practical/workable solutions to programmatic problems
- Staff training with focus on individual students as well as school-wide systems
- Ideas for Transition Planning
- Liaison work with families and community agencies
- Functional student evaluations
- The consistency and follow-up by someone who is familiar with the students and the district

Concerns were expressed about the following:

- Not enough specialist time on-site
- Facilitation of communication among school district personnel with SESA specialist
- Need for a broader scope of services to include other than low incidence

In addition to the written comments on the surveys, requests have come from larger school districts, which do not qualify for SESA services, for assistance in staff training and the provision of specialized student specific information.

CONSUMER SATISFACTION SURVEY RESULTS

Distribution/Return:

Total number of surveys sent.....	250
Total number of surveys returned.....	151
Return rate.....	59%

Respondent breakout:

Administrators.....	42
Teachers.....	74
Paraprofessionals.....	11
Parents.....	11
Other (Speech/Language, Psychologist, Counselors, etc.).....	13

The survey was comprised of thirteen statements with a scaled rating from 1 to 4 (1 = strongly disagree; 4 = strongly agree).

Distribution of ratings from a total of 1,846 responses:

<u>RATING</u>	<u>NUMBER OF RESPONSES</u>	<u>PERCENTAGE OF TOTAL</u>
1	48	3%
2	85	5%
3	393	21%
4	1320	71%

Percentage breakdown and average rating by item

<u>ITEM</u>	<u>RATING 1 AND 2</u>	<u>RATING 3 AND 4</u>	<u>AVERAGE RATING</u>
A	7%	92%	3.57
B	9%	91%	3.54
C	11%	89%	3.57
D1	3%	97%	3.72
D2	4%	96%	3.68
D3	9%	91%	3.53
E	6%	94%	3.61
F1	7%	93%	3.62
F2	9%	91%	3.53
F3	9%	91%	3.58
F4	6%	94%	3.64
F5	8%	92%	3.72
G	7%	93%	3.59

Overall Rating Average: 3.61

The Satisfaction Survey may be seen in Appendix A

Section III



Low Incidence Outreach Program
1990-91 Revenues and Expenditures

Statutory Funding Formula

As 14.30.650 establishes alternative formulas for the low incidence outreach service:

Each fiscal year the department shall allocate to the agency 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 for that fiscal year, whichever is greater. The amount allocated to the agency shall be reduced each fiscal year by the amount contributed by the department to the Teachers' Retirement System (AS 14.25) or the Public Employees' Retirement System (AS 39.35) on behalf of employees of the agency.

Using the \$85 per child method, revenue provided for the 1990-91 program was \$1,447,295. It is important to note that though the SESA funding calculation does use the statewide handicapped child count as submitted by school districts, SESA funds do not come from the foundation program. The low incidence outreach services provided by AS 14.30.600 are in addition to the school districts' programs, as funded through the school foundation program.

1990-91 Low Incidence Outreach Program Staffing

SESA staffing assignments as funded through AS 14.30.600 in FY 91 included:

Administrative Staff

Agency Executive Director.....	.47	FTE
Low Incidence Supervisor.....	<u>1.00</u>	FTE
	1.47	FTE

Certified Staff

Education Specialists

Multihandicapped Program	7.75	FTE
Serious Emotional Disturbance Program.....	4.00	FTE
Deaf/Hearing Impaired Program	2.00	FTE
Blind/Visually Impaired Program.....	<u>1.00</u>	FTE
	14.75	FTE

Finance Staff

Accountant.....	1.00	FTE
Accounting/Payroll Clerk.....	<u>.66</u>	FTE
	1.66	FTE

Support Staff

Secretarial.....	3.44	FTE
Reception/Clerk.....	.90	FTE
Librarian	<u>1.00</u>	FTE
	5.34	FTE

1990-91 Expenditures

Budget Information on Table

Personnel: 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: Includes all travel and per diem costs. Covers costs of employees traveling to rural sites in Alaska to provide service to school districts. This category covers out-of-state travel for travel that is directly related to grant activities. Also includes necessary board and administrative travel.

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

Rent/Maintenance: Includes costs for the Class B office facility leased by SESA.

Equipment: Includes furniture and major equipment expenditures. Covers the costs of buying new office furniture when needed and any major equipment needed by the grant.

