

ALASKA LEGISLATURE COMMITTEE FILES 1997-1998 00/2

9511 SENATE HEALTH EDUCATION & SOCIAL SERVICES

148

Student Standards and Assessment

3. Accountability (20 percent of grade)

Grade: C

◆ Evaluation basis

- ❖ Having an exit exam
- ❖ Holding schools accountable
- ❖ Participating in the National Assessment of Education Progress (NAEP)

◆ Alaska given credit for

- ❖ State has an exit exam
- ❖ Alaska holds schools accountable through public reporting (*Report Card*)

◆ Alaska lost credit for

- ❖ Alaska does not hold schools accountable through rewards and sanctions
- ❖ State does not plan to participate in future NAEP

Student Standards and Assessment

3. Accountability (20 percent of grade)

Grade: C

◆ The Department agrees and disagrees with *Education Week*

The Department agrees Alaska does not have an accountability system with rewards and sanctions.

The Department disagrees it is necessarily in the best interest of the state to participate in the NAEP.

Four Areas of Analysis

- Student Standards and Assessments
- Teachers Ability to Teach to High Standards**
- Schools Conducive to Teaching and Learning
- Financial Resources for Education

Teachers Ability to Teach to High Standards

- ◆ Highest Grade: A-
- ◆ Alaska's Grade: D+
- ◆ Alaska's Ranking: 42 out of 50 states

◆ Based on four categories

1. Performance-Based Licensing System	40 percent
2. Professional Development	20 percent
3. Teacher Education	20 percent
4. Teaching In-Field	20 percent

Teachers Ability to Teach to High Standards

1. Performance-Based Licensing System (40 percent of grade) Grade: C-

◆ Evaluation basis

- ❖ Twelve criteria covering teacher standards, assessments, and national certification

◆ Alaska given credit for the State

- ❖ Adopting standards for new teachers
- ❖ Participating in Interstate New Teacher Assessment and Support Consortium (INTASC)
- ❖ Contributing to INTASC's teacher assessment development

◆ Alaska lost credit for the State not having the following

- ❖ Assessment of new teachers
- ❖ Evaluation of new teachers in the classroom
- ❖ Induction program for new teachers
- ❖ Independent professional standards board
- ❖ Incentives for national board certification

Teachers Ability to Teach to High Standards

1. Performance-Based Licensing System (40 percent of grade) Grade: C-

◆ The Department agrees and disagrees with *Education Week*

The Department agrees we do not have policies for the criteria where we lost credit; however, the Department is working on proposed regulations which will address the assessment of new teachers, evaluation of new teachers in the classroom, an induction program for new teachers, and incentives for national board certification.

The Department disagrees it is necessarily in the best interest of the state to create an independent professional standards board.

Teachers Ability to Teach to High Standards

2. Professional Development (20 percent of grade)

Grade: D-

◆ Evaluation basis

- ❖ Percentage of 8th grade math teachers having 16 or more hours of math professional development
- ❖ State providing time for professional development
- ❖ State providing funds for professional development

◆ Alaska given credit for

- ❖ State provides funds for professional development

◆ Alaska lost credit for

- ❖ Only 31 percent of Alaskan 8th grade math teachers had 16 or more hours in math professional development (100 percent was an A)
- ❖ State does not provide time for professional development

Teachers Ability to Teach to High Standards

2. Professional Development (20 percent of grade)

Grade: D-

◆ **The Department agrees and disagrees with *Education Week***

The Department agrees professional development in a teacher's field is essential and our percentage is low. Through regulation, the Department is currently realigning inservices to address this issue.

The Department disagrees the State does not provide time for professional development. Currently, SBOE regulation provides up to 10 days per year for professional development.

Additionally, the Department will not increase professional development if it takes away from current student instructional time.

Teachers Ability to Teach to High Standards

3. Teacher Education (20 percent of grade)

Grade: F

◆ Evaluation basis

- ❖ State requirement of an academic major for secondary certification
- ❖ State alignment of teacher education programs with student standards
- ❖ Percentage of teacher candidates from National Council for the Accreditation of Teacher Education (NCATE) accredited institutions
- ❖ Required number of weeks for student teaching

◆ Alaska given credit for

- ❖ State requires 12 weeks of student teaching

◆ Alaska lost credit for

- ❖ State does not require an academic major for secondary certification
- ❖ State does not align teacher education with standards
- ❖ Alaska education programs are not currently accredited through NCATE

Teachers Ability to Teach to High Standards

3. Teacher Education (20 percent of grade)

Grade: F

◆ The Department agrees with *Education Week*

The Department agrees on the importance of all these criteria, and is moving towards implementing the criteria where we lost credit. Proposed changes include a requirement for an endorsement in the content area in which a teacher teaches and aligning teacher education with state student and teacher standards. Additionally, many Alaska teachers come from NCATE accredited institutions outside the state.

Teachers Ability to Teach to High Standards

4. Teaching In-Field (20 percent of grade)

Grade: D

◆ Evaluation basis

- ❖ Percentage of secondary teachers who hold a degree in the primary field they teach

◆ Alaska lost credit for

- ❖ 64 percent of Alaska teachers hold a degree in the primary field they teach
(National average is 63 percent)

◆ The Department agrees with *Education Week*

The Department agrees on the importance of secondary teachers teaching in their primary field and agrees Alaska's percentage is low. The Department has proposed a regulation change requiring secondary teachers to teach only in areas of endorsement.

Four Areas of Analysis

- Student Standards and Assessments
- Teachers Ability to Teach to High Standards
- Schools Conducive to Teaching and Learning**
- Financial Resources for Education

Schools Conducive to Teaching and Learning

- ◆ Highest Grade: B-
- ◆ Alaska's Grade: C-
- ◆ Alaska's Ranking: 16 out of 41 states

- ◆ Based on four categories

1. Class Size	35 percent
2. Student Engagement	20 percent
3. Parent Involvement	20 percent
4. School Autonomy	25 percent

Schools Conducive to Teaching and Learning

1. Class Size (35 percent of grade)

Grade: F

◆ Evaluation basis

- ❖ Percentage of 4th graders in classes of 25 or less
- ❖ Percentage of 8th graders in math classes of 25 or less

◆ Alaska lost credit for

- ❖ 64 percent of 4th graders in classes of 25 or less
- ❖ 53 percent of 8th grade in math classes 25 or less

◆ The Department agrees with *Education Week*

The Department agrees with the importance of small class size.

Schools Conducive to Teaching and Learning

2. Student Engagement (20 percent of grade)

Grade: C

3. Parent Involvement (20 percent of grade)

Grade: C-

◆ Student Engagement & Parent Involvement based on 8th grade principal survey

◆ Student engagement results

- ❖ 80 percent reported tardiness not a problem
- ❖ 80 percent reported absenteeism not a problem
- ❖ 64 percent reported classroom behavior not a problem

◆ Parent involvement results

- ❖ 78 percent reported more than half of parents participate in open house
- ❖ 78 percent reported more than half of parents participate in parent teacher conferences
- ❖ 55 percent report lack of parent involvement is a minor problem

Schools Conducive to Teaching and Learning

- | | |
|---|-----------|
| 2. Student Engagement (20 percent of grade) | Grade: C |
| 3. Parent Involvement (20 percent of grade) | Grade: C- |

◆ The Department agrees with *Education Week*

The Department agrees student engagement and parent (family) involvement are important. The Department believes this issue should be addressed by both the state and local school boards.

Schools Conducive to Teaching and Learning

4. School Autonomy (25 percent of grade)

Grade: B

◆ Evaluation basis

- ❖ Having a statewide open enrollment program
- ❖ Quality of charter school legislation
- ❖ Allowing charter schools
- ❖ Permitting site-based management
- ❖ Granting waivers to state regulation

◆ Alaska given credit for

- ❖ State allows charter schools
- ❖ State permits site-based management
- ❖ State grants waivers to state regulation

Schools Conducive to Teaching and Learning

4. School Autonomy (25 percent of grade)

Grade: B

◆ Alaska lost credit for

- ❖ Alaska does not have statewide open enrollment program
- ❖ State's charter school legislation was assessed as weak

◆ The Department agrees and disagrees with *Education Week*

The Department agrees with the importance of school autonomy; however, given our geography, a statewide open enrollment program would be difficult and not necessarily in the best interest of the state.

The Department disagrees our charter school legislation is weak. This legislation is based on local control, allowing local school boards initial authorization of charter schools.

Four Areas of Analysis

Student Standards and Assessments

Teachers Ability to Teach to High Standards

Schools Conducive to Teaching and Learning

Financial Resources for Education

Financial Resources for Education

◆ Evaluated financial resources for education in three areas

1. Adequacy

- ◆ Highest Grade: A
- ◆ Alaska's Grade: D-
- ◆ Alaska's Ranking: 45 out of 50

2. Allocation

- ◆ Highest Grade: B+
- ◆ Alaska's Grade: F
- ◆ Alaska's Ranking: 50 out of 50 states

3. Equity

- ◆ Highest grade given: A- (excluding Hawaii)
- ◆ Alaska's Grade: F
- ◆ Alaska's Ranking: 42 out of 42 states

Financial Resources for Education

1. Adequacy

Grade: D-

◆ Evaluation basis

- ❖ Per pupil expenditure adjusted for cost differences
- ❖ Percentage change in per pupil expenditures from 1986-1996
- ❖ Percentage of total taxable resources spent on education

◆ Alaska given credit for

- ❖ Per pupil expenditure was 83 percent of the determined “adequate” expenditure
- ❖ Total taxable resources spent on education was 4.7 percent, with 5 percent as a perfect score

◆ Alaska lost credit for

- ❖ Percentage change in per pupil expenditure from 1986-1996 was -25 percent—the lowest of all states

Financial Resources for Education

1. Adequacy

Grade: D-

◆ **The Department agrees and disagrees with *Education Week***

The Department agrees per pupil expenditure has decreased significantly over the last 10 years.

