

ALASKA LEGISLATURE COMMITTEE FILES 1991-1992 8672

7426 SENATE HEALTH EDUCATION & SOCIAL SERVICES

Work Plan and Methodology

Three pediatric therapists will be hired to implement the Statewide Evaluation Travel Team Project. Brief definitions of the professional expertise required of these positions is as follows:

A **Physical Therapist** works to facilitate or restore sensory-motor function, minimize postural deviations and maximize independence of children who demonstrate motor limitations/impairment. Evaluation of gross motor skills, muscle strength and tone, reflex development, posture, mobility, range-of-motion and need for adaptive equipment are areas of expertise of a physical therapist.

An **Occupational Therapist** works to facilitate or restore sensory-motor function, minimize postural deviations, prehension patterns, and maximize independence with children who demonstrate motor limitations/impairment. Evaluation of fine motor skills, upper extremity muscle strength and tone, reflex development, posture, range-of-motion, activities of daily living, feeding skills, and need for adaptive equipment are areas of expertise of an occupational therapist.

A **Speech and Language Therapist** works to facilitate or restore sensory-motor function, oral motor skills, communication capabilities, and maximize independence of children who demonstrate oral motor and/or communication limitation/impairment. Evaluation of muscle tone influences on oral motor structure, oral motor pathology, reflex development, articulation skills, communication skills, feeding skills, auditory responsiveness, and need for adaptive equipment are areas of expertise of a speech and language therapist.

Actual job descriptions of the project staff may be found in Appendix B. The Program Coordinator position will involve project implementation responsibilities as a contributing therapist, as well as administrative duties.

The Transdisciplinary (TD) Model will be used as a guiding style for the clinic assessments and post-assessment activities. This model involves the collaborative use of professionals from all disciplines needed for a child with special needs, and hails the parents as key members of the decision making team. The actual assessment will be completed in "circle" format with all team members present in the testing setting and one primary testing facilitator. Parents are involved with the testing process as contributing members.

The results of the team assessment are coupled with parent/professional input to develop an Individual Family Service Plan for each family. Information concerning child specific and family specific strengths and needs are used to guide the goals and objectives of this plan. Intervention strategies are built around the identified needs of the child and family.

Clinics will be structured based on input from the local "on-site" (parents and local service providers) team. Actual scheduling will occur once key information has been gathered from these sites. The on-site team will be encouraged to utilize local resources for the clinic.

The project goals and objectives for FY 91 and FY 92 are recorded in chart format on the following pages. The chart includes the strategies of each major objective, target staff to accomplish each strategy, the target date of accomplishment, and the criteria of evaluation of accomplishment of each strategy. Project goals and objectives will be reviewed with the State Child Development Service office so that full cooperative collaboration may occur on the completion of these goals and objectives.

STATEWIDE EVALUATION TRAVEL TEAM

END-OF-YEAR REPORT - FY 91

July 1, 1990 to June 30, 1991

Following are the events that highlight the activities of the Statewide Evaluation Travel Team (SETT) for FY 1991 (see Appendix A for clinic schedule):

- The Special Education Service Agency (SESA) began recruitment efforts for an Occupational and Physical Therapist and a Communication Disorder Specialist in July, 1990. Advertisements were placed in local, state and national publications relevant to all these professions. Resumes were reviewed and interviews begun. Sharon Murphy, was hired for the Occupational Therapy position and as coordinator for the program. She moved to Alaska from Montana. Karen Hansen was hired as the Communication Disorders Specialist and returned to Alaska from Seattle. Both began working at SESA in September, 1990. SESA transferred Ronni Schmidt from a clerical position to fill the SETT Project half-time secretarial position and hired a replacement for Ronni's previous position. In October, 1990 national advertisements were placed in the PT BULLETIN and PT FORUM. Several children's hospitals and early intervention programs around the country were notified about the PT position opening. In December, Jeanne Meinert accepted the position and began working at SESA on January 3, 1991.
- Karen, Sharon, Thelma Robinson and Mary Lou Hanson began working together to develop clinic forms in October, 1990. The SETT team assumed responsibility for developing a letterhead, form design and completion of the forms. A preliminary packet was shared with the project ILP teachers while they were in Anchorage in November for the ILP Conference. The teacher's comments were integrated into the forms and the completed forms were used for the Dillingham clinic in December. These forms have been sent to each site prior to clinics. (A set of the forms is included in Appendix B.)
- Karen and Sharon visited several area ILP Programs to meet the teachers and therapists, observe their evaluation process, and obtain information about their forms and reports. The programs that were visited include:
 - * Programs for Infants and Children - Anchorage
 - * FOCUS - Chugiak
 - * Mat-Su Services for Children and Adults - Wasilla
 - * Blind/Visually Impaired Program - Anchorage
 - * LIFE Program - Anchorage
 - * Neonatal ICU Providence Hospital - Anchorage
 - * Cleft Lip and Palate Program - Anchorage
 - * Handicapped Children's Program - Anchorage
 - * Communicative Disorders Program - Anchorage
 - * Alaska Native Medical Center - Anchorage
- Karen and Sharon attended a statewide teleconference at 1231 Gambell.
- Karen and Sharon attended portions of the week long conference on Down Syndrome in October in Anchorage.

- Sharon traveled to New York to visit an early intervention program that offers comprehensive services to young children (birth to three year olds) and their families. Information was obtained regarding forms, evaluation tools, evaluation styles, reference materials, support services and intervention options.
- Karen, Sharon, Thelma, and Mary Lou participated in a one day team building seminar with Bill Dann, Professional Growth Services, on October 31, 1990. They spent a second day planning for the level three clinics (i.e., forms, evaluation style, communication styles, and assignment of responsibilities).
- In November, arrangements were made to contract with Jane Taylor for Physical Therapy services for the Barrow and Dillingham clinics.
- A family receiving ILP services in McGrath brought their child to Anchorage for an evaluation in preparation for transitioning into the school system. This evaluation was completed and recommendations were made to the family and the ILP Teacher. Follow-up support services have continued and further assistance with transitioning will occur during our clinic in McGrath in February, 1991.
- Karen and Sharon attended the State ILP Conference held in Anchorage November 12 - 15. Karen, Sharon, Thelma and Mary Lou sponsored a dinner/in-service at SESA for the project ILP teachers. The purpose was to introduce the SETT team, meet the teachers, provide the preliminary forms for their review, discuss clinic style and needs, and answer their questions. This in-service was a great success and began a working relationship between the SETT Team/ILP Support Services and the ILP teachers.
- Karen attended the American Speech/Language and Hearing Association conference in Seattle, November 16 - 19.
- Sharon attended a film preview at 1231 Gambell. Four of these tapes were purchased and will be shared with the program teachers as part of in-service training.

Level III Clinic - Barrow - November 26-30, 1990

The Traveling Team Members Included:

- Bill Miner, Pediatrician
- Thelma Robinson, Pediatric Nurse Practitioner
- Tanni Anthony, Blind/Visually Impaired Specialist
- Jane Taylor, Physical Therapist
- Karen Hansen, Communication Disorders Specialist
- Sharon Murphy, Occupational Therapist

In Barrow We Were Joined By:

- Annie Rayburn, ILP Teacher
- Tom Yeager, Pediatrician
- Rose Marie Haydn, Public Health Nurse
- Connie Ozmont, Public Health Nurse

Activities in Barrow Included:

- Evaluation of eleven children (eight were complete team evaluations and three were limited to evaluations by one or two specialists at parent request).

- The team established a framework for evaluation that included a family centered approach from pre-conference to wrap-up. An Evaluation Summary Sheet was used in Barrow and Dillingham and has now been revised. (A copy of current form is included in Appendix C.) The team is not using a strict transdisciplinary approach. Instead, the evaluation style is determined by the needs of the family, child and overall team.
- The team worked to develop a report style that was family friendly and reflected the family goals.
- Community care providers were included in the team whenever possible. At different times the PHNs, a preschool teacher from the ECE program, a social worker from DFYS, the local pediatrician, and a Physician's Assistant Intern participated in the evaluations.
- Informal inservices were provided to staff of the local day care center, the ECE preschool, and the hospital. Formal inservice training was provided to the ILP Teacher.
- The team attended a presentation by representatives of the Handicapped Children's Program at the Barrow Hospital.
- The team participated in a local radio show. The purpose was community education about ILP and related services and public relations.

Follow-up Activities Included:

- Follow-up support has been provided to Annie Rayburn and the clinic families on an on-going basis. This support has included Sharon attending orthotic fittings in Anchorage for one of the children seen in Barrow. (These orthotics were prescribed during the evaluation.) Another child is now in the hospital in Seattle with a serious illness. Team members have been able to help the family through professional contacts in Seattle. Annie has called many times asking for information or ideas. We have provided catalogs, reference materials and brochures. Referrals have been made and coordinated with other agencies. One child was referred to the Hearing Impaired Program and one child was transitioned to the Anchorage ILP Program when the family moved to Anchorage. We consult regularly with Tanni Anthony and Andrea Story of the Blind/Visually Impaired - Infant Learning Program, Thelma Robinson and Bill Miner.

Level III Clinic - Dillingham - December 10-13, 1990

The Traveling Members Included:

- Bill Miner, Pediatrician
- Thelma Robinson, Pediatric Nurse Practitioner
- Tanni Anthony, Blind/Visually Impaired Specialist
- Jane Taylor, Physical Therapist
- Karen Hansen, Communication Disorders Specialist
- Sharon Murphy, Occupational Therapist
- Barb Penrose, Hearing Impaired Specialist

We Were Joined in Dillingham By:

- Miriam Olson, ILP Teacher
- Jeanie Timmerman, Public Health Nurse
- Jan Ilutsik, Public Health Nurse
- Kathy Finn, Public Health Nurse

Activities in Dillingham Included:

- Comprehensive evaluation of five children.
- Further refinement of the evaluation process and report writing. (Parent's report mailed one week after clinic.)

Follow-up Activities Included:

- The SETT team has provided follow-up support to Miriam Olson. Program plans have been sent along with catalogs, reference materials, specific program suggestions, and equipment brochures. We remain in contact with Miriam by phone.
- Post-clinic assessment forms sent to Miriam Olson for distribution (see Appendix D for summary of parent and support services post-clinic assessment forms for FY 91).

Level II Clinic - Adak - January 9-15, 1991The Traveling Team Members Included:

- Jeanne Meinert, Physical Therapist
- Karen Hansen, Communication Disorders Specialist
- Terri Kyle, PIC Infant Learning Teacher

Activities in Adak Included:

- Evaluation of 14 children
 1. Meeting with school personnel (Speech Therapist, Special Education Director) to discuss services for children close to age three years and transitioning
 2. Meeting with new nurse in Adak to discuss and explain ILP program and services.
 3. Session with pediatrician in Adak to discuss children we saw that she followed up.

Follow-up Activities Included:

- Shoe shopping trip with Terri Kyle to purchase shoes for family in Adak.
- Phone calls to discuss report status and get copies of reports for SETT files
- Periodic discussions with Theresa (nurse in Adak who coordinated ILP schedule and clinic) concerning results of our evaluations and obtaining background information.
- Speech pathologist from Adak called regarding evaluation reports from trip in January.

Level II Clinic - Kotzebue - January 21-24, 1991

The Traveling Team Members Included:

- Sharon Murphy, Occupational Therapist
- Jeanne Meinert, Physical Therapist
- Karen Hansen, Communication Disorders Specialist

Activities in Kotzebue Included:

- Evaluation of two children
- IFSP Planning session with Angie Rawls (ILP teacher)
- Attempted to do day long inservice in Nome both teachers were weathered out in villages

Level III Clinic - McGrath - February 4-8, 1991

The Traveling Team Members Included:

- Bill Miner, Pediatrician
- Thelma Robinson, Pediatric Nurse Practitioner
- Tanni Anthony, Parent/Infant Educator Blind/Visually Impaired-ILP Program
- Sharon Murphy, Occupational Therapist
- Jeanne Meinert, Physical Therapist
- Karen Hansen, Communication Disorders Specialist

Activities in McGrath Included:

- Comprehensive evaluation of four children. In addition, one child received an Occupational and Physical Therapy Evaluation in preparation for transition to public school.
- Transition meeting with Iditarod Area School District personnel regarding two children.
- IFSP planning session with Betha Lefebvre, ILP teacher.

Follow-up Activities Included:

- Videotaped program for a specific child.
- Phone call to Betha regarding program and equipment for child.
- Phone call to Dr. Miner regarding prescription for equipment.
- Phone call to Geneva Woods regarding purchasing equipment for child.
- Prepared and sent out requested information to Betha.
- Phone call from Betha reporting equipment ordered.
- Video to Betha.
- Sent speech program to school district for transitioned three-year-old.
- Betha called regarding two-year-old in Shageluk with a speech delay who is highly unintelligible.
- Sent copy of Cleft Palate Clinic scheduled for 1991.
- Betha requested tapes for village inservices for general early childhood development.
- Library materials to parents/teachers.

Level III Clinic - Nome - February 25 - March 1, 1991

The Traveling Team Members Included:

- Bill Miner, Pediatrician
- Mary Lou Hanson, Pediatric Nurse Practitioner
- Sharon Murphy, Occupational Therapist
- Jeanne Meinert, Physical Therapist
- Karen Hansen, Communication Disorders Specialist

Activities in Nome Included:

- Comprehensive evaluation of 10 children.
- Inservice to Lani and Rita by Sharon and Jeanne. Subject included use of special adaptive equipment and positioning techniques for special needs children.
- IFSP planning session with Lani Brown and Rita Smith (ILP teachers) and families.
- Phone call to Lani regarding additional information on child.
- Phone calls to Anchorage PT who sent materials for family in Nome.

Follow-up Activities Included:

- SIDS/Compassionate Friends follow-up
- Sent packet of information regarding SIDS/grief to Rita
- Met with Jill Duthie regarding three cleft palate children in Nome.

Level II Clinic - Barrow - March 11-15, 1991

The Traveling Team Members Included:

- Sharon Murphy, Occupational Therapist
- Jeanne Meinert, Physical Therapist
- Karen Hansen, Communication Disorders Specialist

Activities in Barrow Included:

- Comprehensive evaluation of 4 children, follow-up evaluation of four children and assessment by communication disorders specialist for two children.
- Inservice presentation for the National Association for the Education of Young Children (NAEYC).
- IFSP planning session with Annie Rayburn (ILP teacher)

Follow-up Activities Included:

- Phone calls to Annie.
- Session with Barrow child and social worker at SESA.
- Session with child at orthotic fitting.
- Shared information with Susan Gregg.
- Phone calls to Margaret Piggott, PT, regarding Barrow child.
- Phone call to Barrow Early Childhood special education teacher regarding child.
- Mailed program suggestions to Barrow special education teacher regarding child.
- Phone call to parent regarding diarrhea.
- Phone calls to Dr. Miner and Thelma regarding child with chronic diarrhea.
- Spoke with speech pathologist (contract with NSBSD) regarding child in Anaktuvuk Pass with speech disorder.