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

Personnel	FTE	Salaries	Fixed Cost / Benefits	Total	% of Total Expenses
Admin	1.47	75,981.	16,248.	92,229.	6.4%
Certified	14.75	597,226.	127,840.	725,066.	50.1%
Classified	8.00	160,927.	34,460.	195,387.	13.5%
	24.22	\$834,134.	\$178,548.	\$1,012,682.	70.0%

Other	Amount	% of Total Expenses
Travel	240,579.	16.6%
Contractual	54,182.	3.7%
Rent/Maintenance	58,071.	4.0%
Equipment	2,317.	.2%
Commodities	79,464.	5.5%
	434,613.	30.0%

Average Cost Per Student Served:

Total Served During 1990-91	312
Total Program Cost.....	\$1,447,295.
Average Total Cost Per Student.....	\$4,638.
Specialist Travel Costs	\$191,813.
Adjusted Program Cost (Total less specialist air fare and per diem)....	\$1,225,482.
Average Cost Per Student Exclusive of Air Fare and Per Diem	\$4,024.

Expenditures by District

FY 91

DISTRICT	ENROLLED	NON-TRAVEL	AIR & PER DIEM	TOTAL COST
Adak Region	0	0	0	0
Alaska Gateway	13	\$52,312.	\$3,649.	\$55,961.
Aleutian Region	1	4,024.	1,116.	5,140.
Aleutian East	2	8,048.	3,122.	11,170
Anchorage	0	0	0	0.
Annette Island	1	4,024.	789.	4,813.
Bering Strait	25	100,600.	28,665.	129,265.
Bristol Bay	1	4,024.	1,126.	5,150.
Chatham	7	28,168.	1,400	29,568.
Chugach	0	0	0	0.
Copper River	15	60,360.	4,863.	65,223.
Cordova	2	8,048.	619.	8,667.
Craig	5	20,120.	7,823	27,943.
Delta/Greely	9	36,216.	3,021.	39,237.
Dillingham	13	52,312.	3,588.	55,900.
Fairbanks North Star	1	4,024.	3,099.	7,123.
Galena	1	4,024.	1,697.	5,721.
Haines	8	32,192.	3,738.	35,930.
Hoonah	3	12,072.	1,400.	13,472.
Hydaburg	3	12,072.	2,312.	14,384.
Iditarod	6	24,144.	3,193.	27,337.
Juneau	4	16,096.	pass through	16,096.
Kake	3	12,072.	4,554.	16,626.
Kashunamiut	16	64,384.	2,623.	67,007.
Kenai Peninsula	3	12,072.	347.	12,419.
Ketchikan Gateway	12	48,288.	4,556.	52,844.
Klawock	5	20,120.	5,822.	25,942.
Kodiak	9	36,216.	6,474.	42,690.
Kuspuk	9	36,216.	6,449.	42,665.
Lake & Peninsula	8	32,192.	1,126.	33,318.
Lower Kuskokwim	14	56,336.	2,923.	59,259.
Lower Yukon	8	32,192.	1,631.	33,823.
Matanuska-Susitna	1	4,024.	personal car	4,024.
Nenana	0	0	0	0.
Nome	0	0	0	0.
North Slope	12	48,288.	8,100.	56,388.
Northwest Arctic	11	44,264.	8,585.	52,849.
Pelican	1	4,024.	628.	4,652.
Petersburg	1	4,024.	7,768.	11,792.
Pribilof	1	4,024.	1,460.	5,484.
Railbelt	4	16,096.	2,995.	19,091.

St. Mary's	1	4,024.	758.	4,782.
Sitka	15	60,360.	10,970.	71,330.
Skagway	4	16,096.	3,638.	19,734.
Southeast Island	2	8,048.	2,265.	10,313.
Southwest Region	12	48,288.	6,251.	54,539.
Tanana	2	8,048.	1,478.	9,526.
Unalaska	0	0	0	0.
Valdez	3	12,072.	1,022.	13,094.
Wrangell	9	36,216.	7,656.	43,872.
Yakutat	3	12,072.	702.	12,774.
Yukon Flats	5	20,120.	3,739.	23,859.
Yukon/Koyukuk	11	44,264.	9,887.	54,151.
Yupit	7	28,168.	2,186.	30,354.
	312	\$1,255,488.	\$191,813.	\$1,447,301