The Department disagrees Alaska's per pupil expenditure is 83 percent of Education Week's determined "adequate" amount given Education Week used an inadequate cost index for Alaska. Education Week's cost index only adjusted for personnel, not for other items such as fuel and transportation. This omission results in a larger per pupil expenditure than actually exists.

Financial Resources for Education

2. Allocation

Grade: F

◆ Evaluation basis

- ❖ Percentage of expenditure (excluding capital and debt service) spent on instruction (e.g., teacher salaries and school supplies)

◆ Alaska lost credit for

- ❖ Alaska spent 56.3 percent of education expenditures on instruction—the lowest of any state

◆ The Department agrees and disagrees with *Education Week*

The Department agrees Alaska spends fewer funds on instruction than other states.

The Department disagrees with Education Week's grading. Given our disperse, small communities, the percentage of education expenditures spend on instruction will be lower than other states.

Financial Resources for Education

3. Equity

Grade: F

◆ Evaluation basis

- ❖ The standard deviation of per pupil district spending, divided by the average district spending per pupil

◆ Alaska lost credit for

- ❖ Alaska's equity variation was the highest—30.1 percent

◆ The Department disagrees with *Education Week*

The Department disagrees with Education Week's equity test because their index only adjusted for personnel, not for other items such as fuel and transportation. This omission leads to a larger disparity in per pupil expenditures than actually exists.

Alaska continues to be one of three states to meet the federal equity standard.

Summary

- ◆ The Department supports the following state policies which address *Education Week's Quality Counts* report
 - ❖ Standards in reading, writing, and mathematics*
 - ❖ A standards-based assessment system tied to standards*
 - ❖ A school accountability program including rewards and sanctions*
 - ❖ An increase in education funding tied to improving student performance*
 - ❖ A teacher education system resulting in teachers being able to teach to high standards

*In bills HB351/SB257

PRESENT.:

MILKEN

FOUNDA-

TION AWARD

RECIPIENTS

1996 Milken Family Foundation National Educator Awards

The Awards Program

The Milken Family Foundation National Educator Awards program provides public recognition and financial rewards to elementary and secondary school teachers, principals and other education professionals who are furthering excellence in education. The goals of the program are:

- To honor and reward outstanding K-12 educators for the quality of their teaching, their professional leadership, their engagement with families and the community and their potential for even greater contribution to the healthy development of children.
- To focus public attention on the importance of excellent educators and to rally support for dramatic improvements in the motivation and achievement of students.
- To encourage able, caring and creative people to choose the challenge, service and adventure of teaching as a career.
- To create national and state networks of Milken Educators that:
 - foster the active professional development and career enhancement of Milken Educators and other professionals,
 - encourage Milken Educators to help shape the educational policies that influence their classrooms and schools,
 - connect Milken Educators with the educational improvement efforts of state education agencies, universities, corporate partners and other allies.
- To engage corporate and foundation partners in support of Milken Educators and in advocacy of policies that advance education.

Each Milken Educator Award carries with it an unrestricted award of \$25,000.

The Milken Educator Awards are announced in the fall in surprise notifications that occur in classrooms, assemblies, and meetings. Usually the chief state school officer and other dignitaries attend accompanied by electronic and print media. Spreading the news of the Awards is an important way of attracting the attention of talented youth to the adventure and importance of teaching.

After the notifications, the honorees are celebrated at a state conference sponsored by the Foundation, the state education department and corporate partners and attended by the recipients' families, local school administrators, community leaders, the state's chief of education and frequently its governor. These events are an important part of the program since a major goal is to honor educators publicly. The conferences not only recognize new and veteran Milken Educators, they also bring them together with other distinguished teachers and principals to advance their professional development and policy influence.

The Foundation presents the financial awards to all 138 honorees at the gala that concludes the annual Milken Family Foundation National Education Conference held in June. This celebration also advances the goal of gaining widespread recognition for outstanding educators, as it is attended by government officials and distinguished representatives from the professional, business and cultural communities.

Through their daily efforts, our country's best educators are making children's lives more secure and interesting -- by cultivating their minds, their characters and, in many cases, by protecting their essential welfare. This effort is our soundest investment in the future, and it confirms the crucial role and exponential impact of education and educators.

In 1981, the members of the Milken families conceived an awards program to acknowledge this crucial contribution to our national security and welfare. Their main belief was -- and is -- that the most effective way to address the crisis in American education is to respond to educators' professional interests, enhance their resources and reward their achievements, thus elevating the profession and encouraging talented young people to become educators.

Building on that program and a number of early education initiatives, in 1985 the Foundation established a formal recognition program, and in 1987 presented the first awards in California to 12 highly accomplished educators.

Since those first awards, the program has expanded to 32 states: Alaska, Arkansas, California, Colorado, Connecticut, Georgia, Hawaii, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Michigan, Mississippi, Missouri, Montana, Nebraska, Nevada, New Mexico, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Washington, West Virginia and Wyoming.

Including recipients announced in the fall of 1996, the program has invested over \$25 million in financial awards alone, recognizing 1,020 outstanding kindergarten through 12th-grade teachers, counselors, librarians, principals and other administrators with unrestricted individual Milken Educator Awards of \$25,000.

Criteria

The criteria considered for the selection of Milken Educators include:

- Expert pedagogy
- Distinguished achievement in developing innovative educational curricula, programs and/or teaching methods
- Outstanding ability to instill in students character and self-confidence
- Outstanding ability to develop children's understanding of the direct bearing that education and "real world" activities have on one another
- Commitment to professional development and policy leadership in the school, the district and the state
- Exemplary and innovative use of education technology in teaching and learning (desirable)
- Strong potential for even greater contribution to children, the profession and the community
- For administrators, outstanding ability to attract, support and motivate committed education professionals

Selection Process

Based on guidelines established by the Foundation, participating states' departments of education appoint blue ribbon committees that identify candidates for evaluation and selection. Identification and selection procedures are confidential, and the program does not include a nomination or application procedure.



More information: Harry Gamble, Information Officer, 465-2851

January 27, 1997

COMMISSIONER HOLLOWAY ANNOUNCES OUTSTANDING EDUCATORS

Four Alaska elementary educators will receive the 1996 Milken Family Foundation National Educator Award. Commissioner of Education Shirley Holloway announcement today. Dr. Holloway informed the four educators about their awards this week. Each of the four educators will receive an accompanying financial award of \$25,000 from the Milken Family Foundation.

"It was wonderful informing each of these outstanding educators that they have been so highly honored and that they will receive a large cash award for being the best that they can be," said Dr. Holloway. "Each of these educators represents what is good about the education profession. They deserve this honor because of their contributions to the future of our children and our state."

The educators who received the award are:

- Frederica Buffmire—Principal, Pearl Creek Elementary School, Fairbanks North Star Borough School District.
- David Gillam—Second Grade Teacher, Susima Elementary School, Anchorage School District.
- Ledwina Jones—Kindergarten Teacher, Mikeinguut Elitnaurviat School, Bethel, Lower Kuskokwim School District.
- Judy Kuhn—Elementary Teacher, McGrath School, Iditarod Area School District.

"This award intends to make a powerful statement," said Lowell Milken, president of the Milken Family Foundation, which sponsors the award program. "It tells educators that their contribution to our national security is crucial; it tells students that education is a noble and rewarding profession; and it tells society that educators, as the architects of our future, merit the highest respect."

The Milken Family Foundation, in cooperation with the Alaska Department of Education, sponsors the awards program. Alaska has participated in the program since 1990. Since that time 38 Alaska teachers have received the honor. In addition, 31 other states also team up with the Milken Family Foundation program to honor educators annually. The program honors both elementary and secondary educators, but annually alternates the award program between both groups. The program's goal is to elevate the education profession by increasing public recognition and support of outstanding educators.

Following guidelines established by the Milken Foundation, Commissioner Holloway sets up a process to identify and evaluate educators for the award. Commissioner Holloway then appoints a blue ribbon review team of legislators, former Milken awardees, parents, school board members and other educators to make final recommendations. The Milken organization makes the final awards based on the recommendations. The program includes neither an application nor a nomination procedure.

The four Alaska recipients and their spouses will be among 138 recipients from around the country to attend the 1996 Milken Family Foundation National Education Conference. The three-day conference in Los Angeles in June 1997 will include workshops, discussion sessions and presentations by nationally recognized scholars and practitioners in the field of education.

The conference will culminate in a Saturday evening ceremony at which the recipients will be honored and presented their \$25,000 awards. This will bring to \$25.5 million the total awards given to 1,020 teachers nationwide during the program's 10-year history.