Level II Clinic - Dillingham - March 25-29, 1991The Traveling Team Members Included:

- Sharon Murphy, Occupational Therapist
- Jeanne Meinert, Physical Therapist
- Karen Hansen, Communication Disorders Specialist

Activities in Dillingham Included:

- Evaluation of seven children
- IFSP planning sessions with Miriam Olson, ILP teacher.

Follow-up Activities Included:

- Calls to Jane Taylor, PT, regarding child seen in Dillingham.

Level II Clinic - Nome - April 15-18, 1991The Traveling Team Member:

- Karen Hansen, Communication Disorders Specialist

Activities in Nome Included:

- Evaluation of four children

Follow-up Activities Included:

- Review (via video tapes) and program suggestions for ILP families

Level II Clinic - Cordova - April 29-May 1, 1991The Traveling Team Members Included:

- Sharon Murphy, Occupational Therapist
- Jeanne Meinert, Physical Therapist
- Karen Hansen, Communication Disorders Specialist

Activities in Cordova Included:

- Evaluation of three children
- Videotaping of three children
- IFSP planning session with Mary Tirrell (ILP Teacher)

Level III Clinic - Kotzebue - May 13-16, 1991The Traveling Team Members Included:

- William Miner, Pediatrician
- Mary Lou Hanson, Pediatric Nurse Practitioner
- Sharon Murphy, Occupational Therapist
- Jeanne Meinert, Physical Therapist
- Karen Hansen, Communication Disorders Specialist

Activities in Kotzebue Included:

- Evaluation of six children
- Meeting with Public Health Nurse
- IFSP planning session with Angie Rawls (ILP Teacher)

Level II Clinic - McGrath - May 27-30, 1991The Traveling Team Members Included:

- Jeanne Meinert, Physical Therapist
- Karen Hansen, Communication Disorders Specialist

Activities in McGrath Included:

- Evaluation of one child
- Inservice provided to ILP teacher, preschool teachers, and Headstart aides on sensory-motor development

Follow-up Activities Included:

- Assisted ILP teacher when ordering equipment and supplies for state library system

Level III Clinic - Valdez (held in Anchorage) - June 5-6, 1991The Team Members Included:

- Patty Olmstead, ILP Teacher
- Mary Lou Hanson, Pediatric Nurse Practitioner
- Sharon Murphy, Occupational Therapist
- Jeanne Meinert, Physical Therapist
- Karen Hansen, Communication Disorders Specialist

Activities Related to Valdez Clinic:

- Evaluation/program suggestions of three children

Follow-up Activities Included:

- Jeanne Meinert traveled to Glennallen with Patty Olmstead for follow-up

Level II Clinic - Homer - June 10-13, 1991The Traveling Team Member:

- Jeanne Meinert, Physical Therapist

Activities in Homer Included:

- Evaluation of 11 children
- Attended workshop on Russian culture
- Consulted with ILP teacher regarding ordering equipment

Activities in Anchorage

Activities Included:

- SESA Newsletter - contribution of articles
- Board meeting presentation in April, 1991
- Monthly board updates provided in writing
- Anchorage based services for program children
- Initial steps taken to start equipment lending library
- End-of-year surveys sent to parents and teachers (see Appendix E)

Continuing Education - April-June, 1991

Activities Included:

- "Manual Therapy for the Pediatric Patient," Anchorage, Alaska - attended by Jeanne Meinert
- NDT Conference, Atlanta, Georgia - attended by Jeanne Meinert
- ILP Conference, Anchorage, Alaska - attended by Sharon Murphy, Jeanne Meinert, Karen Hansen
- Jeanne Meinert participated in presentation at ILP Conference
- Feeding/Nutrition Conference, Anchorage, Alaska - attended by Sharon Murphy, Jeanne Meinert, Karen Hansen
- Alaska Speech, Language, Hearing Association Conference, Juneau, Alaska - attended by Karen Hansen
- Pre-Natal Substance Abuse Conference, Anchorage, Alaska - attended by Sharon Murphy



Section VI

Alaska Services for Children With Dual Sensory Impairments

SESA contued to operate this federal project in Alaska during the 1990-91 program year. The following narrative describes the project, its activities and its outcomes.

ABSTRACT

The Alaska State Department of Education through the Special Education Service Agency proposes continuation of a single state service program for all identified infants, children, and youth with dual-sensory impairments and their families residing in Alaska. This project is currently in its second year of a three year grant award period. This proposal addresses the third year of funding.

The project provides technical assistance to local educational agencies and others responsible for education of children with dual-sensory impairments throughout the State of Alaska. This assures that children with dual-sensory impairments receive effective special education and related services as well as vocational and transitional services.

The primary services provided by the project are: technical assistance on-site in communities to assure appropriate teaching and vocational training strategies; consultation, training, and counseling to parents; consultation and training to staff; interagency planning for transition; services to ensure diagnosis/evaluation; dissemination of information; replication of successful, innovative approaches and coordination of services from public, private, local, state, and national resources. In addition, the project maintains a registry on infants, children, and youth with dual-sensory impairments in Alaska.

Services under this program are provided to children with dual-sensory impairments, 0 through 21 years of age. This project operates twelve months. Training affects all families and children (20) with dual-sensory impairments, approximately 75 professionals and related service providers and 10 paraprofessionals.

Services proposed in this project will be accomplished through a sub-contract with the Special Education Service Agency (SESA). SESA is a public agency providing educational technical assistance services to students with low incidence handicaps throughout the State of Alaska. It is anticipated that this funding will provide the State of Alaska with appropriate services for all infants, children, and youth with dual-sensory impairments and their families.

PROJECT OBJECTIVES

Goal 1

To assure appropriate educational, vocational, and related services for Alaskan infants, children, and youth with dual-sensory impairments.

Objective 1.1: To assure appropriate educational, vocational, and related services for Alaskan infants, children, and youth with dual-sensory impairments.

Timeline: Ongoing Activities 1.1-4

Objective 1.2: To assure interagency planning for youth who are dual-sensory impaired and transitioning from home to school or from school to adult living.

Timeline: Ongoing Activities 1.1-4

Goal 2

To assure comprehensive and continuing diagnostic and evaluative services for Alaskan infants, children, and youth with dual-sensory impairments.

Objective 2.1: To coordinate comprehensive diagnosis and continuing evaluation of Alaskan infants, children, and youth with dual-sensory impairments.

Timeline: Ongoing Activities 2.1-3

Goal 3

To assure Alaskan infants, children, and youth with dual-sensory impairments the benefit of trained professional, paraprofessional, and ancillary personnel.

Objective 3.1: To coordinate training of local administrators, teachers, teaching assistants, and ancillary staff.

Timeline: Ongoing Activities 3.1-4

Goal 4

To provide consultative, training, and counseling services to families with infants, children, and youth with dual-sensory impairments.

Objective 4.1: To provide individualized training, consultation and counseling to families with infants, children, and youth with dual-sensory impairments in their home communities.

Timeline: Ongoing Activities 4.1-3

Objective 4.2: To provide needed training, consultation, and counseling to parents with infants, children, and youth with dual-sensory impairments in conjunction with yearly statewide educational activities for parents.

Timeline: September/October Activities 4.4-6

Goal 5

To replicate successful, innovative approaches to providing educational or related services to infants, children, and youth with dual-sensory impairments.

Objective 5.1: To provide inservice training and follow-up for Local Education Agencies and other educational/vocational service providers serving infants, children, and youth with dual-sensory impairments.

Timeline: Ongoing Activities 5.1-2

Objective 5.2: To disseminate best practices and procedures related to developed and refined teaching techniques and other information relevant to infants, children, and youth with dual-sensory impairments.

Timeline: Ongoing Activities 5.3-4

Goal 6

To maintain data on Alaskan infants, children, and youth with dual-sensory impairments.

Objective 6.1: To coordinate the location of Alaskan infants, children, and youth with dual-sensory impairments.

Timeline: Ongoing Activities 6.1-3

Objective 6.2 To maintain a state registry for all Alaskan infants, children, and youth with dual-sensory impairments.

Timeline: Ongoing Activity 6.4

Objective 6.3: To coordinate project evaluations.

Timeline: December Activities 6.5-6

Goal 7

To provide services to infants, children, and youth with dual-sensory impairments in Alaska which are coordinated with services provided by Local Education Agencies and other state, regional, and federal agencies.

Objective 7.1: To participate in state planning for the development of comprehensive educational services for young children and their families.

Timeline: Ongoing Activities 7.1-2

Objective 7.2: To participate in state planning activities for preservice and inservice training for personnel responsible for teaching students with special needs.

Timeline: Ongoing Activities 7.1-2

Objective 7.3: To coordinate with all public and private service providers to assure the provision of services to infants, children, and youth with dual-sensory impairments.

Timeline: Ongoing Activities 7.3-4

Objective 7.4: To assure a continuation of effective direct and indirect services to Alaskan infants, children, and youth with dual-sensory impairments and their families.

Timeline: Ongoing Activities 7.5-6

SUMMARY OF ACCOMPLISHMENTS

The following is a brief summary of the accomplishments during the first two years of the Deaf/Blind project. These figures include the projections for the remainder of the second project year. Following this brief summary is a detailed narrative of the progress made and the problems encountered by the project. The numbers included within this section are based on projections through September 30, 1991.

October 1, 1989 to September 30, 1991

1. Number of children receiving educational, vocational, and related services:

During this reporting period, 16 (year 1) and 20 (year 2) students received educational, vocational, and related services. In addition, 4 (year 1) and 6 (year 2) students received ongoing assessment.

2. Number of children by age receiving comprehensive and continuing diagnostic and assessment services by project staff. These numbers do not include diagnostic and evaluation information services completed by health care providers and local education agencies.

	0-2	3-4	5-11	12-13	14-21	Total
(year 1)	1	1	2	0	0	4
(year 2)	2	1	3	0	0	6

3. Number of professionals, paraprofessionals, and ancillary personnel who received training.

Twenty-eight (year 1) and 62 (year 2) professionals, paraprofessionals, and ancillary personnel served by the Special Education Service Agency (SESA) deaf-blind project received training.

4. Number of families who received consultative, training and counseling services.

During this period, 14 (year 1) and 20 (year 2) families received consultative, training, and/or counseling services.

5. During this reporting period, information was disseminated to 68 (year 1) and 200 (year 2) professionals, para-professionals, and families by the project.

6. During this period, 55 Local Education Agencies (LEAs) and 19 statewide Infant Learning Programs (ILP) were contacted regarding child find. Seven state or private agencies were contacted. The State Registry listing all children with dual sensory impairments was updated as necessary.

7. During this period, the number of interagency coordinating activities included 10 (year 1) and 23 (year 2) meetings.

NARRATIVE OF ACCOMPLISHMENTS

PROGRESS, OBSERVATION, PROBLEMS ENCOUNTERED

The project was able to address all of its goals, objectives, and activities during the first two years of its grant cycle. All of the infants, children, and youths with dual sensory impairments listed on the Alaska State Registry were impacted by the project, either through direct or indirect technical assistance by project staff.

During this time period, the project placed an emphasis on training and consultation for family members. Family members were impacted by the project through direct individualized training, a workshop, retreats, and advocacy.

Likewise, the project worked closely with local, state, federal, and private sources to assure access to technical assistance and training to professionals and families of infants, children, and youth with dual sensory impairments.

Problems encountered during the first year of the project included the inability to fill the well advertised position for the Project Coordinator during the first ten and one-half months of the project. Because of this shortage in personnel, consultants had to be hired to meet the project's goals. Through securing consultants the project's goals were met. During the second year of the grant the unexpected and large increase in the cost of air travel is impacting the percentage of monies used for travel.

Goal 1

To assure appropriate educational, vocational, and related services for Alaskan children and youth with dual sensory impairments.

Activities:

- 1.1 To write Technical Assistance Agreements with all school districts and other agencies serving children with dual sensory impairments based on individualized needs.

Status: During this reporting period, 16 (year 1) and 20 (year 2) Technical Assistance Agreements have been written and signed off for students with dual sensory impairments, based on their individual needs.

- 1.2 To assist Local Education Agencies and other educational vocational service providers in conducting Child Study Team activities for children and youth with dual sensory impairments.

Status: Each student with dual sensory impairments is served through an IEP (students), or IFSP (infants), which is compiled by the Child Study Team. SESA project staff are included in the Child Study Team, and as a team member participate

in the planning and implementation of the IEPs and IFSPs. At the present time, 19 infants, children, and youth with dual sensory impairments in Alaska have current IEPs or IFSPs. The twentieth student is receiving vocational services through the Division of Vocational Rehabilitation. Assistance to LEAs, Infant Learning Programs and vocational programs was provided to 8 (year 1) and 11 (year 2) Alaskan infants, children and youths with dual sensory impairments during this reporting period.

- 1.3 To assist Local Education Agencies and other educational service providers in developing effective prescriptive instruction in integrated settings.

Status: Project staff assist and encourage LEAs and other service providers to furnish integrated settings to each infant, child, and youth with dual sensory impairments. Project staff provided current integration information from the TASH conference to 4 coordinators of special education and have provided 33 teachers of students with dual sensory impairments with materials and ideas for integration.

Prescriptive instruction was provided to 5 (year 1) and 8 (year 2) students with dual sensory impairments.

- 1.4 To provide staff of Local Education Agencies and other educational/vocational service providers with required direct individualized technical assistance and follow-up.

Status: Through the use of consultants and one half-time position, the project has directly served 7 students with dual sensory impairments outside of Anchorage and 4 students with dual sensory impairments within Anchorage during the first year of the grant. During the second year, direct technical assistance was provided by project staff to 11 students outside of Anchorage and 4 students within Anchorage.

- 1.5 To coordinate individualized transition planning for children and youth with dual sensory impairments.

Status: Individualized transition planning was conducted on 1 (Year 1) and 2 (year 2) students with dual sensory impairments.

- 1.6 To complete and update Individualized Transition Plans for youth who are 16-21 years old with dual sensory impairments.

Status: Project staff completed one Individual Transition Plan meeting for one student during Year 1 and one Individual Transition Plan meeting for another student during this reporting period.

Goal 2

To assure comprehensive and continuing diagnostic and evaluative services for Alaskan children and youth with dual sensory impairments.

Activities:

- 2.1-3 To assure initial assessment and review of data of all suspected children with dual sensory impairments.

Status: To date, project staff have regularly participated in initial and annual assessments, Child Study Team meetings, Interdisciplinary Team meetings, Individualized Family Service Plans, and Individual Transition Plan meetings. Reviews of diagnostic and assessment reports were regularly completed by project staff to assure proper diagnoses of all infants, children and youth with dual sensory impairments in Alaska. Data to document a vision and hearing loss was collected on all referrals, as well as continued collection of data to support services the individuals listed on the registry.

Goal 3

To assure Alaskan children and youth who have dual-sensory impairments the benefit of trained professional, paraprofessional, and ancillary personnel.

Activities:

- 3.1 To conduct individualized needs assessment with teachers, teaching assistants, and ancillary staff.

Status: A needs assessment was conducted through talking to parents, teachers, specialists, and special education coordinators to determine needs. Behavior management techniques and deaf-blind awareness and support were identified as needs for identified students with dual-sensory impairments and their families during the first project year. During the second project year, communication/integration techniques and ongoing information access were identified as needs.