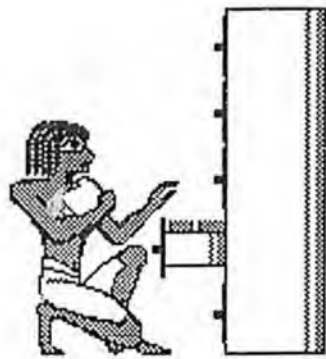
Travel Expenditures Per District FY 91

DISTRICT	AIRFARE	PER DIEM	TOTAL
Adak Region			
Alaska Gateway	1,444.00	2,205.30	3,649.30
Aleutian Region	1000.00	116.25	1,116.25
Aleutians East	2,166.00	955.50	3,121.50
Anchorage			
Annette Island	632.19	156.95	789.14
Bering Strait	20,420.27	8,244.50	28,664.77
Bristol Bay			
Chatham /Hoonah*	1,824.00	975.49	2,799.49
Chugach			
Copper River	753.00	4,110.30	4,863.30
Cordova	194.00	425.16	619.16
Craig *			
Delta/Greely	1,410.00	1,610.52	3,020.52
Dillingham	1,845.00	1,743.00	3,588.00
Fairbanks North Star	1,050.00	2,048.78	3,098.78
Galena	984.00	712.72	1,696.72
Haines	1,664.00	2,074.00	3,738.00
Hydaburg	1,100.00	1,211.75	2,311.75
Iditarod	2,282.00	910.60	3,192.60
Juneau			
Kake	2,552.00	2,001.95	4,553.95
Kashunamiut	2,077.00	546.00	2,623.00
Kenai Peninsula		347.10	347.10
Ketchikan Gateway	3,082.20	1,473.38	4,555.58
Klawock	6,811.09	6,834.24	13,645.33
Kodiak Island	2,104.00	4,370.01	6,474.01
Kuspuk	4,769.00	1,679.64	6,448.64
Lake & Pen/Bristol Bay*	1,430.00	822.00	2,252.00
Lower Kuskokwim	1,844.64	1,078.02	2,922.66
Lower Yukon	1,267.00	364.00	1,631.00
Matanuska-Susitna			
Nenana			
Nome			
North Slope	4,252.00	3,847.50	8,099.50
Northwest Arctic	6,158.00	2,426.64	8,584.64
Pelican	504.00	123.80	627.80
Petersburg	4,005.20	3,762.76	7,767.96
Pribilof	978.00	482.00	1,460.00
Railbelt	1,486.00	1,509.21	2,995.21
St. Mary's	558.00	200.25	758.25
Sitka	5,757.00	5,213.00	10,970.00
Skagway	2,218.00	1,420.29	3,638.29

Southeast Island	1,185.20	1,079.99	2,265.19
Southwest Region	3,099.29	3,152.19	6,251.48
Tanana	1,200.00	278.22	1,478.22
Unalaska			
Valdez	558.00	464.00	1,022.00
Wrangell	4,339.94	3,315.71	7,655.65
Yakutat	312.00	390.00	702.00
Yukon Flats	2,439.00	1,299.68	3,738.68
Yukon/Koyukuk	6,664.80	3,222.57	9,887.37
Yupiit	1,486.00	700.27	2,186.27
	<i>AIRFARE</i>	<i>PER DIEM</i>	<i>TOTAL</i>
TOTALS	\$111,905.82	\$79,905.24	\$191,811.06

**These sites are served simultaneously and no breakdown was available.*

Section IV



Blind/Visually Impaired - Infant Learning Program

The following material describes SESA's Blind/Visually Impaired - Infant Learning Program (B/VI-ILP) as operated during FY 91. This project offers assistance to families and regional ILP staff statewide.

PROGRAM DESCRIPTION

Goals Statement

The project goals for the B/VI-ILP for FY 92 are as follow:

1. To maintain and enhance a statewide service delivery system which provides free specialized services to infants with blindness/visual impairments and their parents/families, and which is coordinated with local service providers.
2. To develop public awareness of the needs of young children who are blind/visually impaired in the State of Alaska.
3. To provide professional staff development to the B/VI-ILP staff.
4. To assure quality services are provided which meet the identified needs of the families of infants with blindness/visual impairments, and of the local service providers.

Progress Made in Current Year

The following progress has been made during the summer, fall and winter quarters of 1980-91 in respect to the goals and objectives of the FY 91 grant proposal:

GOAL I: To maintain and enhance a statewide service delivery system which provides specialized services to infants with blindness/visual impairment and their parents/families, and which is coordinated with local service providers.

Objective 1.1 An on-going child identification will be conducted to identify students with blindness/visual impairment.

The B/VI-ILP Information Packet was updated and sent out to all new local Infant Learning teachers. This packet was also sent to any individual or agency requesting information about the program.

Information was sent to the Diabetes Control Program for inclusion in the Alaska Resource Manual for Services for Visually Impaired. This directory was originally done by a statewide task force on Vision Impaired and is being updated by the Diabetes Control Program.

Program brochures were given to all newly referred B/VI-ILP families.

Information for the identification of infants who are blind/visually impaired was included in the Child Find Activities of the Low Incidence Handicapped Outreach Project of SESA.

Presentations were made to the following professional groups regarding the services of the Blind/Visually Impaired Infant Learning Program.

- Bethel ILP, ILP aide (August 1990)
- Kodiak ILP, local respite workers, etc. (August 1990)
- Public Health Nurses (October 1990, March 1991)
- Our Lady of Compassion Care Center (January 1991)

Objective 1.2 The program shall maintain a referral system.