###

**Milken Family Foundation
National Educator Awards
Recipients from the
State of Alaska**

1990

Paul Bowen
Teacher
Petersburg High School
Petersburg

Dora Cline*
Programs Coordinator
Dillingham High School
Dillingham

Grace A. Heacock
(deceased)
Teacher
Rosamond Weller
Elementary School
Fairbanks

Suzanne Henning
Teacher
Tanana School
Tanana

Larry Moye
Teacher
Barrow High School
Barrow

Floyd Sucher
Principal
Chugiak Elementary School
Chugiak

1991

Walter J. Clark
Principal
Blatchley Middle School
Sitka

Jacqueline D'Cafango
Kookesh
Teacher
Angoon High School
Angoon

Ruthanne Rust
Teacher
Denali Elementary School
Fairbanks

Dick Sander
Teacher
Ketchikan High School
Ketchikan

Susan A. Stitham
Teacher
Austin E. Lathrop High
School
Fairbanks

Donna L. York
Teacher Expert
Benson-East High School
Anchorage

1992

Peter Burchell
Founder and Principal
Matansuka-Susitna
Alternative School
Wasilla

Linda Clement (retired)
Teacher
Annette Island Indian
Reserve
Metlakatla

Carolyn Coe
Principal
Mt. Iliamna Preschool
Anchorage

Pat Hartland*
Teacher
Mendenhall River
Community School
Juneau

John Pingayak
Teacher
Kashunamiut School District
Chevak

Rod Poole
Counselor
Sitka High School
Sitka

* now Dora Andrew

* now Pat Holman

**Milken Family Foundation
National Educator Awards
Recipients from the
State of Alaska**

1993

Michele B. Bifelt
Teacher
Jimmy Huntington School
Huslia

**Lorraine "Sammy"
Crawford**
Teacher
Soldotna High School
Soldotna

Ron Gleason
Principal
Juneau-Douglas High School
Juneau

Jerry Hartsock
Principal
Austin E. Lathrop High
School
Fairbanks

Ron James Manook
Teacher
West Valley High School
Fairbanks

Harry A. Matrone, Jr.
Teacher
McLaughlin Secondary
School
Anchorage

1994

Leslie Sears Gordon
Teacher
Badger Road Elementary
School
Fairbanks

**Anthony Barrington
Harduar**
Principal
Willard L. Bowman
Elementary School
Anchorage

Nancy Norman
Teacher
Finger Lake Elementary
School
Palmer

Nita Yurrlig Rearden
Teacher
Kotzebue Elementary School
Kotzebue

John A. Rusyniak
Media Specialist
Alaska Gateway School
District
Tok

1995

Don Bernard
Teacher
Chugiak High School
Eagle River

Esther Cox
Principal
Martin Luther King, Jr.
Career Center
Anchorage

Elaine Griffin
Teacher
Chiniak School
Kodiak

Georjean Seeliger
Teacher
Hutchison Career Center
Fairbanks

Lyle Sparrowgrove
Teacher
Blatchley Middle School
Sitka



N • E • W • S R • E • L • E • A • S • E

FOR IMMEDIATE RELEASE

November 5, 1996

More information: Harry Gamble, Information Officer, 465-2851

McGrath Teacher Judy Kuhn Named 1997 Alaska Teacher of the Year

Alaska's 1997 Teacher of the Year is Judy Kuhn, an elementary school teacher from McGrath. The announcement was made today by Commissioner of Education Shirley Holloway

Holloway also today submitted Ms. Kuhn's name for the 1997 National Teacher of the Year competition.

Ms. Kuhn has been a teacher at McGrath School since 1985. Beginning in 1977, she was a reading and special education aide, assistant counselor and substitute teacher in Aniak and McGrath. She received her bachelor's degree in teaching in 1982 from the University of Alaska Anchorage. She spent the 1990-91 school year in China as an exchange teacher.

Said Commissioner Holloway: "Judy Kuhn is an example of the best of the teaching profession. She works night and day for her students, keeping parents informed and getting help from children's families in a most positive way. She is the kind of teacher we are thankful for and proud to have in our school system. I am pleased to appoint her to serve as Alaska's 1997 Teacher of the Year. I am equally pleased to place her application among the elite few from across our nation who will compete for the 1997 National Teacher of the Year honor."

Monty Bunes, a seventh and eighth grade math and science teacher at Stikine Middle School in Wrangell, was selected 1997 Alternate Teacher of the Year. Patricia Truman, an eighth grade teacher at Palmer Junior Middle School, was selected second alternate.

A statewide selection committee appointed by Commissioner Holloway recommended Kuhn and the two alternates from a group of 11 statewide applicants.

As Kuhn was growing up, teachers were the people she admired most. "My teachers had always been an extraordinary group of people having the skills required to shape young minds and to make learning fun," Kuhn wrote in her application. "School was something that I looked forward to every day."

She immerses her students in the subjects she teaches. "I like what Merlin the Magician told King Arthur when he was a boy under Merlin's tutelage: 'To understand something, you have to become it.'"

"When we study about farming and ranching, we made stick horses and hold horse races," stated the teacher who keeps a turtle, a bird, a hamster and about 30 frogs in her classroom. "We made chickens and a coop and we collected real eggs every day,"

When her class studies the Idiarod Sled Dog race, she invites real mushers, checkers and veterinarians into her classroom to talk to the children. "We learn the parts of a sled and the vocabulary for mushing dogs. We make all the mandatory gear that mushers must carry." In addition, some of the children have real sled dog races that involve the school and community.

"Children learn through making decisions, by being active participants and owners of their own work," she stated. "They have ideas and opinions that they are constantly forming and reforming. To help students discover their learning I find that talking and discussing get ideas flowing that speak to the child's inner voice. Kids have to talk to think."

The Teacher of the Year's term begins July 1, 1997. The 1996 Alaska Teacher of the Year is Barbara Renoux from Pt. Lay on the North Slope. Alaska's 1995 Teacher of the Year, Elaine Griffin from Kodiak Island, went on to become the National Teacher of the Year.

###

Radio Stations: For actualities call the State Agency News Feed: 1-800-478-5669, or in Juneau call 465-5213.

**PRESENT:
STATE INDE-
PENDENT
LIVING
COUNCIL**

**Programs for People with Disabilities:
FY99 Interdepartmental Budget
Analysis and Recommendations**

**Report to the 20th Alaska State Legislature
prepared by the**

**Governor's Council on Disabilities
and Special Education
in cooperation with the**

**Governor's Committee on Employment and
Rehabilitation of People with Disabilities
and
State Independent Living Council**

*February 6, 1998
Minta Bergstrom, Legislative Assistant*

TABLE OF CONTENTS

Introduction	i
Investing In Results: Outcome Based Decision Making	iii
Descriptions of:	
Governor's Committee on Employment and Rehabilitation of People with Disabilities	1
Governor's Council on Disabilities and Special Education	2
State Independent Living Council	3
Other Boards and Commissions:	
Alaska Commission on Aging	5
Alaska Mental Health Board	6
Alaska Mental Health Trust Authority.....	7
Governor's Advisory Board on Alcoholism and Drug Abuse	8
Bills to Consider	9
Specific Programs for People with Disabilities:	
Americans with Disabilities Act Compliance	13
Developmental Disabilities Program	14
Protection and Advocacy Services	16
Independent Living Services.....	17
Infant Learning Program	18
Mental Health Services	20
Alaska Psychiatric Institute; Alaska Youth Initiative	21
Office of Public Advocacy	23
Special Education	24
Alaska State School for the Deaf and Hard of Hearing	26
Special Education Service Agency.....	28
Vocational Rehabilitation	29
Other Programs that Benefit People with Disabilities:	
Adult Public Assistance.....	32
Alaska Temporary Assistance Program.....	34
Day Care Assistance.....	35
Division of Family and Youth Services.....	36
Family Preservation	38
Head Start.....	39
Housing	40
Public Health Nurses; Maternal, Child, and Family Health Services	41
Medicaid.....	43
PFD Hold Harmless	45
Personal Assistance.....	46
Transportation	47

WHAT IS A DISABILITY?

A disability is any physical or mental impairment which substantially limits one or more of the following areas of major life activity: self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living and economic self-sufficiency. A developmental disability is a severe, disabling condition that occurs before the age of 22, persists indefinitely and causes substantial functional limitations in three or more areas of major life activity.

Disability is a unique minority; it is the only one that anyone can join at any time--as a result of a snowmobile accident, long-term illness, the natural aging process, or a fall down the stairs. Less than 15 percent of Alaskans who experience disabilities were born with them. Furthermore, disabilities occur with greater frequency as we age. Disability is a minority that we all may join if we live long enough.

Approximately one in every seven Alaskans, or 88,074 people, have a disability that interferes with daily activities such as maintaining a home or keeping a job. This means that people who experience disabilities are the second largest minority group in Alaska. However, not all people with disabilities see themselves as part of a minority; in fact, many deny their disability because of the stigma that accompanies the label.

A 1994 Harris Survey clearly shows that people with disabilities are not participating fully in American life. Individuals who experience disabilities are statistically poorer, less educated, and more likely to be unemployed. They also are less likely to socialize, shop, worship, or attend other community activities. Slightly less than half of people with disabilities feel that they are not regarded as equals, but instead are treated with pity or embarrassment.

INTRODUCTION

When people with disabilities, their families, and other advocates talk with legislators about funding, legislators sometimes ask where the money for services comes from. These policymakers want to know about Departments, Budget Request Units (BRUs), Components, and funding sources.

This document describes services often used by individuals who have developmental disabilities and their families. We hope it helps you understand how services are funded, and how to talk with policymakers about the services you feel are important to people with disabilities.

Why the Planning Councils publish a budget analysis

Councils recommend funding for services to people who have disabilities. Council members meet with legislators every year to explain their recommendations. This budget analysis assists the public, Council members, and legislators to more effectively discuss the needs of Alaskans who have disabilities.

How to use this document

Services are listed in the Table of Contents. Each service description is preceded by a table, which looks something like this:

DHSS BRU	Component	Source	FY97 Actuals	FY98 Approp.	Governor's FY99 Recs
Department and Budget Request Unit, often a Di- vision.	Component or program within the Department.	The source of funds.	Funding ap- propriation for fiscal year 1997.	Funding ap- propriation for fiscal year 1995.	The Gover- nors' recom- mendations for FY96.