- 3.2 To conduct on-site training sessions in each community in which infants, children, and youth with dual sensory impairments reside.

Status: Students with dual sensory impairments are located in eleven communities throughout the state. During the first two years of the project, training was provided in each of these communities as determined and documented in the Technical Assistance Agreements.

- 3.3. To provide consultation to administrators, teachers, paraprofessionals, related services providers, and ancillary personnel.

Status: During this reporting period, project staff provided consultative services to 28 (year 1) and 62 (year 2) personnel and professionals. Project staff arranged for Dr. Frank Marone of San Francisco, California to provide an inservice at the annual Pathways Conference. Project staff have also completed an inservice in the Matanuska-Susitna School District on the education of students with dual-sensory and multiple handicaps, in addition to an inservice in Juneau on language strategies that can be used by parents. Communication and integration will be the primary focus of future workshops. Information and materials from the past two national TASH conferences have been disseminated to service providers and parents. This information involved transition planning, integration, programming for individuals with dual sensory impairments, the use of tactile aids, communication techniques, and the use of interveners.

- 3.4 To assure access to technical assistance and training available through state, federal, and private sources to those teaching children and youth with dual sensory impairments.

Status: Project staff have worked closely during the last two years with the TRACES (formerly TASH) project and the TRACES project to assure access to training and technical assistance to those teaching children and youth who are dual-sensory impaired. On January 19-20, 1990, project staff in conjunction with TASH TA sponsored one (1) Anchorage School District Deaf-Blind Specialist to attend a workshop in Wilsonville, Oregon entitled, "Communication Options and Opportunities for Individuals With Deaf-Blindness." This individual works directly with 8 identified individuals with dual-sensory impairments. This project year, TRACES and Helen Keller Technical Assistance helped provide training through a Residential Living Options workshop to a parent/residential service provider team. Project staff attended the Project Directors' meeting in 1989 and 1990. As a result of this participation, information has been shared with service providers working with children and youth with dual sensory impairments and their parents as appropriate. Technical assistance and training will occur through the planning of speakers for PATHWAYS, scheduled to occur October 1991, and LEA inservices as defined previously.

Goal 4

To provide consultative, training, and counseling services to families with infants, children and youth with dual-sensory impairments.

Activities:

- 4.1-6 To provide consultive and referral services, counseling, and training to families.

Status: Consultative services, training, and counseling service were provided to 11 families and 1 individual with dual sensory impairments (year 1) and 19 families and 1 individual with dual sensory impairments (year 2) during this reporting period. Individualized training was provided to 10 families (year 1) and 4 families (year 2) during this reporting period. The Deaf/Blind project has sponsored 9 families to the Washington family retreat during the first two years of the project. This year, one family will be sponsored in conjunction with the TRACES project. Consultation, counseling, and training will be a part of the Retreat experience for these families. The project has supported all families to attend the PATHWAYS conference in April, 1990. The 1991 PATHWAYS conference was rescheduled to fall, 1991 which will be in the third project year.

The project has worked very closely with the TRACES project during the last two years to provide training, consultation, and counseling to parents through their sponsorship of Frank Marone, Ph.D. to present at PATHWAYS. All families and the residential facility with children and youths with dual sensory impairments were invited to attend. Training and information dissemination has occurred on an ongoing basis with each site visit. Information is also disseminated through a twice yearly SESA newsletter and a twice yearly Deaf/Blind newsletter.

Goal 5

To replicate successful, innovative approaches to providing educational or related services to children and youth with dual sensory impairments.

Activities:

- 5.1-2 Provide consultation and inservice training by specialists to professionals and para-professionals and provide follow-up on-site training by specialists.

Status: In the first year of the project, staff and professionals who work with students with dual sensory impairments have attended 4 major meetings in which innovative approaches were discussed. These were as follows: the Projects Directors' meeting, the pre-conference Deaf-Blind Day at TASH, the TASH Conference and the Wilsonville, OR workshop on communication options. Strategies to replicate these best practices occurred through on-site visits and consultations. In the second year of the project 3 major meetings were attended: the Project Directors Meeting, the National TASH Conference and the Residential Living Options Meeting sponsored by Helen Keller TAC and TRACES. Follow-up visits to appropriate sites throughout the state have helped disseminate the best practices encountered.

- 5.3-4 To offer for publication and presentation those best practices and procedures identified and to disseminate information regarding children and youth with dual sensory impairments monthly through the mail, SpecialNet, parent/teacher newsletters or personal contact.

Status: Information regarding deaf-blind was disseminated to 34 (year 1) and 150 (year 2) parents, professionals, and para-professionals through specific mailings, handouts and materials. Project staff acts as a central clearing house for appropriate information and materials. A Deaf/Blind newsletter was produced and disseminated to parents and professionals working with individuals with dual sensory impairments during the second year of the project. No official publications or presentations have occurred during this reporting period.

Goal 6

To maintain data on Alaskan children and youth.

Activities:

- 6.1-3 To coordinate location activities with state and Local Education Agencies' child find projects. To provide school districts and other potential service providers with information. To screen institutions and state facilities for the mentally and physically handicapped and Infant Learning Programs for infants, children and youth with dual sensory impairments.

Status: During this reporting period, child find activities occurred during the State Directors of Special Education Meeting in Anchorage in November. Project Staff also presented to 18 audiologists who work within the State of Alaska regarding child find and project services provided by the project staff. Project staff also presented to a conference of statewide Infant Learning Specialists.

- 6.4 To maintain a registry of children and youth with dual sensory impairments identified in Alaska including age, etiology, degree of vision and hearing loss, other handicapping conditions and P.L. 94.142 or P.I. 89-313 reporting.

Status: Project staff maintains a state/federal registry for all infants, children and youths with dual sensory impairments in the state. Current information on each infant, child and youth with dual sensory impairments was updated during this reporting period as necessary. The current Alaskan deaf-blind registry includes 20 infants, children and youths with dual-sensory impairments. Four children are now in the referral process. Yearly child count information is submitted to the proper agencies as required.

- 6.5-6 To coordinate annual project evaluations. To submit required reports to the project officer.

Status: Reports are submitted to the project officer in compliance with the established federal deadlines.

Goal 7

To provide services to children and youth in Alaska which are coordinated with services provided by Local Education Agencies and other state, regional, and federal agencies.

Activities:

- 7.1-2 To participate in Interagency Coordinating Council activities. To participate in planning and implementation of the state Comprehensive System for Personnel Development

Status: Members of the SESA Board of Directors participate in the statewide Interagency Coordinating Council (ICC). Participation in the ICC occurs by invitation only. Presently, one (1) SESA staff member participates by invitation on the Comprehensive System for Personnel Development.

- 7.3 To provide information on applicable local, state, and federal service providers to all families, professionals, and other personnel serving children and youth with dual sensory impairments.

Status: Information about various services available to infants, children and youth with dual sensory impairments by local, state, and federal service providers was provided to 12 (year 1) and 20 (year 2) families, professionals, and other personnel serving children and youth with dual sensory impairments during this reporting period.

- 7.4 To coordinate with all public and private service providers to assure the provision of services to children and youth with dual sensory impairments.

Status: Coordination has occurred with all public and private service providers to assure the provision of services to children and youth with dual sensory impairments.

- 7.5 To advocate for the needs of children and youth with dual sensory impairments with applicable local, state, and federal service providers.

Status: Advocacy for the needs of children and youth with dual sensory impairments is and will continue to be an ongoing process of the project as necessary.

- 7.6 To participate in planning activities with appropriate adult service agencies for the provision of effective services to youth with dual sensory impairments as they become adults.

Status: Participation in planning activities with adult service agencies has occurred for two youths with dual sensory impairments during this reporting period.

APPENDIX A



Consumer Satisfaction Rating Form

Please circle one choice for each item. If the item does not apply to your situation or relationship to the specialist, circle N/A.

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

if you marked (1) or (2) to any of the above items or if you have any additional comments, please use the column on the right or use the back of this form to describe your thoughts.

Additional Questions:

What types of assistance received from this SESA Education Specialist helped you in your job?

What was most beneficial from the SESA visit(s)?

What was least beneficial and how would you like to see it changed?

APPENDIX B



Low Incidence Handicap Outreach Project

Professional Staff 1990-1991

<u>NAME</u>	<u>DEGREE</u>	<u>POSITION</u>
Betty Barats	M.A.	LIHOP Program Supervisor
Doyle Burnett	M.S.	Education Specialist, MH/OH
Sharon Cannon	B.A.	Education Specialist, MH/OH
Elva Cerda	M.Ed.	Education Specialist, HI
Margaret Cisco	M.S.	Education Specialist, OH/MH
Debra Evensen	M.A.	Education Specialist, SED
Rebecca Forbes	M.A.	Education Specialist, SED
Susan Gregg	M.Ed.	Education Specialist, MH/OH
Rebecca Mead	M.A.	Education Specialist, HI
William McIver	M.A.	Education Specialist, B/VI
Cam Mocarski	B.A.	Education Specialist, SED
Andrea Morrison	M.Ed.	Education Specialist, MH/OH
Kathrine Osinski	M.A.	Education Specialist, MH/OH
Deborah Spira	Ph.D.	Education Specialist, SED
Gordon Ward	Ed.D.	Education Specialist, MH/OH
Michael Young	M.A.	Education Specialist, MH/OH (.75 FTE)

Additional SESA Professional Staff in Other Grants and Contracts

Chris Robinson	M.S.	Executive Director
Tanni Anthony	Ed.S.	Coordinator, B/VI-ILP
Karen Hansen	M.S.	Speech/Language Pathologist
Brenda Jager	M.A.	Coordinator, Deaf-Blind
Jeanne Meinert	M.A.	Physical Therapist
Sharon Murphy	M.S.	Coordinator, SETT
Marilyn Stack	B.S.	Education Specialist, Deaf-Blind (.5 FTE)
Andrea Story	B.S.	Parent-Infant Educator

PROFESSIONAL DEVELOPMENT

Over the course of the year, staff has been encouraged to pursue areas of interest that would enhance their professional performances. In part, this was done through attendance at conferences such as:

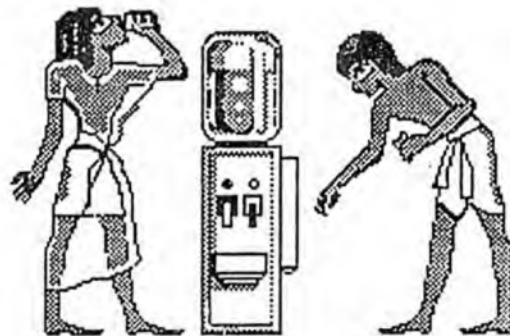
- The Association for the Severely Handicapped
- Alaska Speech and Hearing Association
- International Fetal Alcohol Syndrome Conference
- CEC International (Council for Exceptional Children)
- National Association of Childhood Deafness
- Downs Syndrome
- American Printing House for the Blind
- Teacher Education Division of CEC
- Alaska Association of Administrators of Special Education

In addition, training and up-dating was provided on:

- SSI Requirements and Eligibility
- State and Federal Education Funding
- Alternative Sources of Funding for Schools and Individuals
- Advocacy Services of Alaska
- Hope Cottage Programs and Services
- Child Abuse Reporting Laws
- Computer Networking for Children With Disabilities
- Safety Procedures/Requirements for Small Plane Travel

It is the philosophy of the SESA administration that on-going professional development is extremely important for consultant/trainers and those who provide them with technical, clerical and program support. Special education practices are ever evolving and in order to keep current on best practices in such a diverse yet specialized field, both staff and administration must be committed to continual upgrading of professional knowledge and skill levels.

APPENDIX C



SPECIAL EDUCATION SERVICE AGENCY

2217 EAST TUDOR ROAD, SUITE 1 / ANCHORAGE, ALASKA 99507 / PHONE (907) 562-7372 / FAX (907) 562-0545

SERVICE REPORT

CONFIDENTIAL

SERVICE RECIPIENT:

DATE OF SERVICE:

DATE OF BIRTH:

CHRONOLOGICAL AGE:

GRADE:

SCHOOL/DISTRICT:

ED SPECIALIST:

DATE OF REPORT:

Planned Purpose of On-Site Visit:

This was the first and only planned on-site visit for the 90/91 school year. The main purpose of this visit would be to meet with the special education teacher and special education director, and discuss (student's) educational needs. The discussions would be based on observations of (student's) school day and staff input. Written recommendations would be sent to the staff, in hopes that the district would implement suggested strategies or additions to existing programming.

Progress/Changes Since Last Visit:

(Student), according to staff accounts, has made wonderful progress in all areas of her academics as well as fine and gross motor development. The past SESA multihandicapped specialist to visit the site and (student's) school program, had nothing but praise for the school and their efforts to provide quality educational services for (student). The quality of (student's) school program continues.

On-Site Activities:

Observations:

Student was observed over a three-day period. When she is not working with the special education teacher, she is integrated into the regular fourth grade classroom with her teacher. When in the regular classroom, the special education instructional aide helps (student) participate at appropriate educational levels. In the areas of reading/language and motor activities, the special education instructional aide delivers these programs. In viewing (student's) total program, it seems well balanced with respect to integration and peer interaction, there is a nice flow of transitioning from one activity to the next and there is a very workable schedule that (student) has come to learn.

MATH:

In the area of math, (student) is working on some basic addition and subtraction concepts. For the most part, (student) is able to add sums to five (5), but with some difficulty. She was observed to have a difficult time distinguishing between the number four and five. When it came to the sums

SERVICE REPORT

RE:

2

1, 2, 3, she was able to perform these functions "in her head" and did not need help or have to use her fingers. When using worksheets, (student) will tend to perceive the next answer to be the same as the one that proceeded it, this seemed to be especially true when the sums are in the four and five range.

(Student) is able to write her numbers, but again has problems writing the numbers four and five. During times when (student) had to be corrected and asked to erase a number or make other changes to her work, she was in total compliance and made necessary changes as requested. She is an easy student with whom to work.

COLOR MATCHING:

Part of (student's) daily program requires her to match colors and place wooden color tiled rectangles into a box which exhibits the matching colors of the tiles next to a slot in the box. During the times observed, (student) seemed to have mastered this activity. There were a few observed errors and they had more to do with (student) not paying attention as opposed to errors made because she could not match the colors.

LUNCHROOM:

(Student) eats her lunch with her peers in the school cafeteria. There were no observed problems or inappropriate behaviors in this important school setting. (Student) is quiet, but very social at the same time. She appears to sit with friends at lunch and has no problem with all aspects of this school environment.

THIRD AND FOURTH GRADE CLASSROOM:

(Student) is integrated into this third/fourth grade combination classroom throughout a large portion of her school day. In almost all cases, (student's) aide helps (student) participate to the greatest extent possible in this setting. The classroom is well organized, the educational activities are fun and most importantly they are being somewhat adapted so that (student) can work with her peers and regular classroom teacher with the most independence possible. Observations conclude that (student) feels very much a part of this classroom and the other students treat her as such. It is a positive atmosphere for (student) and all other students in (teacher's) classroom.