The child location activities discussed above have resulted in 63 referrals to the program between July 1, 1990 and March 31, 1991. All referrals were tracked using the 'Tracking of Referrals' log. Referrals were received from parents, local ILP teachers, public health nurses, ophthalmologists and pediatricians.

Objective 1.3 Each child referred will receive an appropriate screening and follow-up assessment(s), which are coordinated with other service providers.

Between July 1, 1990 and March 31, 1991:

- 31 children were "screened only" by the B/VI-ILP teacher
- 23 children were assessed and enrolled into B/VI-ILP
- 2 children are currently on a "referral pending" status

Note the Geographical Distribution chart on page 8 which further details caseload activity specific to each service site.

After the receipt of each new referral, the necessary parent permission forms were completed with the assistance (as appropriate) of the local ILP teacher. Medical information, i.e., an eye report, was obtained as available. Whenever possible a home visit to complete a Functional Vision Screening or Assessment on the child was made within 30 days of the initial referral. Exceptions were made in order to best coordinate with the local ILP teacher, or due to cancellation of visits because of family situations, or bad weather or due to time restrictions imposed by the staff's high caseload status. In areas outside of Anchorage all of these initial home visits were made jointly with the local ILP teacher unless a decision otherwise was agreed upon.

In Anchorage the initial home visits were independent or joint depending upon the referral circumstances. Since the Anchorage ILP and Project TEACH program have large waiting lists, it was

mutually agreed that the B/VI-ILP teacher would independently screen (and provide follow-up services as necessary) the new referrals from these programs' waiting list for whom vision problems had been identified, as well as to those families directly referred to the B/VI-ILP. The resulting information was then shared with the appropriate persons from each program. Joint screening visits occurred when the referrals were made for children already enrolled in the Anchorage ILP and Project TEACH program. In participation with the Transdisciplinary (TD) model, children suspected as having a visual impairment were evaluated, as possible, within a team assessment situation. The B/VI-ILP teacher completed the functional vision assessment portion of the evaluation.

An in-depth functional visual assessment was completed with the parents' assistance for those children identified as having a visual problem, and suspected of being developmentally delayed or at risk. The comprehensive assessments were generally done jointly with the local ILP teacher or using the TD model. Whenever possible the B/VI-ILP teacher participated directly in the transdisciplinary team evaluations of the Infant Learning Program Support Services (ILPSS). Thus far in FY 90, the B/VI-ILP teachers has participated in the following outreach ILPSS or multidisciplinary clinics:

- Kodiak
- Kenai
- Anchorage
- Dillingham
- Chugiak
- Matanuska-Susitna
- Barrow
- McGrath
- Juneau

The B/VI-ILP is currently scheduled to attend and participate in the following clinics which will occur in the spring quarter of FY 91:

- ongoing Anchorage, Mat-Su ,Chugiak, and Juneau clinics

Based on assessment results and parent request, an enrolled child was placed on a specified "level of service." An explanation of service levels is included in Appendix B.

B/VI ILP staff have been involved with assessment and child specific programming at Our Lady of Compassion Care Center, Providence Hospital and the Alaska Native Medical Center. The staff have also participated in care conferences at these three sites.

GEOGRAPHICAL DISTRIBUTION

of

Infants With Visual Impairments
Receiving Services from B/VI-ILP

from

July 1, 1990 - March 31, 1991

LOCATION	REFERRALS		SERVED		
	PROCESSED	PENDING	ENROLLED ON-GOING	NEW	SCREENED ONLY
Anchorage	17	4	11	8	9
Barrow	1				1
Bethel Area	1	1	1	1	
Chugiak/Eagle River	3		2	2	1
Cordova	1			1	
Dillingham Area	1		1		1
Fairbanks	12	1	5	4	8
Homer			1		
Juneau	4		1	2	2
Kenai	1		2		1
Ketchikan		1			
Kodiak Area	8		2	2	6
Matanuska-Susitna	4		3	3	1
McGrath Area			2		
Nome Area	1				1
Sitka		2			
TOTAL	54	9	31	23	31

NOTE: Referral candidates were reviewed with the local ILP teachers from Anchorage, Barrow Bethel and Aleutian Region during FY 91 and subsequently cancelled due to a variety of reasons.

Objective 1.4 B/VI-ILP will assist the local ILP in developing and updating appropriate Individual Family Service Plans (IFSP) for all infants identified as having a visual impairment and their families.

Following the assessment of each child, the B/VI-ILP teacher provided verbal and written information about the child's level of functioning, and provided goals, objectives and activities to the local ILP teacher and the family to incorporate into the child's IFSP. The B/VI-ILP teacher re-assessed each child on an on-going basis so as to provide updated information for the IFSP.

Objective 1.5 B/VI-ILP will assist the implementation of the children's IFSPs.