The column headings identify the department of the state agencies, BRU, Budget Component, funding sources for fiscal years 1997 and 1998, and the Governor's recommendation for FY99. Where appropriate, they include other recommendation for FY99.

In Alaska, there are several funding sources for services. The two most common sources are the state's General Fund and Federal Receipts. These and others are noted under the Source column. *Funding amounts are listed in thousands of dollars. For example, 100.0 means \$100,000.*

Definitions

FY	<u>Fiscal Year</u> . The letters FY are usually followed by two digits which describe the <i>calendar</i> year in which the <i>fiscal</i> year ends (FY94, FY95, FY96). Each fiscal year begins July 1 and ends June 30.
BRU	<u>Budget Request Unit</u> . This is a designation used for categories of funding below the Department level.
Appropriation	The legislature debates how much money to spend during the legislative session. The amount of money they decide to spend is the appropriation.
DHSS	Department of Health and Social Services.
DOE	Department of Education.
DCRA	Department of Community and Regional Affairs.

Sources

This information is available from the Legislative Finance Division. Program information came from the state agencies, non-profit service providers, and individuals across the state who use services.

INVESTING IN RESULTS: OUTCOME BASED DECISION MAKING

Alaskans who experience disabilities want results, not activities, from programs. They also want outcome measures in place so they can determine if their desired results are being achieved. The results that Alaskans with disabilities want and some proposed outcome measures are presented below across the six major life domains: community living, education, employment, health care, housing and transportation.

COMMUNITY LIVING

Results	Outcome Measures
Every individual is a valued, participating member of his or her community.	<ul style="list-style-type: none"> • Number and percent of people who are registered voters • Decrease in funds expended for services provided in institutions (e.g. API, hospitals, nursing homes or jail)
People receive prevention and early intervention services.	<ul style="list-style-type: none"> • Number and percent of people, especially infants and toddlers, who need fewer specialized services • Decrease in the incidence of high cost crisis situations

EDUCATION

Results	Outcome Measures
Students reach their educational goals and potential.	<ul style="list-style-type: none"> • Number and percent of students who graduate from high school with jobs or post-secondary education plans in place • Number and percent of students who are making progress in classrooms with children who do not have disabilities • Number and percent of students who meet or exceed performance standards

EMPLOYMENT

Results	Outcome Measures
People get and keep employment consistent with their interests, abilities and needs.	<ul style="list-style-type: none"> • Number and percent of people who maintained employment at 6, 12, 24 and 36 months • Number and percent of people who own their own businesses • Number and percent of people who are employed in jobs with health care benefits

HEALTH CARE

Results	Outcome Measures
People are healthy and benefit from the full range of needed health care services.	<ul style="list-style-type: none"> • Decrease in the utilization of high cost acute care or emergency room services • Number and percent of low birth-weight babies • Number and percent of survivors of head injuries or spinal cord injuries

HOUSING

Results	Outcome Measures
Adults choose where and with whom they live.	<ul style="list-style-type: none"> • Number and percent of people who own their own homes • Number and percent of people who are living safely in the community

TRANSPORTATION

Results	Outcome Measures
People are able to get to where they want to go when they want to go.	<ul style="list-style-type: none"> • Increase in the availability of accessible transportation • Number and percent of people who use less expensive fixed route systems as compared to those who use paratransit systems

The results presented here are not unique to people who experience disabilities. However, Alaskans who experience disabilities are less likely to achieve these results than the average Alaskan. People who experience disabilities have identified a number of reasons for this discrepancy, including:

1. their unique needs for physical accessibility, access to transportation, assistive technologies, and individualized and family supports;
2. the general lack of public awareness about the needs, rights and responsibilities of people who experience disabilities; and
3. limited incomes, which further prevent their full participation in community life.

**GOVERNOR'S COMMITTEE ON EMPLOYMENT AND REHABILITATION OF PEOPLE
WITH DISABILITIES**

DOE BRU	Component	Source	FY97 Actuals	FY98 Authorized
Vocational Rehabilitation State Rehabilitation Advisory Council	Client Services	Federal Receipts	30.0	*87.7

DOL BRU	Component	Source	FY97 Actuals	FY98 Authorized
Governor's Committee on Employment of People with Disabilities	Client Services	Federal Receipts	37.4	42.5

**FY98 reflects the combined income of the State Rehabilitation Advisory Council, the Assistive Technology Advisory Council and the Governor's Committee on Employment of People with Disabilities.*

In 1997, the Governor of Alaska issued an Administrative Order combining the State Rehabilitation Advisory Council (SRAC), the Assistive Technology Advisory Council, and the Governor's Committee on Employment of People with Disabilities. The personnel and fiscal resources of the three groups were merged to create a more collaborative, focused advisory group now known as the Governor's Committee on Employment and Rehabilitation of People with Disabilities. The Governor's Committee provides oversight as defined in federal regulation (formerly required of the SRAC) and guidance to the Division of Vocational Rehabilitation. The Committee submits an annual report to the Governor, State Board of Education and the federal Rehabilitation Services Administration. The Committee meets quarterly in locations around the state and represents private and public sector employers, agency staff and people with disabilities.

For more information about the Governor's Committee call Kathy Matrone at 269-3567.

GOVERNOR'S COUNCIL ON DISABILITIES AND SPECIAL EDUCATION

DHSS BRU	Component	Source	FY97 Actuals	FY98 Authorized	Governor's FY99 Rec.
Mental Health Trust Boards	Gov Council on Dis and Sp Education	Federal Receipts	392.6	420.7	420.7
		GF/MH	0.0	15.0	15.0
		Other	136.8	171.7	542.7
		Total	529.4	648.4	978.4

The Council's mission is to create change to improve the independence, productivity, and inclusion into the community for people with developmental disabilities.

The Council assists the state in developing a comprehensive system of services for people with developmental disabilities and their families. The Council works with the Department of Health and Social Services, the Department of Education, and other departments that deliver services to people with developmental disabilities.

At least one-half of the Governor-appointed members must be people with developmental disabilities, their families, or guardians. The others represent state agencies, special educators, early intervention providers, or other groups specified in law.

The Council evaluates budgets, plans, and programs to encourage efficient and coordinated use of resources in providing services. The Council makes budget recommendations to the Alaska Mental Health Trust Authority, advises policy makers about early intervention services to children ages birth to three who are at risk for developmental delays, and serves as the state's Special Education Advisory Panel to develop appropriate special education programs and services for exceptional children.

The Council uses planning, evaluation, and advocacy to create change. The Council analyzes trends and studies population characteristics, and conducts public awareness campaigns. In order to coordinate services, the Council develops coalitions and supports interagency working groups to study legislation or regulation.

Documents produced by the Council, such as this one, are used by people with disabilities, their families, and advocates to act on their own behalf to impact public policy and the delivery of services.

For more information call David Maltman at 269-8990.

STATE INDEPENDENT LIVING COUNCIL

DOE BRU	Component	Source	FY97 Actuals	FY98 Authorized	Governor's FY99 Rec.
Vocational Rehabilitation	Independent Living Rehab.	Federal Receipts	154.4	154.4	162.2

A State Independent Living Council (SILC) is appointed by the Governor to oversee the development of a State Plan for Independent Living (SPIL), which describes the extent and scope of independent living services to be funded from a combination of federal and state dollars. The SILC must have a majority of independent living consumers as members. The Division of Vocational Rehabilitation (DVR) is the designated state unit responsible for working with the SILC in developing the SPIL.

Cooperatively, the SILC and DVR monitor federal and state funds granted to Centers for Independent Living (CILs) and Specialized Service Providers (SSPs) across the state, as well as a small portion of federal funds used to support the operations of the SILC. The SILC currently has an Executive Director hired by the Council, and a part-time Administrative Clerk, both located in Anchorage.

For more information about SILC call Patrick Reinhart at 269-3571.

OTHER BOARDS AND COMMISSIONS

that address that issues faced by people with disabilities

ALASKA COMMISSION ON AGING

DOA BRU	Component	Source	FY97 Actuals	FY98 Authorized	Governor's FY99 Rec
Senior Services	Home and Community- Based Care	General Fund	1,092.8	1,101.4	1,101.4
		GF/MH	1,871.6	2,278.8	2,486.3
		Total	2,964.4	3,380.2	3,587.7

The Alaska Commission on Aging identifies concerns and needs shared by older Alaskans, and advocates for responsive approaches to address those needs. The Commission makes funding recommendations to the Alaska Mental Health Trust Authority on behalf of Alaskans affected by Alzheimer's disease and related dementia. The Commission plans the delivery of appropriate services and gives grants for adult day care, care coordination, brokered services, and respite services to meet the specific needs of people affected by Alzheimer's disease and their caregivers. Its members are appointed by the Governor and serve four-year terms.

The Commission, as part of the Division of Senior Services, receives federal funds from the Older Americans Act for nutrition, transportation, support services, and senior community service employment positions. The Commission receives state general funds to match and augment the federal funds. Specifically, it is Mental Health general funds that provide services for seniors with Alzheimer's and related dementia.

For more information about the Alaska Commission on Aging call Jane Demmert at 465-3250.