During the first part of (student's) day she is in the combination classroom where all students were participating in "Positive Action"...a program being used by the school district to help students learn respect for others, sharing and working together to meet common goals. (student) was called upon to participate as a member of the classroom and other students will help her when appropriate. It was noted that other students will only help (student) get started and do not tend to do all the work for her. This is something not usually observed in other classroom settings.

(Student) also attends the regular classroom for silent reading and during times when lessons are appropriate for her participation (art, music, gym and other similar times).

In gym class with her peers, (student) was observed to put out a great deal of effort to participate at her highest possible level. (Student) was observed playing, a baseball type game, parachute activities, jumping rope and running. She performed all activities, followed directions and smiled throughout all class sessions.

READING/LANGUAGE:

At the present time, (teacher) is using a few types of approaches to help instruct (student) in the area of reading. (Teacher) works in the morning with (student) using Distar Reading and following that session with language and some activities on the computer. (Student) seemed to have pretty good word attack skills at least in terms of pronouncing the words.

When (student) completes her reading, she is allowed to work on the computer. (Student) was observed holding her thumb in between her middle and index finger throughout most of the computer activity. (Teacher) would verbally cue or physically assist (student) to move her finger into a proper position for striking the computer keys. Indications were that the occupational therapist had made a splint for (student) to wear during this type of activity.

Related to the language activity observed on the computer (use of prepositions), (student) had a difficult time looking at the pictures on the screen and making decisions as to whether something was inside the box or inside the house. But, when she was asked to actually put something into something else, she had no apparent problem. The computer appeared to be too abstract for (student) to grasp and visualize what was made very easy in "real life" circumstances.

MOTOR ACTIVITIES (fine and gross):

(Teacher) helps (student) through a repertoire of fine and gross motor activities. Exercises that have been recommended by the physical therapist have been copied onto large sheets of paper, laminated and (student) follows a daily routine of working on these activities with Ursula's help. Although the activity takes place in an isolated one on one atmosphere, (student) seems to get pleasure in performing her exercises. On the occasions observed, (student) did all of the planned exercises with good speed and quality in performance.

In the area of fine motor, one of the observed activities consisted of (student) putting wooden pegs of different lengths in their appropriate hole on a peg board. This activity was being run to encourage the use of a pincer grasp. (student) has a difficult time getting her thumb to move to the outside.

Consultation With School Staff:

Time was spent in a meeting with the special education staff and (student's) parents, discussing (student's) educational program as it now exists and recommending ways to possibly improve some of the activities within the present format. The items covered in the meeting will be discussed in the recommendation section of this report.

Recommendations:

1. Above all recommendations that I might make, I encourage (teacher) and the special education staff to continue with their wonderful teaching strategies that I am sure are benefiting not only (student), but all other special needs students. My hat is also off to (teacher) and the role she is playing as (student's) regular classroom teacher. The recommendations in this report will be minimal as the work everyone is doing meets well the needs that (student) should be having met.
2. In the area of motor activities, there might be some thought given as to how the present activities could take place with other students participating with (student). It seems that if (teacher) knew of the exercises (student) performs on a daily basis, he might be able to have the students in gym do her exercise routine in some form of relay or other group activity. This would not need to happen on a daily basis, but it could serve as an alternate way to provide services in a functional way and allow (student) to participate with her peers.

SERVICE REPORT

RE:

3. "Chip Trading" was mentioned as a method to use to help get (student) accustomed to counting in unit measures and ultimately make change. (Teacher) mentioned that he had a chip trading game and that he would show (teacher) how that system works. If (teacher) could not find the chip trading game, (teacher) should be encouraged to give me a call and I will be more than glad to send a full explanation of the games use and plans for making a homemade version.
4. To help (student) get her thumb moved to a good position a small ball large enough for her to get her hand around can be used. A good size ball would be one the size of a racquet ball. If the ball is soft, this will allow her to squeeze while she is holding the ball. It would be a good idea to have a ball such as this at her home so she can work on this activity away from school.
5. Where possible, make (student's) lessons functional and try to see that they happen in their natural context. It was noted that (student) does not do well when presented with abstract work as is often the case with workbook sheets and some of the computer programs she is now using.
6. It is recommended that the special education staff look at the present programming for (student) and see where these same activities might already happen with other students. An example might be: the students are going to count candies in the regular classroom and if part of (student)'s programming is to work on this type of fine motor activity she may well have the same objectives met in this classroom setting.

Materials Sent To Site:

(Teacher) was sent an ECHO II Speech Syntheizer to use with the Apple IIe computer.

Plans for Next Visit:

A visit next year may be scheduled at the district's convenience. A special thanks goes to the entire school staff for making this one of my most memorable (in a positive sense) trips. Keep up the wonderful work!

Education Specialist
Multihandicapped/Orthopedically Impaired Program

S B

3 3 5

FISCAL NOTE

STATE OF ALASKA
1992 LEGISLATIVE SESSION

BILL NO. SB 335

Revision Date: _____ Department Affected: Department of Education
 Title: "An Act relating to the GCH&G BRU: _____
 and the definition of 'dev. disabled'." Component: _____
 Sponsor: Senator Duncan
 Requestor: _____ COMPONENT SERIAL NO. 0 3 2 1

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 93	FY 94	FY 95	FY 96	FY 97	FY 98
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	-0-	-0-	-0-	-0-	-0-	-0-

CAPITAL	-0-	-0-	-0-	-0-	-0-	-0-
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REVENUE FUND SOURCE:	-0-	-0-	-0-	-0-	-0-	-0-
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FUNDING: (Thousands of Dollars)

GENERAL FUND						
FEDERAL FUNDS						
OTHER FUND SOURCE:						
TOTAL	-0-	-0-	-0-	-0-	-0-	-0-

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

Estimate of current year impact: _____

ANALYSIS: (Attach a separate page if necessary.)

This would have no measurable fiscal impact.

Prepared By: Margaret Lowe, M.Ed., Ed.S. Phone: 465-3370
 Division: Mental Health & Developmental Disabilities Date: January 21, 1992
 Approved by Commissioner: Theodore A. Mala, MD, MPH
 Agency: Health & Social Services Date: 1-21-92



Alaska State Legislature

SENATOR JIM DUNCAN

P. O. BOX V JUNEAU, ALASKA 99811-3100
(907) 465-4766

COMMITTEES:
VICE CHAIR -
FINANCE
VICE CHAIR -
STATE AFFAIRS
RULES
BUDGET & AUDIT
ETHICS REFORM

DATE: January 21, 1992

TO: Senator Arliss Sturgulewski
Senate Health, Education, & Social Services
Committee

FROM: Senator Jim Duncan

SUBJECT: Senate Bill No. 335, an Act relating to the
Governor's Council for the Handicapped and Gifted
and the definition of "developmentally disabled".

Thank you for scheduling a hearing for SB 335, which allows the physically handicapped equal access to state benefits.

A similar measure, Senate Bill 52, was vetoed by Governor Hickel in 1991 despite supportive departmental position papers and testimony in various committees. The Governor apparently objected to a provision allowing the Council to appoint its executive director which was necessary to comply with federal guidelines and qualify for federal funding. The same provision appears in the Mental Health Lands Trust settlement, Chapter 66/91.

Senate Bill 335 again changes the state definition of developmental disability to conform to the federal definition. The current state definition prohibits aid to severely physically handicapped individuals who require many of the identical services as mentally disabled persons who currently qualify for state assistance. This bill will allow the state to provide them with such benefits as respite care, day care, homemaker, and community living services to both the physically and mentally disabled.

The membership on the Council increases from 23 to 26 members, in SB 335, to allow for composition changes required by federal law, which will allow the Council to serve as the Interagency Coordinating Committee for the 1986 Federal Education and Handicapped Act Amendments. With this bill, the Council will be charged with planning for the needs of children from birth to three years in addition to their current planning mandate for older individuals. At the request of the Council, the legislation also changes the name of the agency to the Council on Disabilities and Special Education to more accurately reflect its responsibilities.

I urge your support for this legislation.

Attachments

DIVISION OF LEGAL SERVICES

LEGISLATIVE AFFAIRS AGENCY STATE OF ALASKA

(907) 465-3867 or 465-2450
FAX (907) 465-2029
Mail Stop 3101

240 Main Street, Suite 500
Juneau, Alaska 99801-2101

MEMORANDUM

January 20, 1992

SUBJECT: Sectional Analysis (SB 335)

TO: Senator Jim Duncan

FROM: Terri Lauterbach 
Legislative Counsel

Sec. 1. Renames the council and provides that the council is the interagency coordinating council (ICC) for purposes of federal laws relating to the handicapped or gifted.

Sec. 2. Increases the number of members on the council and refers to the federal requirements for the membership.

Sec. 3. Makes technical amendments to clean up previous references to federal laws and to add references to ICC laws.

Sec. 4. Amends the definition of "person with a developmental disability" to make the state's definition correspond to the federal definition of the term.

Sec. 5. Repeals laws about the membership of the council that are made obsolete by the amendments made in sec. 2 of the bill.

Sec. 6. Relates to the name change of the council.

TML:pl
92-025.plm

A M E N D M E N T #1

OFFERED IN THE SENATE

BY SENATOR DUNCAN

TO: SB 335

Page 1, line 11:

Delete "handicapped or"

Insert "[HANDICAPPED OR]"

After "gifted":

Insert "or experiencing a disability"

Page 1, lines 12 - 13:

Delete "the"

Insert "persons who are [THE HANDICAPPED OR]"

Page 1, line 13, after "gifted":

Insert "or experiencing a disability"

Page 2, line 9:

Delete "handicapped"

Insert "disabled [HANDICAPPED]"

Page 2, line 11:

Delete "handicapped"

Insert "disabled [HANDICAPPED]"

Page 2, line 15:

Delete "handicapped"

Insert "disabled [HANDICAPPED]"

Page 2, line 18:

Delete "handicapped"

Insert "disabled [HANDICAPPED]"

Page 2, line 27:

Delete "with handicaps"

Insert "who are experiencing disabilities [WITH HANDICAPS]"

Page 3, line 4:

Delete "handicapped"

Insert "disabled [HANDICAPPED]"

Page 3, line 12:

Delete "handicapped"

Insert "disabled [HANDICAPPED]"

Page 3, line 23:

Delete "has"

Insert "is experiencing"

SENATE BILL 335

"An Act relating to the Governor's Council for the Handicapped and Gifted and the definition of 'developmentally disabled'."

Section Four of this Act repeals AS 47.80.900 (7). In so doing, the state definition of developmental disabilities is changed to the current federal definition.

At the time of passage, AS 47.80.900 (7) coincided with the Federal definition. Subsequent to its passage, the federal definition changed. Adoption of the federal definition would allow individuals in need of service who currently fall through the service delivery system cracks, to receive the help they need.

Statistically, it would appear that the individuals' requesting services would be increased by about 700. However, current research shows that states which have adopted the Federal definition have not experienced the increase in applications for service that would be expected statistically. They have, however, experienced requests for services which differ from services they have traditionally offered; for example, providing programs designed specially for persons with physical disabilities as opposed to mental disabilities.

Persons made eligible by this bill would be added to the applicant file which currently exists for developmentally disabled individuals requesting services.

The following incidence statistics were provided by the Governor's Council for the Handicapped and Gifted were derived by the use of a complex formula.

The statistical incidence of individuals experiencing a developmental disability under the state definition is 7,067. The known population seeking or receiving services at this time is 2,110. This equals 29.8% of the population.

POSITION PAPER

STATE OF ALASKA ★ DEPARTMENT OF HEALTH & SOCIAL SERVICES

Department of Health and Social Services
Position Paper -- SB 335
Page 2

Statistically the federal definition would increase the overall population to 9,427. Using the same 29.8% request for services rate, this would mean 2,809 persons would need services. This is an increase of 699 individuals.

The Department supports passage of SB 335.

Margaret R. Lowe

Margaret Lowe, M.Ed., Ed.S.
Director
Division of Mental Health &
Developmental Disabilities

DATE:

1/21/92

Theodore A. Mala

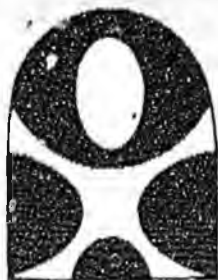
Theodore A. Mala, MD, MPH
Commissioner

DATE:

21 Jan '92

*approx 200 in waiting list
11 services are being
provided. not totally
uncovered. Many are
Voc. serv.*

PP-92-2



WALTER J. HICKEL / GOVERNOR
State of Alaska

GOVERNOR'S COUNCIL FOR THE HANDICAPPED AND GIFTED

DH&SS Commissioner's Office • P.O. Box 240249 • Anchorage, Alaska 99524-0249 • Phone (907) 561-5335

MEMORANDUM

DATE: December 6, 1991

TO: Roxanne Stewart, Legislative Assistant
Senator Jim Duncan

FROM: David Maltman, Executive Director
Governor's Council for the Handicapped and Gifted

RE: Re - Write of SB 52

Thank you for discussing the proposed changes to SB 52. The Council is pleased to have Senator Duncan's support. We all know how important his efforts are in seeing this legislation pass again.

For the coming session, Jim Shine of Juneau has been selected as our Legislative Liaison. Mr. Shine and Mary Cattanach, the Council's Chair, will be meeting on December 17th to review your earlier memos and provide me further direction in responding to you.

Realizing that you must meet a deadline to see that a bill is prefilled, let me respond to Jack Chanoweth's memo dated May 24, 1991. It is likely that Jim and Mary will have other suggestions that can be submitted later.

To combine boards created by different federal and state laws, the Council acts as a board for 4 government operations. Each law demands a particular category of membership on the Council.

For your review, I have attached a chart which identifies the law and its requirement for membership. The criterion for the Interagency Coordinating Committee for PL 99 - 457 (ICC) are listed too. Hopefully, the chart reflects how the Council could meet an expanded mandate to become the ICC by adding only 3 posts. A current list of members is also enclosed.

A major factor in figuring the number of council members is that the authorizing statute demands that at least half of all members be consumers (people with developmental disabilities or their parents or guardians). Should the requirements to become the ICC raise the number of provider positions, the a corresponding increase in positions for consumers must be made.

Although it is common for appointees to fulfill more than one category of membership, we believe it will be necessary to add positions for at least one parent of a 3 to 6 year old, a private provider of early intervention services, and a state legislator (see #3 of Jack's memo). At this point, these categories are not specifically referenced in the state law.

(1) At this point, there are at least 4 but not more than 7 positions available for parents. It is our experience that at least 2 of these positions could be filled by parents of 3 to 6 year olds.

(2) The Department of Education which holds two positions on the Council administers programs for 3 to 6 year olds. In the Division of Mental Health and Developmental Disabilities Mike Renfro oversees a range of developmental services to this population. However, a specific post is needed for the private provider. The Deputy Commissioner of the Department of Health and Social Services sits on the Council and that position is accountable for payment of services to these children.

(4) The requirement for a representative of higher education responsible for personnel preparation in the areas such as teaching, nursing, psychology, or social work is already in place and the position is filled.