Between July 1, 1990 and March 31, 1991 the following visits were made:

• Home Visits	190
• Clinic Visits.....	33
• Center Based Child Activities	49
• Child Specific Consultations	199

On-going visits and services were coordinated with the local ILP teacher (as necessary) prior to each visit. All contacts between visits were recorded on the contact record in each child's file. Home Visit Summaries of each trip were written and sent to the local ILP teacher and parents within two weeks of the visit. A Lesson Plan duplicate form was typically used with Anchorage families who received more frequent contact than rural families.

In addition to coordinating services with the local ILP teachers, joint home visits or center based child activities occurred with private practice therapist who were also involved with the families enrolled in the B/VI ILP.

The B/VI ILP teachers were available to accompany families to their child's ophthalmological evaluation. Medical findings were explained both to parents and local service providers following such examination appointments by the B/VI ILP teachers.

Additional strategies of this objective section included dissemination of parent education information.

- a. The B/VI-ILP Parent Packets which were designed during FY (86) and updated during FY 91 have continued to be disseminated to the newly enrolled families.
- b. Parents were apprised as to the contents of the agency library which houses books on all disability areas, parent specific topics, and medical resources.

Objective 1.6 The program will provide parents with networking opportunities within the community, state and country.

Resource information was routinely provided to parents about national, statewide, and local resources. This included information such as Advocacy Services of Alaska, Alaska Genetics Clinics, Providence Hospital technology services, Communication Disorders Program, private practice therapists etc.

Parents who were interested signed a "Parent Network Release" form. A file of these forms is housed in the B/VI-ILP office. Parent to parent contact is arranged based on parent permission to do so. Both in-state and out-of-state parent networking situations have been facilitated.

The Program Coordinator corresponded with the regional representative of the National Association for Parents of Visually Impaired regarding the possibility of an Alaska site visit.

The B/VI-ILP staff is currently working on transition information packets for parents of children turning three years of age. The purpose of such a packet is to assist the family in the transition process from ILP to the school district. The materials for the packets were gathered by May 1989 and disseminated in FY 91.

Whenever possible, the B/VI-ILP introduced the family to the local school age B/VI specialist during the transition process. This occurred in the Anchorage and MatSu areas, as well as one rural site with a education specialist from the SESA LIHOP's Blind/Visually Impaired Program.

The Program Coordinator wrote to the new director the the Washington Program for Deaf-Blind Children to establish a contact for state to state services.

Objective 1.7 B/VI-ILP staff will participate in and facilitate the development of the Transdisciplinary (TD) approach in the delivery of services.

As previously noted, the B/VI-ILP teachers have participated in team assessments both within the Anchorage ILP and during the outreach Infant Learning Program Support Service Clinics. In addition, the B/VI-ILP teachers have occasionally attended team meetings at the Anchorage ILP office. They have contributed to the development of the team through team meetings and assessment participation.

In addition to transdisciplinary activity with the local ILPs, team effort of this nature has occurred on a regular basis with the pediatric therapy staff at Providence Hospital and the private practice therapists involved with many of the B/VI-ILP families.

Objective 1.8 The program will participate in the Federal Annual American Printing House Registration of legally blind children.

Fifteen families enrolled in the B/VI ILP participated in the APH registration process for the calendar year of 1990.

GOAL II: To develop public awareness of the needs of very young children who experience blindness/visually impairment in the State of Alaska.

Objective 2.1 B/VI-ILP staff will be available to make presentations about the unique needs of infants who are visually impaired.

The following inservices have been given by staff:

- a. In August, the Parent-Infant Educator gave an inservice presentation in Kodiak on the subject of what service are providing by the B/VI ILP, and an overview of visual impairments and the young child. Participants included local respite care providers, a speech therapist, and the Kodiak ILP teacher.
- b. In September, October, and March, the Program Coordinator presented a training session on "Vision Screening Methodologies for Young Children" to groups of EPST Public Health Nurses. A final training session of this fiscal year will occur in May.

In September, the Parent-Infant Educator gave an inservice to the Bethel ILP staff on visual impairment and the young child, as well as the **Erhardt Developmental Vision Assessment**.
- c. In September, the Program Coordinator participated in a two person UAA distance delivery video entitled "The Practice of Team Collaboration." This video will be used as a part of the Early Childhood/Special Education coursework.
- d. In October, the a Parent -Infant Educator gave an inservice on "Visual Screening" to a small group of health aides.
- e. In October 1990 and January 1991, the Program Coordinator gave a lecture entitled "The Special Needs Child and the Family" at UAA.
- f. In November, the Parent-Infant Educator and an Education Specialist from the Deaf-Blind Program gave a dual inservice on "Communication" for the parents of the Juneau ILP.

The B/VI-ILP teachers are in the process of finalizing a slide presentation of photographs which depict Alaskan urban and rural communities, B/VI-ILP families, and program activities. Currently slides are being gathered of these subject areas.