ALASKA MENTAL HEALTH BOARD

DHSS BRU	Component	Source	FY97 Actuals	FY98 Authorized	Governor's FY99 Rec
Mental Health Trust Boards	AK Mental Health Board	GF/MH	378.5	372.2	422.2

The Alaska Mental Health Board is the state's planning and coordinating body for federal and state laws relating to mental health services. The Board prepares a comprehensive plan of treatment and rehabilitation services, and advocates for the needs of people with mental disorders. The Board also advises the Legislature, the Governor, the Alaska Mental Health Trust Authority, and other state agencies regarding development and evaluation of services for people with mental disorders. The Board provides recommendations to the Mental Health Trust Authority concerning the comprehensive integrated mental health program for the mentally ill.

For more information about the Alaska Mental Health Board call Walter Majoros at 465-3071.

ALASKA MENTAL HEALTH TRUST AUTHORITY

DOR BRU	Component	Source	FY97 Actuals	FY98 Authorized	Governor's FY99 Rec
AMHTA	AMHTA	MHT Adm	888.8	876.7	881.5

The Alaska Mental Health Trust Authority (the Trust), consisting of a seven member board, is charged with administering over \$200 million cash and one million acres of land agreed upon in the historic Mental Health Lands Trust settlement in 1994. Income from land and money investments pays for services to the Trust's beneficiaries, as well as prevention and education efforts. The Trust's beneficiaries are people with severe mental illness, mental retardation or similar disabilities, chronic alcoholism with psychosis, or Alzheimer's disease and other dementia. In FY98, the Trust will spend about \$9 million on services.

The Trustees also make recommendations about the state's General Fund/Mental Health expenditures in a separate appropriation bill. The Trust has recommended basic increases to the state's mental health budget. These recommendations are based on the priorities of the Governor's Council on Disabilities and Special Education, the Mental Health Board, the Commission on Aging, and Advisory Board on Alcoholism and Drug Abuse. Most programs that benefit people with developmental disabilities and their families are part of this separate appropriation bill. However, the Trust's recommendations represent only a fraction of total consumer needs.

For FY99, the Governor has adopted many of the Trust's budget recommendations in his *Smart Start* program. The Legislature will consider whether or not state agencies can accept Trust funds as well as whether or not to consider increases in state expenditures.

Funding for the Trust's Land Office and the Trust administration comes from Trust income. The Trust has a contract with the Permanent Fund Corporation to manage the Trust's cash assets.

For more information about the Trust call Jeff Jessee at 269-7960.

GOVERNOR'S ADVISORY BOARD ON ALCOHOLISM & DRUG ABUSE

DHSS BRU	Component	Source	FY97 Actuals	FY98 Authorized	Governor's FY99 Rec
Mental Health Trust Boards	Board on Alcohol & Drug Abuse	GF/MH	300.7	334.4	316.4
		Other	47.4	16.0	0.0
		Total	348.1	350.4	316.4

The Advisory Board on Alcoholism and Drug Abuse (ABADA) advises the Governor, legislature and other government agencies on issues involving the prevention and treatment of alcoholism and other drug abuse. The Board is responsible for services delivered by the Division of Alcoholism and Drug Abuse. In addition, the Board does specific planning and budgeting for services delivered to chronic alcoholics through the Alaska Mental Health Trust Authority.

This Board consists of 15 members. The members include three beneficiaries of the Trust, three service providers, a physician, an attorney, the Director of the Division of Alcoholism and Drug Abuse (a non-voting member), and 6 members selected from the general public.

The Board works collaboratively with the Department of Health and Social Services, as well as other departments to plan for the provision of education, prevention, and treatment services for families affected by alcoholism and other drug abuse. Additionally, the Board assists the Governor and Legislature by collecting data and providing input on drug and alcohol issues facing Alaskans, and promotes initiatives designed to reduce consumption of alcohol and other drugs, especially among youth in Alaska.

For more information about ABADA call Don Dapceovich at 465-8920.

BILLS TO CONSIDER

Governor's Council on Disabilities & Special Education
P.O. Box 240249 • Anchorage, AK 99524

Budget Analysis
p. 9

House Bill 170 to improve access for Service Animals in Training

Service animals assist people with disabilities perform functions and tasks for daily living. Most people are familiar with service animals that assist people who are blind. Other people with disabilities are finding ways that service animals can help them achieve more independence. With this rising demand for certified service animals, there is a need for animals to participate in training that prepares the animal for the certification process conducted by an authorized program.

Should this bill pass, animals accompanied by a trainer would have access to places such as airport terminals or government buildings. As a result, the animal would gain the experience and receive the pre-training necessary to be enrolled in a certified training agency. Current Alaska laws allows this kind of access only to animals who have completed a certified training program. Simply put, Alaskans with disabilities need more certified service animals and this bill attempts to create more opportunities for trainers to meet the demand. Sixteen other states have laws similar to HB 170.

House Bill 348 & Senate Bill 253 to allow health coverage through Medicaid

People with disabilities want to go to work. Often they face getting a job and losing their health benefits. Medicaid is the state's health insurance for people who have disabilities and who are poor. If a persons with a disability works, they usually earn too much to continue to receive Medicaid. Since people with disabilities have ongoing health care needs for such things as physical therapy, persona! assistance, or medication, the loss of Medicaid is a serious disincentive to go to work and keep a job.

Should HB 348 or SB 253 pass, Alaskans with disabilities would be allowed to buy into Medicaid for their health coverage. If the person's family income is less than the amount set by law, the person would be able to pay a premium for Medicaid coverage. As the person's income rose so would the premium. Encouraging employment while maintaining health benefits will increase the

productivity of people with disabilities. The end result should outweigh any costs increases to the Medicaid program.

Additionally, HB 348 and SB 253 would if passed amend the definition of personal care services (PAS) in a recipient's home. Currently, the service must be prescribed by a physician and authorized by a nurse. People with disabilities often need assistance when transferring to and from wheelchairs, eating, bathing or dressing. The proposed change would allow PAS to be authorized in the person's service plan which is a more flexible method for payment and a more appropriate way to deliver the service.

House Bill 369 & Senate Bill 266 to expand health coverage

Some 84,000 Alaskans now qualify for Medicaid. But 41 other states offer a better health coverage than Alaska. If either HB 369 or SB 266 should pass, 11,000 children and nearly 800 pregnant women from Alaska's working families who now go without health insurance would be able to purchase coverage through the state's Medicaid health program. Unlike other group health plans, Alaska's Medicaid plan has been specifically designed to address the needs of children and people with disabilities.

A typical family of four earning less than \$26,700 is now eligible for Medicaid. The change would allow the same family to earn up to \$40,000 and buy into the state's Medicaid for health coverage for their children. Increased cost for the plan, about \$562 per child per year, would be paid by a federal health initiative that provides Alaska with an increase in funds.

Consumer Protection or a Lemon Law is needed

Warranties on purchases protect consumers against poorly designed or flawed merchandise. People with disabilities are now demanding the same guarantees for purchases of assistive technologies and the devices that assist them in becoming more productive and independent. Lemon Laws typically demand a minimum one-year warranty on assistive equipment such as motorized wheelchairs. Twelve states have passed "Lemon Laws" that provide for replacement equipment, loaners while recently purchased goods are being repaired or replaced, or refunds for purchased medical goods that just don't work when delivered.

**SPECIFIC PROGRAMS
FOR
PEOPLE WITH DISABILITIES**

AMERICANS WITH DISABILITIES ACT COMPLIANCE

DOE BRU	Component	Source	FY97 Actuals	FY98 Authorized	Governor's FY99 Rec
Vocational Rehabilitation	Americans with Disabilities Act (ADA)	General Fund	106.2	114.7	114.7

Alaska's Americans with Disabilities Act (ADA) program, located in the Division of Vocational Rehabilitation, is charged with directing and coordinating statewide ADA compliance of the executive branch of state government.

To fully comply with the ADA, other public and private organizations must change the way they do business. Several barriers prevent full accessibility and appropriate accommodation in state government buildings and private businesses and services, including building inaccessibility, a lack of interpreters for people who are deaf or hard of hearing, and a limited capacity to present information in alternate formats.

A budget needs to be created for special projects to remove architectural barriers in state facilities. These projects receive little attention but the need for barrier removal continues to exist. Additional funding is necessary for the ADA program to review facility design plans, process accommodation requests, provide statewide training, and investigate ADA complaints.

Alaska needs basic and interpreter level American Sign Language (ASL) training programs. Consumer groups and the University of Alaska provide basic ASL courses, but students do not receive foreign language credit for their work. This affects the number of students who might otherwise take ASL classes, limiting Alaska's potential to remove a communication barrier and act in compliance with the ADA.

The state's ADA coordinator is Don Brandon. He can be reached at 465-6929.

DEVELOPMENTAL DISABILITIES PROGRAM

DHSS BRU	Component	Source	FY97 Actuals	FY98 Authorized	FY99 Governor's Rec.
Community Developmental Disabilities	Community Developmental Disability Grants	GF/MH	21,058.4	18,905.2	18,433.9
		GF	0.0	637.4	0.0
		Other	0.0	141.6	807.4
		Total	21,058.4	19,684.2	19,241.3

In FY97 Community DD Grants supported 2,201 people with developmental disabilities and their families. A developmental disability (DD) is a severe mental or physical condition that occurs before the age of 22 and results in a substantial limitation to a person's capacity to communicate, learn, work, live independently, or make life decisions. Mental retardation, cerebral palsy, and autism are considered types of developmental disabilities. Generally, people with a DD need some type of support throughout their lives.

At least 968 people are employed through 33 non-profit organizations in 197 communities across the state, providing an array of services such as residential supports, vocational training, respite care, case management, day activities, specialized equipment and family supports that may extend into the home. These services are individualized, tailored, to meet the unique needs of the individual and the family.