In regards to other matters in Jack's memo, it would be an improvement to reflect the appropriate U. S. Code in the bill. Often federal laws are passed which replace the laws specified in state statute. A citation to the U. S. Code would allow a timely reference to changes and deletions of federal law.

Should this bill pass and the Council become the ICC, it would be useful for this new duty to be reflected in the Council's authorizing statute A.S. 47.80.090.

The Council begs to make a new request of Senator Duncan. Would he consider changing the Council's name wherever it appears in statute to the Governor's Council on Disabilities and Special Education?

After January 1, 1992 our address will be 2330 Nichols Street, Anchorage, Alaska 99508. Our new telephone number will be 272 2500. Please let me know if you need more information or assistance.

Again, thank you for your help with this matter. Have a very pleasant holiday season. It will be great to work with you in the coming session..

	P.L. 101-496 DD Planning Council	A.S. 47.80 All Disabilities & Special Education	P.L. 94-142 Special Education Advisory Council	P.L. 99-457 Interagency Coord- inating Council	A.S. 14.30 Special Education Services Agency
TOTAL NUMBER		18-23		15	
APPOINTED BY:	Governor	Governor		Governor	Governor's Council for H/G.
OTHER MAJOR POINT		*must comply with P.L. 100-146 & P.L. 100-142 as amended.		P.L. 99-457 is an amendment to P.L. 94-142.	
CONSUMERS	50%	At least 1/3			
	<p>Claussen Kell Nelson Wingfield</p> <p>1/3 of 50% must be primary consumers with d.d.</p> <p>Locke Walters Weaver Yamanoto</p> <p>1/3 parents or guardians.</p> <p>Allely Trumble</p> <p>1/3 of 50% must be immediate relatives or guardians of persons with mentally impairing d.d. with at least one of these an immediate relative or guardian of an institutionalized or previously institutionalized d.d. person.</p> <p>Beck</p>	<p>At least 1/3 to handicapped or gifted persons</p> <p>Cattanach Anderson Rich Hole Saylor Renfro Gore</p>	<p>Parents of or guardians of handicapped individuals</p>	<p>For federal reporting purposes we can have the list of 15 people on the Council who comprise the ICC and asterisk the rest as ex-officio for ICC purposes; ask the Governor to do this by letter or Executive Order if necessary.</p> <p>3 parents of handicapped children aged 3 to 6.</p>	<p>Shall serve as the governing board for SESA</p>
PROVIDERS	<p>Reps of principal state agencies providing services including: Voc Rehab. Sp.Ed. Older Americans Medicaid D.D.</p> <p>[Have had Public Health, C & RA, Medicaid directly represented: changes with need & administration]</p> <p>[Deputy commissioners can represent any/all of these not individually represented]</p>	<p>At least 1/3 to handicapped or gifted persons</p> <p>Cattanach Anderson Rich Hole Saylor Renfro Gore</p>	<p>State education officials</p> <p>Rich Hole</p>	<p>3 public or private providers or payors of early intervention services; reps of each of the agencies...</p> <p>Rich Hole Saylor Renfro</p> <p>Would need to add Public Health or arrange with Commissioner's Representative.</p>	
OTHER	<p>Higher education using UAP</p> <p>Van Brocklin</p> <p>Protections & advocacy agency</p> <p>Local agencies</p> <p>Non-governmental entities concerned with services (HOME, Inc., ADD, AAD, ASPD, etc. Very Special Arts, etc.)</p> <p>Beck Claussen Allely</p>	<p>Teachers (Barrett)</p> <p>Local education officials (Locke - School Board) or administrators (Watson)</p> <p>Public-at-large (Walters) [post-sec. commission]</p>		<p>One person involved in personnel prep. (Lally)</p> <p>One representative from the State Legislature</p> <p>Others selected by the Governor</p>	

FEDERAL DEFINITION:

- "The term 'developmental disability' means a severe, chronic disability of a person which—
- (A) is attributable to a mental or physical impairment or combination of mental and physical impairments;
 - (B) is manifested before the person attains age twenty-two;
 - (C) is likely to continue indefinitely;
 - (D) results in substantial functional limitations in three or more of the following areas of major life activity:
 - (i) self-care,
 - (ii) receptive and expressive language,
 - (iii) learning,
 - (iv) mobility,
 - (v) self-direction,
 - (vi) capacity for independent living, and
 - (vii) economic self-sufficiency; and
 - (E) reflects the person's need for a combination and sequence of special, interdisciplinary, or generic care, treatment, or other services which are of lifelong or extended duration and are individually planned and coordinated."

PL 95-602, Section 102(7)

STATE DEFINITION:

A Developmental Disability is a Disability which:

- (A) is attributable to:
 - (i) mental retardation, cerebral palsy, epilepsy, or autism;
 - (ii) any other condition found to be closely related to mental retardation because the condition results in impairment of general intellectual functioning or adaptive behavior similar to impairment resulting from mental retardation; or
 - (iii) dyslexia resulting from a disability described in (i) or (ii) of this subparagraph, and
- (B) constitutes a substantial handicap to the person's ability to function normally in society.

and

(3) by striking paragraphs (4) and (5) of subsection (f) and inserting the following new paragraph:

"(4) Each State Planning Council shall utilize the information developed pursuant to paragraphs (1), (2), and (3) in developing the State plan."

SEC. 12. STATE PLANNING COUNCILS.

Section 124 of the Act is amended--

(1) in subsection (a)--

(A) by striking "which will" and inserting "to"; and

(B) by striking the period at the end thereof and inserting "by carrying out priority area activities.";

(2) in paragraph (1) of subsection (c)

(A) by striking "may" and inserting "shall"; and

(B) by striking "hire" and inserting "fund all activities under this part (except administrative costs described in section 122(d)(1)) and to hire";

(3) in subsection (c)--

(A) by redesignating paragraph (2) as paragraph (3); and

(B) by inserting after paragraph (1) the following new paragraph:

"(2) Each State Planning Council shall, consistent with State law, hire a Director of the State Planning Council who shall be supervised and evaluated by the State Planning Council and who shall hire and supervise the staff of the State Planning Council."; and

(4) in paragraph (1) of subsection (d) by striking "jointly with" and inserting "and submit after consultation with".

SEC. 13. STATE ALLOTMENTS.

Paragraphs (3), (4), (5) and 6 of subsection (a) of section 125 of the Act are amended to read as follows:

"(3)(A) Except as provided in paragraph (4), for any fiscal year the allotment under paragraph (1)--

"(i) to each of American Samoa, Guam, the Virgin Islands, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, or the Republic of Palau may not be less than \$200,000; and

"(ii) to any other State may not be less than the greater of \$350,000 or the amount of the allotment (determined without regard to subsection (d)) received by the State for the fiscal year ending September 30, 1990.

"(B) Notwithstanding subparagraph (A), if the aggregate of the amounts to be allotted to each State pursuant to subparagraph (A) in any fiscal year exceeds the total amount appropriated under section 130 for such fiscal year, the amount to be allotted to a State for such fiscal year shall be an amount which bears the same ratio to the amount which is to be allotted to the State pursuant to such subparagraph as the total amount appropriated under section 130 for such fiscal years bears to the total of the amount required to be appropriated under such section for allotments to provide each State with the allotment required by such subparagraph.

"(4) In any case in which amounts appropriated under section 130 for a fiscal year exceeds \$65,000,000, the allotment under paragraph (1) for such fiscal year--

"(A) to each of American Samoa, Guam, the Virgin Islands, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, or the Republic

S B

3 3 7

No. 1
 Bill Version: SB 337
 (S) Publish Date: 1-31-92

FISCAL NOTE

**STATE OF ALASKA
 1992 LEGISLATIVE SESSION**

Revision Date: _____ Department Affected: Alaska Court System
 Title: An Act relating to retirement BRU: Trial Courts
Incentive programs... Components: _____
 Sponsor: Duncan
 Requestor: State Affairs COMPONENT SERIAL NO. 000 | 000 | 000 | 768

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 93	FY 94	FY 95	FY 96	FY 97	FY 98
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS & CLAIMS						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL						
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REVENUE						
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FUNDING: (Thousands of Dollars)

GENERAL FUNDS	0.0	0.0	0.0	0.0	0.0	0.0
FEDERAL FUNDS						
OTHER						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

Estimate of current year impact: None

ANALYSIS: (Attach a separate page if necessary)
 No fiscal impact.
 Changes in SSB 337 (STA) have no fiscal impact. This fiscal note is appropriate.
1-30-92 date Marie [initials] Comte Aide (initial)

Prepared by: C. S. Christensen III, Staff Counsel Phone: 264-8228
 Division: Alaska Court System Date: 01/21/92

Approved by: Arthur H. Snowden, II, Administrative Director Date: 01/21/92
 Agency: Alaska Court System

Distribution (by preparer): Legislative Finance, Legislative Sponsor, Requestor, OMB, & Impacted Agency(ies).

FISCAL NOTE

C.V. 4

STATE OF ALASKA
1992 LEGISLATIVE SESSION

Bill Version: CSSR 337 (STA)

(S) Publish Date: 1-31-92

Revision Date: _____
Title: An Act relating to retirement incentive programs for the Public Employees' and Teachers' Retirement System
Sponsor: Duncan
Requestor: Senate State Affairs Committee

Department Affected: Administration
BRU: Retirement and Benefits

Component: Retirement and Benefits

COMPONENT SERIAL NO. 64

Expenditures/Revenues: (Thousands of Dollars)

OPERATING	FY 93	FY 94	FY 95	FY 96	FY 97	FY 98
PERSONAL SERVICES	658.0	598.3	277.5	277.5	277.5	277.5
TRAVEL	3.0	3.0	1.0	1.0	1.0	1.0
CONTRACTUAL	20.0	33	0	0	0	0
SUPPLIES	3.0	25	1.0	1.0	1.0	1.0
EQUIPMENT	112.3	0	0	0	0	0
LAND & STRUCTURES	0	0	0	0	0	0
GRANTS, CLAIMS	0	0	0	0	0	0
MISCELLANEOUS	0	0	0	0	0	0
TOTAL OPERATING	796.3	607.1	279.5	279.5	279.5	279.5

CAPITAL	0	0	0	0	0	0
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REVENUE FUND SOURCE:	0	0	0	0	0	0
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FUNDING: (Thousands of dollars)

GENERAL FUND	0	0	0	0	0	0
FEDERAL FUNDS	0	0	0	0	0	0
OTHER	796.3	607.1	279.5	279.5	279.5	279.5
TOTAL	796.3	607.1	279.5	279.5	279.5	279.5

POSITIONS

FULL-TIME:	6	6	6	6	6	6
PART-TIME:	0	0	0	0	0	0
TEMPORARY:	10	9	0	0	0	0

Estimate of current year impact: We anticipate the need for a Legislative Revised Program to increase our FY 92 authorization, thus allowing the division to hire the FY 93 staff prior to July 1, 1992. The FY 92 hiring would be needed so that we can properly train the RIP staff prior to the opening of the window periods. These costs would be paid for by participating employers.

ANALYSIS: (attach a separate page if necessary.) The actuarial costs to participating employers due to this program are to be paid up front and no additional costs to the systems are anticipated.

Prepared By: Gary Bader *Gary M. Bader*
Division: Retirement and Benefits

Phone: 465-4460
Date: January 29, 1992

Approved by Commissioner: Nancy Bear Usara *NB*
Agency: Department of Administration

Date: 1/30/92

Distribution (by preparer): Legislative Finance, Legislative Sponsor, Requestor, OMB & Impacted Agency(ies).
Rev 10/90

CSSB 337 (SA)
Analysis of Fiscal Implications to the Retirement Fund
Prepared by Division of Retirement & Benefits
Department of Administration
January 29, 1992

Analysis: This bill would place a temporary retirement incentive provision in statute for the Public Employees' (PERS) and Teachers' (TRS) Retirement Systems. Active PERS and TRS members could retire on an accelerated basis with an increased benefit under the following conditions: at age 47, if vested; with 17 years of service as a qualified peace officer, fire fighter or teacher; or with 27 years of credited service in the PERS. Before qualifying for an accelerated benefit, however, the member must pay a lump sum indebtedness payment or take an actuarial reduction from their life time benefit for the indebtedness amount.

We estimate that five permanent full-time positions will be needed in Juneau and one in Anchorage to administer the increased demand for information and services resulting from adding potentially over 4000 new retirees to the PERS and TRS, resulting from prior RIPs and projected for this one. In addition, we estimate that ten long term non-permanent employees will also be needed for varying lengths of time over the next two fiscal years. Personnel will handle increased counseling, address and beneficiary changes, account maintenance, and other services.

We estimate that we will need to increase our normal number of counseling trips by 5 trips over the next two fiscal years to assure that members understand the options and requirements of the program.

CSSB 337 (SA)
 Analysis of Fiscal Implications to the Retirement Fund
 Prepared by Division of Retirement & Benefits
 Department of Administration
 January 29, 1992

The total estimated administrative cost to the division by fiscal year is as follows:

	<u>FY 93</u>	<u>FY 94</u>	<u>FY 95</u>
PERSONAL SERVICES			
FY 93			
2 Retirement Specialist I/II	104.5		
8 Retirement Technician I/II	338.2		
1 Accountant I	46.1		
3 Accounting Clerk III (12 months)	104.0		
2 Clerk II (12 months)	<u>65.2</u>		
Total FY 93 Personal Services Cost.....	\$658.0		
FY 94			
2 Retirement Specialist I/II	104.5		
5 Retirement Technician I/II	211.4		
3 Retirement Technician I/II (9 mon.)	95.1		
1 Accountant I	46.1		
2 Accounting Clerk III (12 months)	76.0		
2 Clerk II (12 months)	<u>65.2</u>		
Total FY 94 Personal Services Cost.....		\$598.3	
FY 95			
2 Retirement Specialist I/II	104.5		
3 Retirement Technician I/II	126.9		
1 Accountant I	<u>46.1</u>		
Personal Services Cost (FY 95 and beyond)			\$277.5

TRAVEL

Traveling to various locations throughout the state to counsel prospective retirees and give seminars	3.0	3.0	
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CONTRACTUAL

FY 93			
Computer services for additional PC's	16.5		
Additional telephone costs (4 add phones)	.2		
Telephone service for 4 phones	.8		
Long distance call expense based upon previous RIP	<u>2.5</u>		
FY 93 contractual costs.....			20.0

CSSB 337 (SA)
 Analysis of Fiscal Implications to the Retirement Fund
 Prepared by Division of Retirement & Benefits
 Department of Administration
 January 29, 1992

	<u>FY 93</u>	<u>FY 94</u>	<u>FY 95</u>
CONTRACTUAL			
FY 94			
Telephone service for 4 phones	.8		
Long distance call expense based upon previous RIP	<u>2.5</u>		
FY 94 contractual costs.....		3.3	
SUPPLIES			
Office supplies, calculators cost.	3.0	2.5	
EQUIPMENT			
5 Work stations	23.0		
5 Chairs	1.5		
5 PCs and other office equipment	30.0		
Other office equipment (Dictaphone, calculators, etc.)	5.0		
1 File cabinets	.3		
5 Phones (600/instrument)	3.0		
5 Personal Computers	27.5		
5 Microfiche viewers	4.0		
1 Computer Output Printer	18.0		
Total Equipment cost.	<u>112.3</u>	<u>-0-</u>	<u>-0-</u>
TOTAL Operations Cost	<u>\$796.3</u>	<u>\$607.1</u>	<u>\$279.5</u>

The retirement technicians, retirement specialists, accountant, and accounting clerks need constant access to the PERS and TRS computer files. We do not have any excess terminals, microfiche viewers or calculators. Our equipment request will satisfy our equipment needs for the duration of this program. We propose the purchase of personal computers to be used as terminals because they will be compatible with the division's Local Area Network.