Objective 2.2 Parent and professional materials about young children who are blind/visually impaired will be loaned from the library collection housed with the SESA Depository.

A variety of materials have been loaned to parents and to other personnel serving families enrolled in B/VI-ILP. The program staff are continually evaluating and ordering materials which are determined to be of value to families and service providers involved with the B/VI-ILP.

Objective 2.3 B/VI-ILP will provide information for dissemination in existing print communication channels.

The Program Coordinator co-edited the fall and spring SESA newsletter which included a great deal of information and items related to infants with blindness/visual impairment. This Newsletter has statewide mailing circulation. Both staff members contributed articles to the newsletters. Copies of FY 91 newsletters can be found in Appendix C.

In addition to the SESA newsletters, the Program Coordinator wrote and disseminated (bi)quarterly InSights Memorandum letters to parents and professionals. These letters provide information pertinent to young blind/visually impaired children and their families. Copies of FY 91 InSights Memorandums can be found in Appendix C.

GOAL III: To provide professional staff development to the B/VI-ILP staff.

Objective 3.1 The B/VI-ILP staff will participate in inservice activities designed to meet staff development needs.

The B/VI-ILP teachers attended both all-staff SESA meetings and all-B/VI-staff meetings during FY 91 so as to remain current on agency and field discipline business.

Development of a Professional Growth Plan is part of the annual staff evaluation process within the agency. These are on file in the agency personnel files. As a result of these personal growth plans and participation in agency wide staff development activities, the B/VI-ILP teachers have participated in the following inservice activities thus far in FY 91.

- a. In July, the Program Coordinator was one of two Alaskan representatives to attend a training session in Lincoln City, Oregon. The subject was on statewide personnel training development. the training was sponsored and funded by the Western Regional Resource Center.
- b. In July, both staff attended the **Biennial International Association of the Education of the Blind/Visually Impaired** conference held in Washington, D.C. With state approval, the a stipend of \$650.00 per person was provided

through the B/VI-ILP grant. The remaining costs were paid by the staff members individually.

- c. In September - October, both staff were enrolled in an UAA continuing education course entitled "The Language of Play." Tuition fees were paid for by the staff.
- d. In September, both staff attended portions of the week long work shop on Down Syndrome which was sponsored in part by the State Infant Learning Program.
- e. In November, both staff attended the State Infant Learning Program workshop which was held during the week of November 12-15. The Program Coordinator participated in a panel discussion on "Case Management."

The Program Coordinator is a member of the Early Childhood Ad-hoc subcommittee of the CSPD Committee. She is currently the chair-person of the work group on administration oriented training needs.

The Program Coordinator is a member of the Advisory Committee for the Early Childhood Special Education program at UAA.

Both staff participated in a field testing project with the revision of the OREGON Project, an assessment and curriculum tool used with infant-preschool children who experience a sight loss.

Both staff are involved in the planning of an upcoming Alaska Chapter of AER conference. It has been scheduled for late April.

The B/VI-ILP staff have continually secured (funds permitting) pertinent resource materials such as professional journals, texts, audio tapes, etc. which are relevant to families and service providers of young children with blindness/visual impairments.

The Program Coordinator has continually compiled a resource collection of information on Alaskan Native cultures. This has been an ongoing project since FY 89.

GOAL IV: To assure quality services are provided which meet the identified needs of the infant with blindness/visual impairment, of their parents and of local service providers.

Objective 4.1 B/VI-ILP will implement the statewide ILP compliance evaluation (the Alaska Infant Learning Program Evaluation) within their student recording systems.

The Technical Assistance Agreement from last year's evaluation is presently being implemented by the staff. This year each program was asked to write an independent evaluation of the TAA. The report will be submitted to the State ILP Coordinator by mid-April. A copy of the report will be included in the End-of-the-Year Report.

The most recent On-Site Review by the Division of Public Health occurred in late March 1988. The review was highly favorable. The report is housed in the program's files.

Objective 4.2 The B/VI-ILP staff will evaluate on-site services.

End-of-the-Year Evaluation/Questionnaires for both service providers and for parents will be prepared and mailed in late April. Parent Evaluations for the "screened only children" have been mailed and returned throughout the first three quarters of this fiscal year. Compilation and analysis of the results of these evaluations will be reported in the End-of-the-Year report. The tallied evaluations for FY 90 can be found in Appendix A.

Objective 4.3. The B/VI-ILP staff will be evaluated by their SESA supervisor.

Staff evaluations will occur in early May of this fiscal year.

Objective 4.4 The B/VI-ILP staff will develop collaborative written agreements with the five Alaskan School District Programs for Blind/Visually Impaired on transition procedures.