Maintain an investment in people: For over a decade, community providers have been impacted by the uncontrollable rising costs related to minimum wage, employee health insurance, worker's compensation, liability insurance, heating fuel and utilities, food, and repairs. Any increases in funds in this BRU in the past have been linked to services to new people. The increases have not offset the rising cost of doing business. The DD programs are having a difficult time paying adequate wages and retaining qualified people. Although rising costs are experienced by all businesses, Community DD providers cannot simply charge more to balance rising costs for their services.

Public funds that provide for Alaskans with developmental disabilities have not been adjusted to reflect these increased costs.

Since inflation is factored into other areas of the economy such as the permanent fund, Mental Health Trust Fund, social security, and pay for legislators, public employees, and military personnel, the Council believes that it is prudent to do so for Community DD grants.

Harborview Developmental Center (HDC): With the closure of HDC in Valdez and the Hope Cottages (ICF/MR) facilities in Anchorage, the focus for Alaska is now entirely on community and in-home services. The Council recommends that the \$840,000 made available in the state budget from the closure of Harborview be used to address pressing needs in the community.

Community Response System: Of the above amount, \$205,000 should be used to create a team of Alaskans capable of dealing with challenging behaviors or the complex medical needs of people in community programs. This approach is used successfully in other state agencies to assist local communities with emergency situations.

The Wait List: Currently, there are 854 individuals who are on a list waiting until an appropriation is made to provide services for them. While these individuals wait, their health may deteriorate, their behaviors are likely to change, and their needs increase. Demands upon their families create the kind of stress that results in a crisis. As the residents of Harborview moved into the community over the past 3 to 5 years, nearly 60 people waited for their turn to be selected for Community DD Services. For these people who have waited the longest, the Council recommends that \$290,000 of the HDC amount be allocated to serve them. Another 25 to 30 people can be served with an additional appropriation of \$561,000.

Core Services: Using the Wait List system, people who experience a crisis become a priority in being selected for services. A different approach has been developed that will provide families with a minimal level of support designed to prevent the need for more costly services and to avert a crisis. The Council recommends "Core Services" be implemented for at least 100 people using the remaining \$345,000 in HDC funds.

For more information about DD programs call Derrill Johnson at 465-3370.

PROTECTION AND ADVOCACY SERVICES

The Disability Law Center of Alaska is an independent agency mandated to protect the rights of people with disabilities through legally based advocacy. The agency is part of a national system of Protection and Advocacy agencies that was established to respond to the abuse, neglect, and lack of programs for persons with disabilities.

The Disability Law Center has offices in Anchorage, Fairbanks, Juneau, and Bethel. Each office provides information and referral, self-advocacy training, investigation, negotiation, and direct interventions when necessary. Less than one percent of Alaska's protection and advocacy cases involve litigation in court.

After interventions by the Center, employers, service providers, and other entities are less likely to infringe upon the civil rights of Alaskans with disabilities. The Disability Law Center protects the human and civil rights of people with disabilities, strengthens parents' rights in educating their children, resolves disputes without litigation, and saves the state money by preventing abuse and neglect.

The Disability Law Center receives \$244,418 through a grant in the budget component for Community Developmental Disability Grants.

For more information about the Disability Law Center call Rick Tessandore at 344-1002.

INDEPENDENT LIVING SERVICES

DOE BRU	Component	Source	FY97 Actuals	FY98 Authorized	Governor's FY99 Rec.	SILC's FY99 Rec.
Vocational Rehabilitation	Independent Living Rehab.	Federal Receipts	451.2	520.8	520.8	520.8
		General Fund	391.8	592.3	592.2	692.0
		Other	92.7	160.1	160.0	160.0
		Total	935.7	1,273.2	1,273.2	1,373.2

In FY97, 1067 Alaskans with disabilities received independent living services through state and federally funded centers for independent living (CILs) and specialized independent living providers (SSPs). These services are designed to help people with disabilities live independently in their community. Quite often, independent living services save the state money by keeping people with severe disabilities out of Medicaid funded institutional care facilities.

By law, CILs must be managed and run by a majority of persons who are actual consumers, i.e. persons with disabilities. CILs must also provide core services to the public, including advocacy, information and referrals, peer counseling, and independent living skills training. CILs and SSPs also provide an array of other services, including assistance in finding accessible housing and assistive technology, mobility training, life skills training, personal assistance services, transportation assistance, and social and recreational activities.

The State Independent Living Council (SILC) recommends a \$100,000 increase in state General Funds for FY99. The specific purpose of this increase will be to support a statewide effort to develop independent living plans for people with disabilities under the age of 65, now living in or at risk of being placed in nursing care facilities. These facilities are funded by Medicaid. At an average cost of \$150,000 per year for nursing home care, the savings realized by this statewide effort could be significant.

For more information call Patrick Reinhart at 269-3571.

INFANT LEARNING PROGRAM

DHSS BRU	Component	Source	FY97 Actuals	FY98 Authorized	Governor's FY99 Rec.	Council FY99 Rec.
Health Grants	Infant Learning Program Grants	General Fund	868.6	868.6	868.6	868.6
		GF/MH	3,503.3	3,603.3	3,803.3	4,243.3
		Total	4,371.9	4,471.9	4,671.9	5,111.9

The Infant Learning Programs (ILPs) are designed to prevent or reduce the effects of delays and disabilities for infants and toddlers. Infant learning services may include Child Find screening, evaluation and assessment; occupational, physical, and speech therapy; hearing, vision, nutrition and nursing services; family or individual counseling, medical evaluation, assistive technology, early childhood special education, social work, and parent education.

Alaska has 19 locally based ILPs. There are two itinerant programs that help children with visual and hearing impairments and provide multidisciplinary evaluations. These programs emphasize family centered services that enable parents to meet their children's special needs. Early intervention enhances the lives of both the child and the family by providing needed services and family support at an early age. Because of early intervention, some of the youngest Alaskans with disabilities can grow up more independent of state support and community agencies, and will be more productive financially and socially.

Parents describe many benefits, including keeping marriages together. Because Alaska leads the nation in incidences of Fetal Alcohol Syndrome and is experiencing an unprecedented birth rate, the number of Alaskan infants and toddlers requiring services is growing dramatically.

Over 2,600 infants and toddlers received some form of early intervention services funded by state and federal dollars in FY97. Most received fewer services than they required to adequately prevent or reduce developmental delays, in part because of a reduction in state funds over the last two years.

Almost 330 children with delays are waiting for services. The costs for comprehensive services for children with delays such as mental retardation and cerebral palsy may reach \$16,000 per child per year. Most infants and toddlers require fewer or less intensive services. The average amount spent on ILP services per child is \$4,600 per year at the current level of funding and enrollment.

Priority for funding is based on numerous criteria which include: 1) program geography (including travel cost and time) and whether program operates on an itinerant basis, or is consultative in nature; 2) total number of births through 2 year olds in region; 3) cost to operate program; 4) waitlists for eligible children; 5) caseload levels of grantee staff; 6) whether the grantee has a community-based team for multi-disciplinary evaluations; 7) agency and/or community contribution; 8) cost per child; 9) cost per contact; 10) percentages of caseload that include "at risk" children; and 11) the size of the program's staff.

Areas of the state which demonstrate the most significant level of need should receive priority for funding. The Governor's Smart Start initiative includes a Council recommendation for \$100,000 to serve additional infants in communities statewide. Another \$100,000 would provide families with respite care.

For more information about Infant Learning Programs call Karen Martinek at 269-3423.

MENTAL HEALTH SERVICES

DHSS BRU	Component	Source	FY97 Actuals	FY98 Authorized	Governor's FY99 Rec.	
Community Mental Health Grants	General Community Health Grants	GF/MH	888.4	888.4	773.8	
		Other	40.0	47.4	239.9	
		Total	928.4	935.8	1,013.7	
	Psychiatric Emergency Services	GF/MH	5,998.7	5,726.1	7,005.4	
		Services to the Chronically Mentally Ill	GF/MH	10,794.8	10,918.7	10,801.4
			Other	305.7	426.3	426.3
		Total	11,100.5	11,345.0	11,227.7	
	Designated Evaluation & Treatment	GF/MH	1,045.8	1,046.3	1,046.3	
		Grand Total	18,027.6	18,006.9	19,246.8	

The Division of Mental Health and Developmental Disabilities funds services to 31 local non-profit community mental health programs. These agencies provide an array of outpatient, residential, and local services to individuals who have mental illnesses or severe emotional problems. An additional 76 mental health providers offer specialized or limited services.

Community mental health services provide emergency services, services to children with severe emotional disturbances, community-based suicide prevention, rural human services, and local hospitalization, and assist adults with severe mental illness to succeed in community living.

For more information about Mental Health Services call Leonard Abel at 465-3370.

ALASKA PSYCHIATRIC INSTITUTE

DHSS BRU	Component	Source	FY97 Actuals	FY98 Authorized	Governor's FY99 Rec.
Institutions & Administration	Alaska Psychiatric Hospital	General Fund (GF)	2,090.6	1,756.3	1,756.3
		GF/MH	5,195.5	0.0	0.0
		Other	7,505.9	13,026.5	13,026.5
		Total	14,792.0	14,782.8	14,782.8

The mission of Alaska Psychiatric Institute (API) is to provide an appropriate array of quality inpatient psychiatric services for the treatment of Alaskans with psychiatric disorders who meet admission criteria. Licensed at 130 beds but staffed for 80, the current average census is 70. During FY97, there were 1,266 admissions to API, the highest rate in its 35 year history.