We are also proposing the purchase of an additional computer output printer. The previous RIP's put great demand on our existing two printers and we were always in a state of backlog. Our current day-to-day printer needs maximize the capacity of our existing printers. After comparing the cost of leasing a printer for two years, coupled with our existing needs, purchasing a new printer would be more cost effective.

All administrative costs of the program will be paid in advance by participating employers as required by the bill.

The Other Funds are comprised of PERS at \$438.0 and the TRS at \$358.3 for FY 93.

Position Title RETIREMENT & BENEFITS SPECIALIST I/II		No. of Positions 2	Range/Step 16/A	Barg. Unit GGU
Time Status PFT	Staff Months: 2 x 12 = 24	Location: 1-Juneau/AWA 1-Anchorage/EBA		Election District 4,7
TYPE OF EXPENDITURE		AMOUNT		
Salary		73.9		
Benefits		30.7		
Premium Pay				
Other				
TOTAL PERSONAL SERVICES:			104.5	
Travel			3.0	
Contractual			3.4	
Supplies			0.6	
Equipment			18.8	
Other				
TOTAL COST:			130.3	
FUNDING SOURCE FOR TOTAL COST				
Federal Receipts	1002			
G.F. Match	1003			
General Fund	1004			
I-A Receipts	1007			
CIP Receipts	1061			
Other	1029 PERS		71.7	
	1034 TRS		58.6	
Justification: CSSB 337 (SA)				
<p>The Retirement & Benefit Specialists will train, direct, and supervise the daily activities of the eight additional retirement technicians. They will also be responsible for maintaining a listing of all employees who elect to participate in the RIP and a listing of all employees who are eligible to retire under the RIP. They will also be required to prepare data necessary to calculate actual cost billing information to participating employers.</p> <p>The Retirement & Benefit Specialists will be available to counsel persons who are interested and eligible to retire under the RIP.</p>				

**Request For
New Position**

AGENCY ADMINISTRATION
 BRU RETIREMENT & BENEFITS
 COMPONENT RETIREMENT & BENEFITS

FY 93

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 Revised Date:

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Position Title RETIREMENT & BENEFITS TECHNICIAN I/II		No. of Positions 8	Range/Step 12/B	Barg. Unit GGU
Time Status 3-PFT, 5-Temporary	Staff Months: 8 x 12 = 96	Location: JUNEAU/AWA		Election District 4
TYPE OF EXPENDITURE		AMOUNT		
Salary		234.0		
Benefits		104.2		
Premium Pay				
Other				
TOTAL PERSONAL SERVICES:			338.2	
Travel				
Contractual			11.0	
Supplies			1.0	
Equipment			68.9	
Other				
TOTAL COST:			419.1	
FUNDING SOURCE FOR TOTAL COST				
Federal Receipts	1002			
G.F. Match	1003			
General Fund	1004			
I-A Receipts	1007			
CIP Receipts	1061			
Other	1029 PERS		230.5	
	1034 TRS		188.6	
Justification: CSSB 337 (SA)				
The Retirement and Benefit Technicians staff will be needed to assist our current permanent staff to; research member files, prepare benefit projections for prospective retirees, process retirement applications and establish benefits, add service that members are eligible to purchase and respond to many inquires that the division will receive during the concentrated window period of the program.				

**Request For
New Position**

AGENCY ADMINISTRATION
 BRU RETIREMENT & BENEFITS
 COMPONENT RETIREMENT & BENEFITS

FY 93

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 Revised Date:

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Position Title ACCOUNTANT I		No. of Positions 1	Range/Step 14/A	Barg. Unit GCU
Time Status PFT	Staff Months: 12	Location: JUNEAU/AWA		Election District 4
TYPE OF EXPENDITURE		AMOUNT		
Justification		CSSB 337 (SA)		
Salary	32.2	An Accountant I will monitor and review RIP contracts between employers and the Division to insure receipt of RIP related funds. Book receivables as year and adjustments. Establish coding system in AKSAS to track receiveables, payments, interest calculations, and balances due for each district participating in the RIP.		
Benefits	14.0			
Premium Pay				
Other				
TOTAL PERSONAL SERVICES:	46.1			
Travel		Process Reimbursable Services Agreements (RSA) transactions for state agencies participating in the RIP. Transfer RSA payments to proper fund equity account in each fund. Reconcile RIP tracking system using PC to AKSAS on monthly basis. Provide Accountant III with final adjusted financial data to be used in quarterly financial statements of the pension funds. Provide financial reports and analyses to management.		
Contractual	1.5			
Supplies	0.6			
Equipment	12.5			
Other				
TOTAL COST:	60.7	Calculate interest for each district based on balances due and terms set out in contracts, and bill each district for balances due and interest charged. Work with independent audit team on all RIP related questions. Analyze complex financial data to respond to auditors questions.		
FUNDING SOURCE FOR TOTAL COST				
Federal Receipts	1002			
G.F. Match	1003			
General Fund	1004			
I-A Receipts	1007			
CIP Receipts	1061			
Other				
	1029 PERS	33.4		
	1034 TRS	27.3		

**Request For
New Position**

AGENCY ADMINISTRATION
 BRU RETIREMENT & BENEFITS
 COMPONENT RETIREMENT & BENEFITS

FY 93

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 Revised Date:

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Position Title ACCOUNTING CLERK III		No. of Positions 3	Range/Step 10/A	Barg. Unit GGU
Time Status Temporary	Staff Months: 3 x 12 = 36	Location: JUNEAU/AWA		Election District 4
TYPE OF EXPENDITURE		AMOUNT		
Salary		70.5		
Benefits		33.5		
Premium Pay				
Other				
TOTAL PERSONAL SERVICES:		104.0		
Travel				
Contractual		3.4		
Supplies		0.6		
Equipment		11.5		
Other				
TOTAL COST:		119.5		
FUNDING SOURCE FOR TOTAL COST				
Federal Receipts		1002		
G.F. Match		1003		
General Fund		1004		
I-A Receipts		1007		
CIP Receipts		1061		
Other		1029 PERS		
		1034 TRS		
		65.7		
		53.8		
Justification CSSB 337 (SA)				
Accounting Clerk III positions will handle the additional accounting duties related to a Retirement Incentive Program (RIP) as follows: member file research, file maintenance, including entering indebtedness, history, and retirement segments into the appropriate system; verification of system output, any adjusting vouchers that are necessary in AKSAS, assisting with the deposits and coding of member indebtedness payments and employer RIP payments, assisting with the member account information that is needed in completing tax excludable statements for the Retirement Section, and any follow through that becomes necessary.				

**Request For
New Position**

AGENCY ADMINISTRATION
 BRU RETIREMENT & BENEFITS
 COMPONENT RETIREMENT & BENEFITS

FY 93

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 Revised Date:

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Position Title CLERK II		No. of Positions 2	Range/Step 7/B	Barg. Unit GGU
Time Status Temporary	Staff Months: 2 x 12 = 24	Location: JUNEAU/AWA		Election District 4
TYPE OF EXPENDITURE		AMOUNT		
Salary	44.2	Justification CSSB 337 (SA) Clerk II positions are required in the divisions microfiche center for the day-to-day file/recordkeeping duties for the new retirees under the RIP. Duties include: sanitizing and purging files, creating new microfiche files for these retirees from paper documents, creating duplicate microfiche files when requested for the use of division personnel, and filing and refiling all documents. Many calculations affecting members' retirement accounts depend on the files being accurate and up-to-date.		
Benefits	21.0			
Premium Pay				
Other				
TOTAL PERSONAL SERVICES:	65.2			
Travel				
Contractual	0.7			
Supplies	0.2			
Equipment	0.6			
Other				
TOTAL COST:		66.7		
FUNDING SOURCE FOR TOTAL COST				
Federal Receipts	1002			
G.F. Match	1003			
General Fund	1004			
I-A Receipts	1007			
CIP Receipts	1061			
Other	1029 PERS	36.7		
	1034 TRS	30.0		

**Request For
New Position**

AGENCY ADMINISTRATION
 BRU RETIREMENT & BENEFITS
 COMPONENT RETIREMENT & BENEFITS

FY 93

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 Revised Date:

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FISCAL NOTE

STATE OF ALASKA
1992 LEGISLATIVE SESSION

5
Bill Version: SSB 337(STA) -
(S) Publish Date: 1-31-92

Revision Date: _____
Title: "An Act relating to retirement incentive programs . . . effective date."
Sponsor: Duncan, Kerttula, Sturqulewski
Requestor: Senate State Affairs

Department Affected: Administration
BRU: Finance
Component: Finance

COMPONENT SERIAL NO.

59			
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Expenditures/Revenues: (Thousands of Dollars)

OPERATING	FY 93	FY 94	FY 95	FY 96	FY 97	FY 98
PERSONAL SERVICES	67.6	5.0	0	0	0	0
TRAVEL	0	0	0	0	0	0
CONTRACTUAL	0	0	0	0	0	0
SUPPLIES	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0
LAND & STRUCTURES	0	0	0	0	0	0
GRANTS, CLAIMS	0	0	0	0	0	0
MISCELLANEOUS	0	0	0	0	0	0
TOTAL OPERATING	67.6	5.0	0	0	0	0

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

GENERAL FUND	67.6	5.0	0	0	0	0
FEDERAL FUNDS	0	0	0	0	0	0
OTHER FUND SOURCE:	0	0	0	0	0	0
TOTAL	67.6	5.0	0	0	0	0

POSITIONS:

FULL-TIME	0	0	0	0	0	0
PART-TIME	4	1	0	0	0	0
TEMPORARY	0	0	0	0	0	0

Estimate of current year impact: See attached.

ANALYSIS: (Attach a separate page if necessary.)

Prepared by: Don Wanie, Director *DW 1/29*
Division: Finance

Phone: 465-2240
Date: January 29, 1992

Approved by Commissioner: Nancy Bear Usera *NBCU*
Agency: Administration

Date: 1/30/92

Distribution (by preparer): Leg. Fin., Legislative Sponsor, Requestor, OMB/DBR, Gov. Legis. Ofc., & Impacted Agency(ies).

Impact of a Retirement Incentive Program

The Division of Finance is responsible for verification of employment history and processing of termination pay for all state employees. This includes verifying the length of employment, accounting for all leave without pay during the entire employment with the state and determining salaries for the three highest years. In addition, final and terminal leave pay must be processed in accordance with contractual agreements.

With implementation of a Retirement Incentive Program (RIP) the workload for these functions would be significantly increased and additional support will be required by the Division of Finance to meet processing deadlines. Approximately five hundred employees took advantage of the previous RIP. It is anticipated that a comparable number of employees would participate if a RIP was implemented in the next year. Based on past experience, this would require four additional positions, including one Accountant I and three Accounting Technicians I, for a period of six months. Estimated cost for these positions would be:

Accountant I (1)	Range 14A	19.7
Acct Tech I (3)	Range 12A	<u>52.9</u>
Total Cost		72.6

FISCAL NOTE

10. 2

Bill Version: SB 337

(S) Publish Date: 1-31-92

STATE OF ALASKA
1992 LEGISLATIVE SESSION

Revision Date: _____
Title: An Act relating to retirement incentive programs for the Public Employees' and Teachers' Retirement System
Sponsor: Duncan
Requestor: Senate State Affairs

Department Affected: Administration
BRU: Retirement and Benefits
Component: Retirement and Benefits
COMPONENT SERIAL NO. 64

Expenditures/Revenues: (Thousands of Dollars)

OPERATING	FY 93	FY 94	FY 95	FY 96	FY 97	FY 98
PERSONAL SERVICES	575.7	630.0	277.5	277.5	277.5	277.5
TRAVEL	3.0	3.0	1.0	1.0	1.0	1.0
CONTRACTUAL	20.0	3.3	0	0	0	0
SUPPLIES	3.0	2.5	1.0	1.0	1.0	1.0
EQUIPMENT	112.3	0	0	0	0	0
LAND & STRUCTURES	0	0	0	0	0	0
GRANTS, CLAIMS	0	0	0	0	0	0
MISCELLANEOUS	0	0	0	0	0	0
TOTAL OPERATING	714.0	638.8	279.5	279.5	279.5	279.5

CAPITAL	0	0	0	0	0	0
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REVENUE FUND SOURCE:	0	0	0	0	0	0
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FUNDING: (Thousands of dollars)

GENERAL FUND	0	0	0	0	0	0
FEDERAL FUNDS	0	0	0	0	0	0
OTHER	714.0	638.8	279.5	279.5	279.5	279.5
TOTAL	714.0	638.8	279.5	279.5	279.5	279.5

POSITIONS

FULL-TIME:	6	6	6	6	6	6
PART-TIME:	0	0	0	0	0	0
TEMPORARY:	9	9	0	0	0	0

Estimate of current year impact: Zero

ANALYSIS: (attach a separate page if necessary.) The actuarial costs to participating employers due to this program are to be paid up front and no additional costs are anticipated.

Prepared By: Gary Bader
Division: Retirement and Benefits

Phone: 465-4460
Date: January 16, 1992

Approved by Commissioner: Nancy Bear Userra
Agency: Department of Administration

Date: 1/21/92

Distribution (by preparer): Legislative Finance, Legislative Sponsor, Requestor, OMB & Impacted Agency(ies).

Senate Bill 337
Analysis of Fiscal Implications to the Retirement Fund
Prepared by Division of Retirement & Benefits
Department of Administration
January 16, 1992

Analysis: This bill would place a temporary retirement incentive provision in statute for the Public Employees' (PERS) and Teachers' (TRS) Retirement Systems. Active PERS and TRS members could retire on an accelerated basis with an increased benefit under the following conditions: at age 47, if vested; with 17 years of service as a qualified peace officer, fire fighter or teacher; or with 27 years of credited service in the PERS. Before qualifying for an accelerated benefit, however, the member must pay a lump sum indebtedness payment or take an actuarial reduction from their life time benefit for the indebtedness amount.

We estimate that five permanent full-time positions will be needed in Juneau and one in Anchorage to administer the increased demand for information and services resulting from adding potentially over 4000 new retirees to the PERS and TRS, resulting from prior RIPs and projected for this one. In addition, we estimate that nine long term non-permanent employees will also be needed for varying lengths of time over the next two fiscal years. Personnel will handle increased counseling, address and beneficiary changes, account maintenance, and other services.

We estimate that we will need to increase our normal number of counseling trips by 5 trips over the next two fiscal years to assure that members understand the options and requirements of the program.