This project has been put on "temporary hold" due to the high caseload activity of this fiscal year. The mechanics behind the proposed agreement have been, however, happening smoothly throughout the first three quarters of this fiscal year.

ASSESSMENT AND PROPOSED RESOLUTION OF NEEDS

Identification and proposed resolution of needs which the Blind/Visually Impaired - Infant Learning Program will address over the course of FY 92 include the following items:

- A. Need for a specialized ILP service delivery program for infants who are blind/visually impaired.

In the fourteen years that B/VI-ILP has been operating, the number of infants identified as being blind/visually impaired has remained constant. Over 100 families are typically impacted by the program over the course of one fiscal year.

In FY 90, a total of 106 families received B/VI-ILP services. During the first three quarters of FY 91, 63 new families have been referred to the program. Thus far in this fiscal year, 85 families have received B/VI-ILP services. Currently 41 families are actively enrolled and 2 children have been referred with screenings pending.

Blindness/visual impairment impacts a young child's total being. Depending on the amount of visual loss, the young child will present differences in his/her (1) developmental rate and scope, (2) parent/child communication, (3) ego development, (4) awareness of and interaction with his/her environment, (5) ability to get about (mobility), and (6) development of other senses. This all requires the application of principles specifically designed in dealing with blind/visually impaired children.

In addition to the developmental needs of the child, the family encounters medical diagnostic information which is often overwhelming. The staff of the B/VI-ILP are specifically trained in the anatomy and disorders of the visual system. These staff members act as a liaison to the eye care specialists and the family. Specific responsibilities involve (1) an explanation of the functional implication of the visual disorders, (2) environmental modification needed (e.g., to reduce glare effects), and (3) assistance with medical treatment strategies such as eye patching, wearing of glasses, etc.

Most of the presently identified children are served by local Infant Learning Programs and other appropriately related personnel such as physical and occupational therapists. These service providers are typically trained to work with young children in general and often have no specific training to deal with children with visual impairments (low vision and blind), and the resulting development and medical problems. Feedback from annual Program Evaluation surveys mailed to ILP and private practice professionals support specific consultative services for their work with families of young children who experience a sight loss. (Appendix A)

It is imperative that the child and his/her parents have access to personnel trained in the education of young children who are blind/visually impaired to help them meet the unique needs of the child and his/her family.

Resolution:

Continue and upgrade the existing specialized B/VI-ILP service delivery system which interfaces with the local Infant Learning Programs.

B. Need for a statewide service delivery system.

A review of the B/VI-ILP current teaching caseload shows 16 ILP sites have received services throughout FY 91. Families of infants who are blind/visually impaired reside in all areas of the state. A review of geographical locations over the past thirteen years reveal an increase in the number of geographical areas served. It also indicates that the amount of service varies of each area from year to year. This is due in part to the high turnover of rural site teachers and the need for new teachers to become fully acquainted with the ILP services etc..

Resolution:

Continue to provide the service on a statewide basis to all ILP's and other programs serving young children who are blind/visually impaired and their families.

C. Need for professional development to ensure that B/VI-ILP staff remain current in their area of expertise.

The child who experiences a sight loss demonstrates unique developmental needs which can be best met by a pediatric specialist who is trained in the education of the blind/visually impaired, it is imperative that these specialists maintain a high standard of professional awareness and competency. Supplemental course work, workshops, and/or conference related information is necessary to provide an updated account of the research and clinical practices within the field of early intervention for the blind/visually impaired.

To be abreast of current research and programmatic advancements, B/VI-ILP teachers must pursue information and training in the following types of supplemental areas:

- medical advancements of diagnoses and treatment,
- assessment tools and practices,
- educational and related therapeutic procedures,
- developmental considerations,
- parent oriented issues, and family styled intervention techniques
- child directed and/or programmatic research.

Resolution:

Actively provide specialized staff development activities for B/VI-ILP staff which include administrative leave for attendance of appropriate in-state and out-of-state inservice activities.

D. Need to evaluate and change, as needed, the type of service delivery which is currently being provided to local blind/visually impaired infants.

During FY 86 the three B/VI-ILP staff joined with the Anchorage ILP staff to develop a Transdisciplinary Team (TD) approach. Initial involvement indicated that B/VI-ILP teachers would become primary service providers for some blind/visually impaired children - thus moving away from being a solely 'consultant' model. The B/VI-ILP staff have participated in the team assessment component of the TD Model with both Anchorage and rural Infant Learning Program Support Services Clinic children during FY 87-91.

Resolution:

Continue on-going evaluation of the total service delivery style and overall service efficiency in order to develop a dynamic plan of service that meets both local and rural needs.

- E. Need for up-to-date parent packet to assist parents in the transition from the Blind/Visually Impaired - Infant Learning Program to public school services.