For more information about API call Randall Burns at 269-7100.

ALASKA YOUTH INITIATIVE

DHSS BRU	Component	Source	FY97 Actuals	FY98 Authorized	Governor's FY99 Rec.
Community Mental Health Grants	Services - Seriously Emotionally Disturbed Youth	GF/MH	6,121.0	6,213.5	6,219.4
		Other	1,231.2	1,728.6	1,337.0
		Total	7,352.2	7,942.1	7,556.4

Until 1985, all children who had severe emotional disturbances who were seeking treatment were sent out of state. One at a time, the Alaska Youth Initiative (AYI) brought them home by providing multidisciplinary, wrap-around services. These services usually include education, child protection, and behavior modification. The program is a joint effort of the Division of Mental Health and Developmental Disabilities, the Division of Family and Youth Services, and the Department of Education. Children and youth with severe emotional disturbances also receive services through community mental health centers, private hospitals, and Alaska Psychiatric Institute.

In order to receive AYI services, a youth's problems must be severe. Many children and youth have emotional disturbances that could be prevented from becoming severe, yet there are no prevention services available to these children. Behavioral health problems are not well-funded by most private insurance plans.

One hundred eight youth participate in AYI. The AYI Coordinator works with private, non-profit providers to develop plans of care for youth with severe emotional disturbances. Agencies lack enough qualified, capable service providers to serve children and youth with severe emotional disturbances.

Currently, there are at least 38 youth with severe emotional disturbances waiting for these services.

For more information call Leonard Abel at 465-3370.

OFFICE OF PUBLIC ADVOCACY

DOA BRU	Component	Source	FY97 Actuals	FY98 Authorized	Governor's FY99 Rec.
Legal & Advocacy Services	Office of Public Advocacy	GF/MH	614.0	608.7	608.7
		Other	67.8	54.7	54.7
		Total	681.8	663.4	663.4

Some adults with developmental disabilities, particularly those with cognitive limitations, have limited capacity to make decisions for themselves and need support and guidance when considering issues such as where to live, when to see a doctor, or how to use money. Public guardians work to ensure that the interests of adults with disabilities who need assistance in managing their affairs are cared for and protected.

The Alaska Court System appoints a public guardian when there is no one else to aid individuals with their affairs. The Office of Public Advocacy (OPA) represents over 500 people with developmental disabilities, mental illnesses, or age-related disabilities. OPA's public guardian services have been chronically underfunded. Alaska's public guardian caseloads are seven times the national average, over 90 cases per guardian. As a direct result, individuals who use public guardian services receive minimal protection. Additional staff and administrative support, at a cost of \$165,600, is needed to effectively manage Alaska's guardianship cases.

Previously, OPA was reimbursed \$50,000 through Medicaid to increase revenue. However, state funding was cut to reflect the new revenue, reducing the financial standing of OPA. New regulations allowing OPA to generate fees from clients of the public guardian program may recoup as much as \$100,000 to \$200,000 per year.

For more information call Brant McGee at 269-3500.

SPECIAL EDUCATION

DOE BRU	Component	Source	FY97 Actuals	FY98 Authorized	Governor's FY99 Rec
K-12 Support	Foundation Program	General Fund	97,447.5	>100,000.0	
	Schools for the Handicapped	General Fund	3,767.4	3,767.4	3,801.7
		GF/MH	0.0	2,377.1	0.0
		Total	3,767.4	6,144.5	3,801.7
Teaching and Learning Support	Special and Supplemental Services	Federal Receipts	8,768.0	10,425.0	

Special Education services for children are funded primarily by federal flow-through funds from the Individuals with Disabilities Education Act and state school foundation funds. Both sources of funding are based on student count data submitted to the Department of Education by school districts. Each district has the flexibility, within specified guidelines, to spend the allocated funds according to district and child needs.

In Alaska, special education services are provided for students with disabilities and students who are gifted. Each student must meet eligibility criteria, have an Individualized Education Program (IEP), and receive services in accordance with the IEP, in order to be counted for federal and state funding. In FY97, a total of 22,947 students between the ages of 3 and 22 received special education services. Of these, 17,719 had disabilities and 5,228 were gifted.

Each child receiving special education services has an IEP developed by the child's parents and teacher. The child's IEP states the educational goals and objectives for that child, and must include all of the related services that the child needs. The school district must meet each child's unique needs.

Children have rights to related educational services such as transportation, speech pathology and audiology, psychological services, physical and occupational therapy, recreation, counseling services, medical services for diagnostic or evaluative purposes, school health services, school social work services, parent counseling and training, rehabilitation counseling, assistive technology devices and services, and transition services. Parent Resource Centers, such as P.A.R.E.N.T.S., Inc., funded through the US Department of Education, and the Special Education Service Agency, funded through the state budget for Schools for the Handicapped, are an essential part of the special education service system.

Districts provide special education services to eligible preschool students in a variety of ways. Some districts cooperate with local Head Start programs by offering special education services in the inclusive Head Start environment. Other districts provide home-based services by employing preschool special educators to travel from home to home training and assisting parents in providing needed supports and services for their child.

Parents around the state are highly concerned about inclusive education. Current educational practice endorses the philosophy of inclusive education. This means that students receiving special education services have the right to be educated in general education classrooms to the greatest extent possible.

Some parents and many educators express concern that students with developmental disabilities are being placed in large classrooms with inadequate supports available to meet their specialized needs. However, according to the testimony of parents and educators, inclusion "one child at a time" is resulting in successful outcomes statewide.

The Council has adopted a vision statement addressing inclusion. It states, in part, that all children should be educated in supported, heterogeneous, age-appropriate, dynamic and natural child focused classroom, school, and community environments.

All children have a right to receive an education. Alaska is required by state and federal law to provide a free, appropriate, public education to all children, including those with developmental disabilities.

For more information about Special Education call DiAnn Brown at 465-2972.

ALASKA STATE SCHOOL FOR THE DEAF AND HARD OF HEARING

DOE BRU	Component	Source	FY97 Actuals	FY98 Authorized	FY99 Governor's Rec
Schools for the Handicapped	Alaska State School for the Deaf	General Fund	956.4	956.4	956.4

Children who are deaf require specialized services to develop the potential to be independent and productive. Founded in 1972, the Alaska State School for the Deaf and Hard of Hearing (ASSDHH) serves as a resource for deaf education in the state. Students statewide who are deaf or hard of hearing may be referred to the school. Classes are centralized in an elementary, a middle, and a high school in the Anchorage School District. There are 40 Anchorage School District students enrolled. Currently, nine students attend ASSDHH from other districts. ASSDHH is part of a continuum of necessary educational services to students who are deaf or hard of hearing.

Students may live in one of the Student Living Centers operated by the ARC of Anchorage. The three Student Living Centers provide an extended day for learning through increased communication, independent living skills, and social activities. For students who attend ASSDHH from communities outside of Anchorage, transportation home is provided and parents are assisted with travel expenses so that they may participate in the development of their child's Individual Education Plans.

ASSDHH is an important education option for families. Sign language classes are taught to parents and family members, discussion groups meet regularly, and school-wide family social activities are held throughout the year. Parents may attend workshops specially designed for them on subjects such as sign language or behavioral issues.

Certification by the Registry of Interpreters for the Deaf is required for all school interpreters by state regulation. However, due to the national shortage of interpreters, ASSDHH continually experiences a shortage of qualified applicants. Recruitment of certified interpreters will be more successful if salaries are improved by reclassifying these positions.

ADDITIONAL EQUIPMENT AND STAFF NEEDS. One round trip at Thanksgiving for out-of-Anchorage students has been cut from the budget due to insufficient funds. Additional funds are needed to reinstate this travel. No funds are available for carrying out the DOE regulation of providing Sign Language Communication Proficiency Interviews (SCPI) statewide. Training of the SCPI team has taken place the last five years. The SCPI team could be utilized statewide as requests are made by districts to meet DOE regulations. In order for ASSDHH to provide this service to districts statewide, additional funding is required.

OUTREACH NEEDS. Recommendations from the Advisory Board, the PTSA and the Task Force include providing outreach service to districts. Districts with students who remain in their local communities would benefit from the service of deaf education professionals in the form of student and program assessment. The recommendation is that one outreach diagnostic teacher from ASSDHH provide this service to all districts requesting the service. Outreach services to students and families during the summer months assist families in "catching up" with students' learning and sign language acquisition. It would also provide assistance to students and families of the students who remain in their local communities for the school year. One outreach home/school teacher would provide this service statewide.

For more information about ASSDHH call Dennis Lee at 263-9209.

SPECIAL EDUCATION SERVICE AGENCY (SESA)

DOE BRU	Component	Source	FY97 Actuals	FY98 Authorized	Council FY99 Rec
K-12 Support	Schools for the Handicapped	General Fund	1,982.9	2,029.0	2,063.3

The Special Education Service Agency (SESA) was created in 1986 to make more special education and related services available for students who experience disabilities. Specialists for these students are in short supply all over the nation. Helping rural and remote districts increase their ability to deliver required services, SESA works to ensure that qualified specialists are accessible to school districts throughout the state.

SESA services are directed to students, ages 3 - 21, who experience mental retardation, are deaf or hard of hearing, visually impaired, blind, seriously emotionally disturbed, or have other health impairments or multiple disabilities.

Annual funding for SESA is provided by a school funding formula through the Department of Education. The Governor's Council is the governing board for SESA.

For more information about SESA call Chris Robinson at 562-7372.