SB 337
 Analysis of Fiscal Implications to the Retirement Fund
 Prepared by Division of Retirement & Benefits
 Department of Administration
 January 16, 1992

The total estimated administrative cost to the division by fiscal year is as follows:

	<u>FY 93</u>	<u>FY 94</u>	<u>FY 95</u>
PERSONAL SERVICES			
FY 93			
2 Retirement Specialist I/II	104.5		
8 Retirement Technician I/II	338.2		
1 Accountant I	46.1		
2 Accounting Clerk III (6 months)	38.0		
2 Clerk II (9 months)	<u>48.9</u>		
Total FY 93 Personal Services Cost	\$575.7		
FY 94			
2 Retirement Specialist I/II	104.5		
8 Retirement Technician I/II	338.2		
1 Accountant I	46.1		
2 Accounting Clerk III (12 months)	76.0		
2 Clerk II (12 months)	<u>65.2</u>		
Total FY 94 Personal Services Cost		\$630.0	
FY 95			
2 Retirement Specialist I/II	104.5		
3 Retirement Technician I/II	126.9		
1 Accountant I	<u>46.1</u>		
Personal Services Cost (FY 95 and beyond)			\$277.5

TRAVEL

Traveling to various locations throughout the state to counsel prospective retirees and give seminars	3.0	3.0	
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CONTRACTUAL

FY 93			
Computer services for additional PC's	16.5		
Additional telephone costs (4 add phones)	.2		
Telephone service for 4 phones	.8		
Long distance call expense based upon previous RIP	<u>2.5</u>		
FY 93 contractual costs.....		20.0	

SB 337
 Analysis of Fiscal Implications to the Retirement Fund
 Prepared by Division of Retirement & Benefits
 Department of Administration
 January 16, 1992

	<u>FY 93</u>	<u>FY 94</u>	<u>FY 95</u>
CONTRACTUAL			
FY 94			
Telephone service for 4 phones	.8		
Long distance call expense based upon previous RIP	2.5		
FY 94 contractual costs.....		3.3	
SUPPLIES			
Office supplies, calculators cost.	3.0	2.5	
EQUIPMENT			
5 Work stations	23.0		
5 Chairs	1.5		
5 PCs and other office equipment	30.0		
Other office equipment (Dictaphone, calculators, etc.)	5.0		
1 File cabinets	.3		
5 Phones (600/instrument)	3.0		
5 Personal Computers	27.5		
5 Microfiche viewers	4.0		
1 Computer Output Printer	18.0		
Total Equipment cost.....	<u>112.3</u>	<u>-0-</u>	<u>-0-</u>
TOTAL Operations Cost	<u>\$714.0</u>	<u>\$638.8</u>	<u>\$279.5</u>

The retirement technicians, retirement specialists, accountant, and accounting clerks need constant access to the PERS and TRS computer files. We do not have any excess terminals, microfiche viewers or calculators. Our equipment request will satisfy our equipment needs for the duration of this program. We propose the purchase of personal computers to be used as terminals because they will be compatible with the division's Local Area Network.

We are also proposing the purchase of an additional computer output printer. The previous RIP's put great demand on our existing two printers and we were always in a state of backlog. Our current day-to-day printer needs maximize the capacity of our existing printers. After comparing the cost of leasing a printer for two years, coupled with our existing needs, purchasing a new printer would be more cost effective.

All administrative costs of the program will be paid in advance by participating employers as required by the bill.

The Other Funds are comprised of PERS at \$392.7 and the TRS at \$321.3 for FY 93.

FISCAL NOTE

No. 3
 Version: SB 337
 (S) Publish Date: 1-31-92

STATE OF ALASKA
 1992 LEGISLATIVE SESSION

Revision Date: _____ Department Affected: Administration
 Title: "An Act relating to retirement incentive programs...effective date." BRU: Finance
 Component: Finance
 Sponsor: Senators Duncan, Kerttula, Sturgulewski
 Requestor: Senate State Affairs COMPONENT SERIAL NO.

59			
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EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 93	FY 94	FY 95	FY 96	FY 97	FY 98
PERSONAL SERVICES	10.0	62.6	0	0	0	0
TRAVEL	0	0	0	0	0	0
CONTRACTUAL	0	0	0	0	0	0
SUPPLIES	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0
LAND & STRUCTURES	0	0	0	0	0	0
GRANTS, CLAIMS	0	0	0	0	0	0
MISCELLANEOUS	0	0	0	0	0	0
TOTAL OPERATING	10.0	62.6	0	0	0	0

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

GENERAL FUND	10.0	62.6	0	0	0	0
FEDERAL FUNDS	0	0	0	0	0	0
OTHER FUND SOURCE:	0	0	0	0	0	0
TOTAL	10.0	62.6	0	0	0	0

POSITIONS:

FULL-TIME	0	0	0	0	0	0
PART-TIME	1	4	0	0	0	0
TEMPORARY	0	0	0	0	0	0

Estimate of current year impact: See attached

ANALYSIS: (Attach a separate page if necessary.)

Prepared By: Don Wanie *DW* Phone: 465-2240
 Division: Finance Date: 01/21/92
 Approved by Commissioner: Nancy Bear Usery *NB*
 Agency: Administration Date: _____

Impact of a Retirement Incentive Program

The Division of Finance is responsible for verification of employment history and processing of termination pay for all state employees. This includes verifying the length of employment, accounting for all leave without pay during the entire employment with the state and determining salaries for the three highest years. In addition, final and terminal leave pay must be processed in accordance with contractual agreements.

With implementation of a Retirement Incentive Program (RIP) the workload for these functions would be significantly increased and additional support will be required by the Division of Finance to meet processing deadlines. Approximately five hundred employees took advantage of the previous RIP. It is anticipated that a comparable number of employees would participate if a RIP was implemented in the next year. Based on past experience, this would require four additional positions, including one Accountant I and three Accounting Technicians I, for a period of six months. Estimated cost for these positions would be:

Accountant I (1)	Range 14A	19.7
Acct Tech I (3)	Range 12A	<u>52.9</u>
Total Cost		72.6



Alaska State Legislature

SENATOR JIM DUNCAN

P.O. BOX V JUNEAU, ALASKA 99811-3100
(907) 465-4766

COMMITTEES:
VICE CHAIR -
FINANCE
VICE CHAIR -
STATE AFFAIRS
RULES
BUDGET & AUDIT
ETHICS REFORM

MEMORANDUM

Date: February 4, 1992

TO: Senator Arliss Sturgulewski, Chair
Senate Health, Education and Social Services Committee

FROM: Senator Jim Duncan

SUBJECT: CSSB 337(STA), relating to retirement incentive programs for the public employees' retirement system and the teachers' retirement system.

I would appreciate your scheduling of SB 337, reestablishing the Retirement Incentive Program for a hearing in the HESS committee as soon as possible, or if possible, waiving the bill to the next committee of referral, Senate Finance. The basic configuration of the Retirement Incentive Program as proposed in SB 337 is substantially similar to previous offerings of the program.

The State Affairs Committee amended SB 337 because of concerns expressed by the Department of Administration about the program. Based on the amendments, the Administration is now supporting reenactment of the program. The amendments included;

1. the elimination of military service credit for PERS employees as years of credit towards service based retirement; i.e., 20 or 30 and out options;
2. changing the window period for state employees from December 31, 1992 through June 30, 1993 for application to July 31, 1992 through October 31, 1992, and changing the required retirement date for state employees from February 1, 1994 to July 1, 1993; and
3. restoring the prohibition against Retirement Incentive Program retirees being either re-employed or contracting with the state for personal services for one year.

Thus, the window periods in the State Affairs Committee Substitute for SB 337 are as follows;

Employee Type	Application Period	Employee Must Retire on or Before
Teachers	June 30,1992-Dec. 31, 1992	August 1, 1993
University	" "	" "
State	July 31,1992-Oct. 31, 1992	July 1, 1993
Municipal	Dec.31, 1992-June 30, 1993	February 1, 1994

The other provisions of the program remain unchanged. It will again offer a three year retirement credit to qualified individuals to be applied in the following order;

1. to meet the age or service required for eligibility for normal retirement;
2. to meet the age required for early retirement;
3. to reduce the actuarial adjustment required for early retirement; and
4. as years of credited service for calculating retirement benefits.

To qualify, an employee must be within 3 years of early or normal retirement. The increased benefit will vary depending on each individual's length of service and their age. The personal services savings required by the program will again be calculated over a five year period.

The employee will be required to pay what they would have paid into the retirement system if they had continued to work for an additional three years. The employer's cost will be the difference between the employee's contribution and the full actuarial cost of the three year incentive. The full cost is calculated by the state's actuaries for each individual who is eligible for the program. This means that all cost incurred because the individual retires three years earlier is fully paid into the respective retirement system. Recent annual reports on both PERS and TRS report that the systems have been adequately compensated for RIP incurred costs.

The Legislative Audit released in November 1991 reported that total savings of almost \$23 million were achieved by public employers through the use of the 1989-90 Retirement Incentive Program. The State of Alaska saved over \$6 million, with the largest savings accruing to the Department of Transportation and Public Facilities. The University saved \$4.3 million and school districts throughout the state saved almost \$9 million. The total number of participants was 1,764. This compares to 2,327 participants in the 1986-87 Retirement Incentive Program.

Savings for the original program amounted to over \$73 million. Much of the difference between the calculated savings between the 86-87 offering and the 89-90 program is accounted for by the auditor's conservative standards for determining savings and the high level of participation in the original program. For instance, the Legislative Audit stated that while the University had reported \$9.2 million in savings, but had reallocated \$4.9 million of the savings to expand programs. The audit figures therefore did not include the \$4.9 million.

For your information, I made some additional changes in the program between the 89-90 version and SB 337. They include:

1. University of Alaska employees who have chosen the optional university retirement program are allowed to participate if they otherwise qualify under PERS or TRS. (Page 5, lines 5-10)
2. The Administrative Director of the Alaska Court System is allowed to participate if a savings is realized. (Page 5, line 28 - Page 7, line 7)

Your support for CS SB 337 (STA) is appreciated.

Attachments

DIVISION OF LEGAL SERVICES

LEGISLATIVE AFFAIRS AGENCY STATE OF ALASKA

(907) 465-3867 or 465-2450
FAX (907) 465-2029
Mail Stop 3101

240 Main Street, Suite 500
Juneau, Alaska 99801-2101

MEMORANDUM

February 4, 1992

SUBJECT: Sectional Summary of CSSB 337(State Affairs)
(Retirement Incentive Programs)

TO: Senator Jim Duncan

FROM: Teresa B. Cramer *TBC*
Legislative Counsel

You have requested a sectional analysis of the above described bill.

As a preliminary matter, note that a sectional analysis or summary of a bill should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents.

Because this bill sets up a time-limited program which is repealed July 1, 1994, it is not placed into the codified statutes. If the bill is enacted, it will be published in the Session Laws and also in the Temporary and Special Acts volume of the Alaska Statutes.

Section 1 states the legislative purpose in adopting a retirement incentive program for public employers and employees.

Section 2 establishes the general requirements for a retirement incentive program. Subsection (a) permits employers to designate organizational units of employees eligible to participate. Subsection (b) sets out criteria for the organization units. Subsection (c) limits which employees are eligible to participate to those who will be qualified to retire after receipt of the retirement incentive. Subsection (d) sets out requirements for the plan filed by the employer and requires the employer to agree to reimburse the retirement system for the extra costs incurred by the system from participation by the employer's employees.

Subsection (e) sets out the formula for computing how much each member of the Teachers' Retirement System (TRS) who participates in the plan owes in order to receive the three-year credit. It is based on the annual contribution rate of 8.65% for members of TRS set out in AS 14.25.050. Subsection (f) sets out the formula for

computing how much each member of the Public Employees' Retirement System (PERS) who participates in the plan owes in order to receive the three-year credit. It is based on the annual contribution rates of 7.5% for peace officers who are members of PERS and 6.75% for other members of PERS set out in AS 39.35.160.

Subsection (g) provides that the retirement incentive is a credit of three years, to be used either to meet retirement eligibility requirements or, if those are met, to increase the amount of credited service a participant is entitled to when computing benefits. Subsection (h) limits the kinds of credited service that employees retiring under the retirement incentive plan may use when determining whether they are eligible to retire. Note that the subsection does not limit the kinds of credited service that may be considered when computing the employee's benefits.

Subsection (i) permits employees to assume part of the employer's liability in order to become eligible to participate in a retirement incentive plan.

Section 3 authorizes the state to adopt a retirement incentive plan for its employees, to begin July 31, 1992, and ending October 31, 1992. Subsections (b) and (c) limit which employees may participate. Subsection (d) requires that participants be appointed to retirement on or before July 1, 1993.

Section 4 authorizes political subdivisions and public organizations which participate in PERS to adopt a retirement incentive plan for their employees, to begin December 31, 1992, and ending June 30, 1993. Subsection (b) requires that participants be appointed to retirement on or before February 1, 1994.

Section 5 authorizes the University of Alaska to adopt a retirement incentive plan for its employees, to begin June 30, 1992, and ending December 31, 1992. Subsection (b) requires that participants be appointed to retirement on or before August 1, 1993. Subsection (c) addresses participants in the Optional University Retirement Program.

Section 6 authorizes employers in TRS other than the state or the University of Alaska, which are covered in sections 3 and 5 above, to adopt a retirement incentive plan for their employees, to begin June 30, 1992, and ending December 31, 1992. Subsection (b) requires that participants be appointed to retirement on or before August 1, 1993.

Section 7 permits state employee participants to receive credit for certain employment with political subdivisions or public organizations who did not participate in PERS or TRS at the time of the employment for purposes of determining whether the participant satisfies the years of service requirements for retirement under TRS or PERS. The employment may not be counted when the amount of the participant's benefits are calculated.

Senator Jim Duncan

January 17, 1992

Page 3

Section 8 permits the administrative director of the Alaska Court System who is a member of the Judicial Retirement System (JRS) to participate in a retirement incentive program. The section sets out provisions comparable to those that apply to members of the other retirement systems.

Section 9 permits the Department of Administration to take certain actions if employers who are participating in the retirement incentive program become delinquent in the payments they owe the system for the increased benefits paid to their retirees under the program.

Section 10 establishes an indebtedness owed by participants in the retirement incentive program who, after retirement, are reemployed in a position that is covered by PERS, TRS, or JRS. Subsection (b) prohibits participants from working for an employer who is part of one of the state retirement systems for one year after the participant retired. There is an exception for the University of Alaska.

Section 11 directs state agencies to file with the Office of Management and Budget reports showing the expected effect of the program on the agency's personal services cost and operation. Subsection (b) directs OMB to document the net reduction in personal services costs for each agency in the governor's annual budget request. Subsection (c) directs OMB to report to the legislature on the retirement incentive program.

Section 12 states that employees do not have a vested or contractual right to benefits under a retirement incentive program until an agreement is executed with the administrator of the retirement system. The legislature reserves the right to make changes to the program.

Section 13 makes the definitions in TRS and PERS, as appropriate, applicable to the bill.

Section 14 repeals sections 1 - 8 of the Act, which establish and authorize the retirement incentive programs, on July 1, 1994.