A transition packet was developed over the course of FY 90. The content of the packets are selected according to family needs. Examples of information include parent rights, the IFSP process, advocacy guidelines, tips for the classroom teacher on the blind/low vision child, classroom modification suggestions, etc.

The materials files for building these files should continually be updated and expanded.

Resolution:

Continue to update/expand transition packets and to disseminate them to parents.

- F. Need to complete "working agreements" between the Blind/Visually Impaired - Infant Learning Program and the five Alaskan School District Programs for Blind/Visually Impaired students on transition procedures when a B/VI-ILP child becomes eligible for school district enrollment.

Currently the B/VI-ILP has a procedure on what happens "from our end" of the transition. (See Appendix B) It is necessary, however, to have an actual working agreement between B/VI-ILP and the five school districts in the state who have programs for blind/visually impaired students.

Resolution:

"Working agreements" will be made in written form between the blind/visually impaired programs in the Anchorage, Matanuska-Susitna, Kenai, Fairbanks, and Juneau school districts on the transition procedures for children who exit the B/VI-ILP and enter one of the previously mentioned school districts.

- G. Need for continued parent-to-parent networking opportunities for Alaskan families with young blind/visually impaired children.

During FY 87 a B/VI-ILP parent group was established for families residing in the Anchorage, Chugiak, and Matanuska-Susitna areas. This parent group did not meet in FY 91, due to restrictions of families to get together. Families outside of the greater Anchorage area are less able to physically make contact with one another. For these families, written or telephone connection has been an alternative solution. Since February of FY 88, interested B/VI-ILP parents were provided a Network Listing of all B/VI-ILP families in the state. The Parent Network form has continued to be used in FY 91. Rural families are encouraged to contact other families. The positive feedback from these activities has reinforced the belief that parents of children with blindness/visual impairments want to talk to other parents of children with blindness/visual impairments.

During FY 89, two families were provided financial assistance to attend the Pathways Conference. While funds were not available to accommodate families during FY 90, the B/VI-ILP staff has actively encouraged families to attend the second annual Pathways Conference.

Resolution:

Continue to provide B/VI-ILP families with local or outreach opportunities to make contact with one another.

- H. Need for staff orientation materials which examine "rural Alaskan etiquette" in view of the many different Native cultures within Alaska.

As new staff are hired, it will be important to provide them with resource materials, i.e., books, films, literature, which discuss the various Alaska Natives' cultures. Such resource information should highlight cultural traditions, household practices of child birthing and raising, foods, communication information, etc. This information will be utilized to develop staff sensitivity and respect to the cultures so that home assessment and programming will be in-tuned with any cultural differences and/or practices. This manual and material collection was begun during FY 88, and has continued throughout FY 89 to 91

Resolution:

Continue to develop and utilize a staff orientation tool which includes a compilation of information on the Alaskan Native population.



Section V

CORRECTION

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



Section V

Statewide Evaluation Travel Team (SETT)

The SETT project was in its first year during FY 91. The following material from the FY 91 grant proposal and state and End-of-Year report describe the nature and outcome of the project.

Project Abstract

The purpose of this project is to provide comprehensive child evaluations and program planning for children enrolled in rural Infant Learning Programs. In addition, training information, consultation and support will be provided to local service providers and families of identified children. The statewide team will coordinate with local and regional service providers in order to best provide early intervention services.

The statewide travel team will include a physical therapist, occupational therapist, and speech and language therapist. The team will travel to the target communities to coordinate with the child's parents, local Infant Learning Program teacher, public health nurse, pediatrician and other professionals as needed to provide comprehensive child evaluations and program planning.

The communities to be served the first year are Barrow, Dillingham, Kotzebue, Nome, McGrath and Cordova. All are rural communities with Infant Learning Programs. Two clinics and one on-site follow-up will be conducted in each community each year. Families residing in outreach areas may schedule a team evaluation with the Statewide Evaluation Travel Team staff during their Anchorage visits. During the second year of the project, outreach services will be expanded, funds permitting, to other sites. The intention of the first year is to provide a quality service model for later service expansion.

The team will follow the model for team interaction in early intervention. The family is a full member of the collaborative transdisciplinary team. This model best meets the needs of young children and their families and will serve to educate local Infant Learning Program teachers, parents and other service providers in the child's multifaceted developmental needs. It will enhance the provision of integration services. An Individualized Family Service Plan will be developed by the team for each child enrolled.

It is essential that Infant services be provided in a culturally relevant manner with rural emphasis and philosophy. The statewide travel team should be based in an environment which emphasizes rural issues and is familiar with rural service delivery. In addition, the services will be designed to embrace a family centered approach with further emphasis on community involvement.

The project is designed to be implemented at a cost of \$270,890. The sole funding source will be the Department of Health and Social Services.