VOCATIONAL REHABILITATION

DOE BRU	Component	Source	FY97 Actuals	FY98 Authorized	Governor's FY99 Rec.
Vocational Rehabilitation	Client Services	Federal Receipts	7,432.2	8,027.9	8,177.9
		General Fund	3,051.5	1,443.5	3,196.1
		GF/MH	0.0	1,911.6	0.0
		Other	0.0	0.0	165.0
		Total	10,483.7	11,383.0	11,539.0
	Assistive Technology	Federal Receipts	620.3	972.1	822.1
		Other	138.3	62.0	158.0
		Total	758.6	1,034.1	980.1
	Administration	Fed Rcpts	721.5	954.3	954.6
		GF/MH	193.4	167.0	167.0
		Other	0.0	.3	0.0
		Total	914.9	1,121.6	1,121.6

In FY97, a total of 4,231 individuals received services from the Division of Vocational Rehabilitation (DVR). Although federal and state law mandates that vocational rehabilitation services be available to individuals who experience disabilities, vocational rehabilitation is not an entitlement program. In order to be eligible for DVR services, a person must have a mental or physical disability that creates an impediment to employment, and must require DVR services to return the individual to employment.

Direct vocational rehabilitation services are provided by a combination of Vocational Rehabilitation Counselors and businesses contracted by DVR. The DVR also oversees grant-funding programs that serve people with disabilities, such as Assistive Technology, Business Enterprise Program, and the Alaska Transition Initiative. Additionally, the DVR funds independent living centers and specialized service centers (centers for the deaf and blind). The DVR collaborates with various councils and committees to ensure quality service provision to people with disabilities.

CORRECTION

THE FOLLOWING DOCUMENT(S)
HAVE BEEN REFILMED TO
ASSURE LEGIBILITY OR PAGINATION



Rev. 6/98

Central Microfilm Services
Department of Education
State of Alaska

VOCATIONAL REHABILITATION

DOE BRU	Component	Source	FY97 Actuals	FY98 Authorized	Governor's FY99 Rec.
Vocational Rehabilitation	Client Services	Federal Receipts	7,432.2	8,027.9	8,177.9
		General Fund	3,051.5	1,443.5	3,196.1
		GF/MH	0.0	1,911.6	0.0
		Other	0.0	0.0	165.0
		Total	10,483.7	11,383.0	11,539.0
	Assistive Technology	Federal Receipts	620.3	972.1	822.1
		Other	138.3	62.0	158.0
		Total	758.6	1,034.1	980.1
	Administration	Fed Rcpts	721.5	954.3	954.6
		GF/MH	193.4	167.0	167.0
		Other	0.0	.3	0.0
		Total	914.9	1,121.6	1,121.6

In FY97, a total of 4,231 individuals received services from the Division of Vocational Rehabilitation (DVR). Although federal and state law mandates that vocational rehabilitation services be available to individuals who experience disabilities, vocational rehabilitation is not an entitlement program. In order to be eligible for DVR services, a person must have a mental or physical disability that creates an impediment to employment, and must require DVR services to return the individual to employment.

Direct vocational rehabilitation services are provided by a combination of Vocational Rehabilitation Counselors and businesses contracted by DVR. The DVR also oversees grant-funding programs that serve people with disabilities, such as Assistive Technology, Business Enterprise Program, and the Alaska Transition Initiative. Additionally, the DVR funds independent living centers and specialized service centers (centers for the deaf and blind). The DVR collaborates with various councils and committees to ensure quality service provision to people with disabilities.

Assistive technology describes a wide array of services and equipment used by people with disabilities to assist themselves at home, work, or play. Wheelchairs and telecommunication devices are forms of assistive technology. A 1991 study estimates that over 23,000 Alaskans could benefit from assistive technologies. Nearly 8,000 Alaskans want, need, but do not have access to assistive technologies. However, everyone benefits when people who would otherwise depend on social welfare programs become financially self-sufficient through employment.

Assistive Technologies of Alaska (ATA), a section of the Division of Vocational Rehabilitation, funds agencies to provide loans, repairs, and modifications of assistive technology across the state. The ATA is also focusing its efforts on systems change among institutions and agencies that provide assistive technology devices and services. Through training, policy analysis and advocacy, ATA seeks to create a comprehensive service delivery system that is responsive to consumers.

For more information about Vocational Rehabilitation call Duane French at 269-3573. For information about Assistive Technology call Mike Shiffer at 269-3569.

**OTHER PROGRAMS THAT BENEFIT
PEOPLE WITH DISABILITIES**

Budget Analysis
p. 34

Governor's Council on Disabilities & Special Education
P.O. Box 240249 • Anchorage, AK 99524

ADULT PUBLIC ASSISTANCE

DHSS BRU	Component	Source	FY97 Actuals	FY98 Authorized	Governor's FY99 Rec
Assistance Payments	APA	Federal Receipts	670.3	934.0	934.0
		General Fund	40,572.0	40,625.0	43,625.0
		Other	2,644.0	2,800.0	2,965.0
		Total	43,886.3	44,359.0	47,524.0

The Adult Public Assistance (APA) program provides cash grants to needy elderly, blind and disabled adults to help them attain self-support or self-care. To qualify for APA, an Alaska resident must be poor, and have a long-term disability or be age 65 or older. Those who qualify for APA also qualify for Medicaid.

APA provides financial assistance as its primary mission. In FY97, APA served 11,487 adult Alaskans and distributed \$46.4 million in benefits.

The APA program is a state-funded and state-administered program designed to supplement the federal Supplemental Security Income (SSI) program. People who qualify for federal SSI benefits may also qualify for APA benefits. In 1998, the maximum SSI payment for most eligible individuals is \$494 per month. The APA program provides an additional \$362 per month, giving most APA recipients a combined monthly income of at least \$856.

Some recipients have monthly incomes that are higher or lower than \$856. In general, married couples qualify for more income, while people who are part of another person's household qualify for less and may fall below federal poverty guidelines.

The APA population is expected to continue to grow. To qualify for APA disability benefits, an individual must have a long-term disability. Hence, these individuals remain beneficiaries of the APA program for their entire

adult lives. Continued APA funding provides critical financial assistance to enable program participants to live as independently as possible.

The Division of Public Assistance (DPA) is working to develop the best way to promote self-support and self-care for this population. DPA is engaged with other DHSS divisions and state agencies that provide assistance to this population. Currently, there are a number of initiatives directed toward the adult disabled population. DPA has an Adult Public Assistance Project Team, composed of staff from DPA and partner agencies, that is developing a plan to determine how the program can better serve Alaskans and to develop a method to project future program costs.

For more information about Adult Public Assistance call Chris Ashenbrenner at 465-2339.

ALASKA TEMPORARY ASSISTANCE PROGRAM

DHSS BRU	Component	Source	FY97 Actuals	FY98 Authorized	Governor's FY99 Rec.
Assistance Payments	AFDC	Federal Receipts	51,725.2	52,321.4	47,809.2
		General Fund	52,267.8	48,596.0	40,606.0
		Other	11,201.7	11,540.6	10,577.9
		Total	115,194.7	112,458.0	98,993.1

On July 1, 1997, the Alaska Temporary Assistance Program (ATAP) replaced the Aid to Families with Dependent Children program. ATAP provides financial assistance to eligible families when the parents or caretaker are temporarily unemployed, currently underemployed, or facing significant barriers to gainful employment.

ATAP stresses self-sufficiency through employment, requiring families to plan for their future by identifying self-sufficiency goals. The program imposes a 60 month lifetime limit on assistance, requires families to participate in work activities designed to move them to self-sufficiency, and penalizes individuals who refuse to participate in work activities, or refuse to cooperate with child support enforcement.

Providing a safety net for needy families continues to be a core objective of the ATAP. Because many families face significant challenges to achieving self-sufficiency, state and federal law allows ATAP to exempt 20 percent of families from time limits on benefits and from work requirements. Family members may be exempt if they are physically or mentally unable to perform gainful employment, caretakers of a disabled family member requiring at-home care, victims of domestic violence, or experiencing other hardships. Case managers work closely with ATAP recipients to identify barriers and to provide direct services or referrals to other organizations that can help address or remove barriers to self-sufficiency.

DAY CARE ASSISTANCE

DCRA/BRU	Component	Source	FY97 Actuals	FY98 Authorized	Governor's FY99 Rec
Child Assistance	Child Assistance Budget	Federal Receipts	1,001,100	700,000	86,000
		General Fund	98,289,900	11,211,100	14,481,700
		Other	2,342,100	3,459,000	7,669,000
		Total	14,368,200	15,370,100	22,236,700
	Child Care Budget	Fed Receipts	479,000	554,700	20,000
		General Fund	2,692,200	2,533,400	2,190,200
		Other	423,700	1,320,200	1,405,300
		Total	3,595,600	4,408,300	3,615,500

	Component	Expenditures	FY97 Actuals	FY98 Authorized	FY99 Gov Rec
	Child Care Assistance Subsidy	DCAP	9,623,994	9,846,700	14,481,700
		CCDBG	1,270,606	885,600	86,000
		ARA/PASS III*	1,326,000	2,623,400	4,700,000
		TCCB/PASS II*	1,418,130	2,650,000	2,696,000
		Total	13,638,730	16,005,700	22,236,700

*Interagency receipts from the Department of Health and Social Services for child care assistance services.

A total of \$900,000 is allocated for child care referral and training of providers in the Child Care Component. These funds are granted to the three Child Care Resource and Referral agencies, which are available to serve families with children who have developmental disabilities. These agencies are well placed to provide or arrange for specialized training that may be necessary for a provider to care for children with disabilities.

For more information call Yvonne Chase at 269-4610.