Section 15 is an immediate effective date clause.

If I may be of further assistance, please advise.

TC:gc

92-097.glc

STATE OF ALASKA

DEPARTMENT OF ADMINISTRATION

OFFICE OF THE COMMISSIONER

WALTER J. HICKEL, GOVERNOR

P.O. BOX C
JUNEAU, ALASKA 99811 0200
PHONE: (907) 465-2200
FAX: (907) 465-2135

January 29, 1992

The Honorable Jim Duncan
Alaska State Legislator
State Capitol
Juneau, AK 99811

Dear Senator Duncan:

This is to follow up on the discussions regarding SB 337 at the Senate State Affairs Committee meeting on January 22.

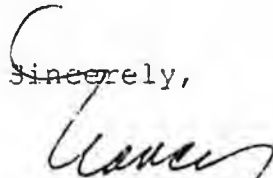
As requested, we have reviewed the "window" for State participation in the program. We find that under the February 1, 1994, window proposed in SB 337, 4,366 State employees would be eligible to participate; and based upon the experience of the last incentive program, approximately 29%, or 1,266, employees could be expected to avail themselves of the incentive. The July 1, 1993, window proposed by the department would reduce the number of eligible employees by 447 and, in turn, the actual number who would participate by only 130. In view of the greater flexibility the shorter window would provide for dealing with projected revenue shortfalls, I believe its benefits outweigh the exclusion of the small number of employees who would be affected.

I am enclosing a copy of the specific amendments the department is proposing to Senate Bill 337. They include language for the windows for State employees for making application and actually retiring, as well as the other amendments we offered on January 22. We have, however, redrafted the contracting prohibition amendment to model it after that set out in the legislation enacted for the last incentive program.

I would appreciate your favorable consideration of these amendments which would enable the Department of Administration to support SB 337.

Thank you.

Sincerely,


Nancy Bear Usura
Commissioner

NBU/nl
Enclosures



ALASKA ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS
ALASKA ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
ALASKA ASSOCIATION OF SCHOOL ADMINISTRATORS

• ALASKA COUNCIL OF SCHOOL ADMINISTRATORS •
326 Fourth St., Suite 408, Juneau, AK 99801-1101 (907) 586-9702 FAX (907) 586-5879

Position Statement

Senate Bill No. 337

The Alaska Council of School Administrators is in support of Senate Bill No. 337, "Relating to retirement incentive programs for the public employees'.

Because of the continued concerns for budget reductions, the state's long term revenue outlook, and the success of previous incentive programs, we feel the implementation of a retirement incentive program would again provide the necessary stimulus for those eligible to retire under this program to do so. And in the long term, it would produce a significant savings to the state and local school districts.



Alaska Public
Employees Association **APEA**

State Headquarters: 340 N. Franklin, Juneau, AK 99801 (907) 586-2334

FEDERATION OF PUBLIC EMPLOYEES/AFT/AFL-CIO

January 27, 1992

Senator Jim Duncan
P.O. Box 020690
Juneau, AK 99802

Re: Retirement Incentive Program, SB 337

Dear Senator Duncan:

This is to reiterate our support for your bill implementing a Retirement Incentive Program for employees of the State, political subdivisions and school districts. We believe that the program is a sensible and humane method of cutting jobs and saving money. Past programs have proven effective and, given the economic and political climate, we have no reason to believe this won't be either. It is a win-win situation for the public employer and the State.

Thank you for introducing and supporting this legislation. APEA/AFT fully supports it.

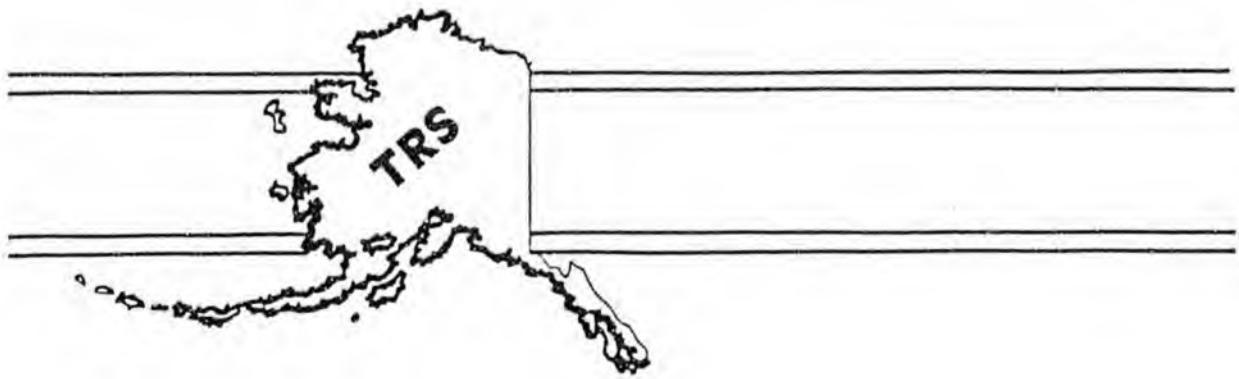
Very truly yours,


Bruce I. Ludwig
Business Manager

Fairbanks Field Office
825 College Road
Fairbanks, AK 99701
Telephone: (907) 456-5412

Anchorage Field Office
833 Gambell Street, Suite A
Anchorage, AK 99501
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227 4th Street
Juneau, AK 99801
Telephone: (907) 586-6305



State of Alaska
Teachers' Retirement System

Actuarial Valuation Report
as of June 30, 1990

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Highlights

This report has been prepared by William M. Mercer, Incorporated to:

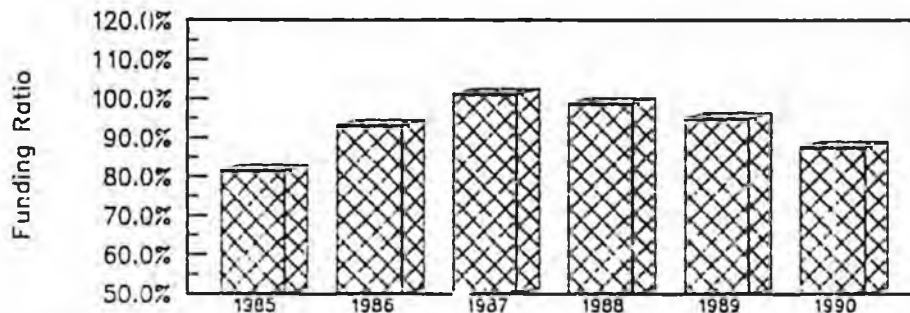
- (1) present the results of a valuation of the Alaska Teachers' Retirement System as of June 30, 1990;
- (2) review experience under the plan for the year ended June 30, 1990;
- (3) determine the appropriate contribution rate for the State and each school district in the System;
- (4) provide reporting and disclosure information for financial statements, governmental agencies, and other interested parties.

The report is divided into two sections. Section 1 contains the results of the valuation. It includes the experience of the plan during the 1989-90 plan year, the current annual costs, and reporting and disclosure information.

Section 2 describes the basis of the valuation. It summarizes the plan provisions, provides information relating to the plan participants, and describes the funding methods and actuarial assumptions used in determining liabilities and costs.

The principle results are as follows:

	<u>1989</u>	<u>1990</u>
Funding Status as of June 30:		
(a) Valuation Assets*	\$ 1,480,389	\$ 1,662,242
(b) Accrued Liability*	1,557,643	1,895,030
(c) Funding Ratio, (a) / (b)	95.0%	87.7%



* In thousands.

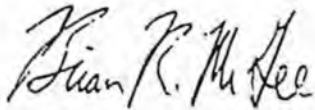
Employer Contribution Rates
for Fiscal Year:

	<u>1992</u>	<u>1993</u>
(a) Normal Cost Rate	13.26%	14.07%
(b) Past Service Rate	1.90%	5.58%
(c) Total Contribution Rate	15.16%	19.65%
(d) Three-year Average Rate	11.87%	15.69%

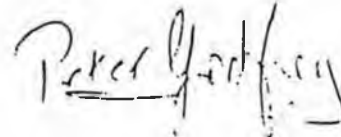
+ due to H1B 53

In preparing this valuation, we have employed generally accepted actuarial methods and assumptions, in conjunction with employee data provided to us by the plan sponsor and financial information provided by the audited report from Coopers & Lybrand, to determine a sound value for the plan liabilities. We believe that this value, and the method suggested for funding it, are in full compliance with the Governmental Accounting Standards Board, the Internal Revenue Code, and all applicable regulations.

Respectfully submitted,



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Principal



Peter L. Godfrey, FIA, ASA
Consulting Actuary

BRM/PLG/jls

April 11, 1991

Analysis of the Valuation

As shown in the Highlights section of this report, the funding ratio as of June 30, 1990 has decreased from 95.0% to 87.7%, a 7.3% decrease. The total employer contribution rate has increased from 15.16% of payroll to 19.65%, an increase of 4.49%. The three-year average rate has also increased from 11.87% to 15.69%, a 3.82% increase. The reasons for the change in the funded status and contribution rate are explained below.

1. Chapter 97, 1990 SLA

Chapter 97, 1990 SLA passed the Alaska State Legislature last year and was signed into law by Governor Cowper. The bill changed many of the TRS benefit provisions, some of which increase and some decrease the contribution requirements to the System and the funded status of TRS. Some of the major changes include:

- a. Automatic PRPA's will be granted to all current and future retirees.
- b. The benefit formula multiplier was increased for future service over 20 years.
- c. Employee contribution rates were increased by 1.65%, and are now being made on a tax-deferred basis.
- d. Members with 12 years of combined part-time and full-time service are vested.
- e. Normal retirement age for new employees was raised to age 60.
- f. COLA benefits for new employees will be delayed to age 65, unless disabled.
- g. Post-retirement medical benefits for new employees will be reduced.

You will note that items a through d above are effective in FY91 for all employees while items e, f and g, all cost saving items, are applicable only to employees first hired after June 30, 1990. The ultimate cost to the System should be close to the current level. The pattern of costs, however, will be higher in early years when few people are covered by the cost saving features. Contribution rates will then reduce over time as new employees enter the System.

Chapter 97, 1990 SLA caused an increase in the total employer contribution rate of 6.76% and an increase in accrued liability of about \$266,783,000.

2. Retiree Medical Insurance

During the year ended June 30, 1990, the System experienced an actuarial gain of \$57,386,000 due to the reduction in retiree medical premiums.

Because, in recent years, the adverse retiree medical premium experience was a major reason for the rapidly increasing employer contribution rate and the deteriorating funding ratio, it is certainly welcome news to be able to comment on a stabilization in retiree medical premiums.

The following table summarizes the monthly premium per benefit recipient since retiree medical benefits have been provided under PERS.

<u>Fiscal Year</u>	<u>Monthly Premium Per Retiree For Health Coverage</u>	<u>Annual Percentage Increase</u>	<u>Average Annual Increase Since 1978</u>
1977	\$ 34.75	--	--
1978	57.64	66%	--
1979	69.10	20%	20%
1980	64.70	- 6%	6%
1981	96.34	49%	19%
1982	96.34	0%	14%
1983	115.61	20%	15%
1984	156.07	35%	18%
1985	191.85	24%	19%
1986	168.25	-12%	14%
1987	165.00	- 2%	12%
1988	140.25	-15%	9%
1989	211.22	51%	13%
1990	252.83	20%	13%
1991	243.98	- 4%	12%
1992	243.98	--	11%

As you can see from the above table, the monthly retiree medical premium reduced to \$243.98 during the year from \$252.83, a decrease of 3.50%. The premium for the 1992 fiscal year remained unchanged.

As noted in last year's valuation report, the State has seen a dramatic shift to post-65 rates which have increased considerably faster than pre-65 rates. However, both rates reduced by 3.50% in FY91 and have remained unchanged for FY92, resulting in the first actuarial gain from medical benefits for the System since the June 30, 1987 valuation of the System.

The effect on the past service contribution rate of this reduction in retiree medical premiums was a reduction of 1.38% of payroll. The effect on the normal cost rate was a reduction of 0.90%, resulting in a reduction in the total employer contribution rate due to medical benefits of 2.28% of payroll.

2. Investment Performance

The System once again experienced actuarial gains arising from the investment performance of the Trust assets. Although the return as measured by market values was lower this year than last year, the effect of the five-year smoothing was to increase the return as measured by valuation assets from last year. The approximate rate of return based on market values was 10.03% and the rate based on valuation assets was 11.92%. The resulting actuarial gain was \$43,235,000 which had the effect of reducing the total employer contribution rate by 1.04%.

3. Salary Increases

Salary increases during the year were less than anticipated in the valuation assumptions. Salary experience resulted in an actuarial gain of \$20,599,000 which generated a reduction in the total employer contribution rate of .49% of payroll.

4. Employee Data

Section 2.2 provides statistics on active and inactive participants. The number of active participants increased .7%, from 8,527 at June 30, 1989 to 8,586 at June 30, 1990. The average age of active participants increased from 41.82 to 42.21 and average credited service increased from 10.61 to 10.62 years.

The number of retirees and beneficiaries increased 2.8%, from 3,098 to 3,184, and their average age increased from 61.85 to 62.45. There was a 60.6% increase in the number of vested terminated participants from 508 to 816. Their average age increased from 45.11 to 46.75.

The overall effect of these participant data changes was an actuarial loss of \$16,505,000, resulting in an increase in the past service contribution rate of 0.40% of payroll. These demographic changes also had the effect of increasing the normal cost rate by .70%, resulting in an increase in the average total employer contribution rate of 1.10% of payroll.

Retirement Incentive Program

The second Retirement Incentive Program has been available to participants since July 1, 1989. The number of new retirees increased from 187 at June 30, 1989 to 199 at June 30, 1990. Although the full effect of the R.I.P. may not be seen until next year's valuation, the R.I.P. was responsible in part for the increase in the number of new retirees.

As with the first R.I.P., the cost is being borne by employers based on the actuarial value of the extra benefits, calculated individually for each employee electing to retire under the program. This cost is being paid over a three-year period. If the assumptions underlying the calculated cost of the R.I.P. are met, the total cost to the System will be equal to the employers' payments.

Summary

The following table summarizes the sources of change in the total employer contribution rate:

(1) Last year's total employer contribution rate (before smoothing) . . .	15.16%
(2) Increase in total employer contribution rate due to Chapter 97, 1990 SLA	6.76%
(3) Decrease in past service rate due to retiree medical insurance	(1.38%)
(4) Decrease in normal cost rate due to retiree medical insurance	(0.90%)
(5) Decrease due to investment performance	(1.04%)
(6) Decrease due to salary increases	(0.49%)
(7) Increase in past service rate due to demographic experience	0.40%
(8) Increase in normal cost rate due to demographic experience	0.70%
(9) Impact of all other factors	0.44%
(10) Total employer contribution rate this year (before smoothing)	19.65%

In summary, the System enjoyed a good year with substantial actuarial gains arising from favorable investment performance and the reduction in medical premiums. The effect of Chapter 97, 1990 SLA, however, caused a substantial increase in current contribution rates and a decrease in the funded status to 87.7%.