

ALASKA LEGISLATURE COMMITTEE FILES

2007-2008

SHES

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"I emphasize strongly how important it is to give the children the best start ... to have the children have a good early learning experience."

DR. WALTER SOBOLEFF
"FAMILY FEATHERS" VIDEO SERIES,
CENTRAL COUNCIL OF TLINGIT &
HAIDA INDIAN TRIBES

IMPACT ON ALASKA FAMILIES

To better understand how the early education & child care sector directly impacts families, 725 Alaska households were asked about their use of child care services as a part of this study's telephone survey. The findings of this study are understood to be the first set of data on this topic directly applicable to Alaska.

The survey sample included 323 households with children under six years of age. The sample included households from urban Alaska, defined as all communities with more than 8,000 residents. The sample also included surveys from households in communities with between 2,000 and 8,000 residents (labeled "Rural I"), as well as surveys from households in communities with fewer than 2,000 residents (labeled "Rural II"). In conducting statewide analysis of the survey results, data from these areas of the state were weighted to reflect their actual proportion of the state's population.

TYPE OF CHILD CARE SERVICES USED BY ALASKA HOUSEHOLDS*

Types of Child Care	Total (n=268)	Urban (n=12)	Rural I (n=21)	Rural II (n=40)
Preschool or child care center	49%	43%	27%	36%
Care at someone else's home	31	42	52	22
Care in your home	27	34	26	21
Head start	8	0	8	32
Before or after school care	8	7	11	2
Other	1	0	0	3
Don't know	0	0	0	0

* Percentages do not add to 100% because households may have children in more than one child care setting. Sample sizes ("N") for Total are number of children under six years of age. Sample sizes for subgroups are number of households.

FINDING ACCEPTABLE CHILD CARE

This study also found that 45 percent of Alaska households with children under six in a child care situation found it difficult or very difficult to find acceptable child care. About the same percentage (49 percent) found it either easy or very easy to find acceptable child care.

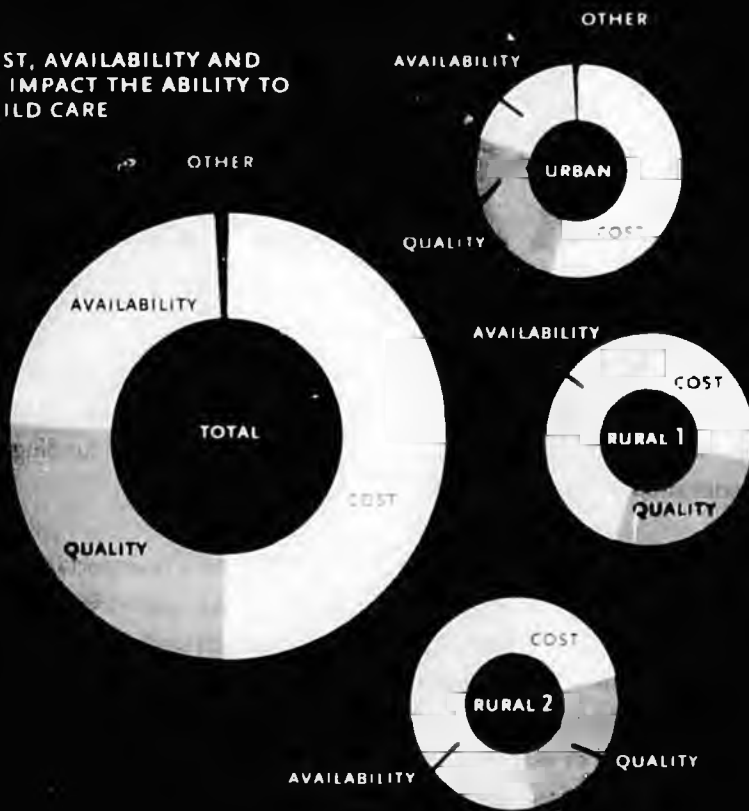
Finding quality early education and child care programs proved to be an issue both in rural and urban areas of the state.

36% of households with children under the age of six reported that the quality, cost or availability of child care services had prevented someone in their household from seeking employment, or had in some way restricted the number of hours that they could work.



FINDING ACCEPTABLE
CHILD CARE

HOW COST, AVAILABILITY AND QUALITY IMPACT THE ABILITY TO FIND CHILD CARE



FACTORS AFFECTING ABILITY TO FIND ACCEPTABLE CHILD CARE

Among households in Alaska's smallest communities (the "Rural II" areas, or communities under 2,000 residents), 26 percent reported that the quality, cost or availability of child care services had prevented someone in their household from seeking employment, or had in some way restricted the number of hours that they could work. The difference between rural and urban in this regard is probably not due to better child care service in rural areas, but rather to the fact that rural areas have fewer employment opportunities available. Among those households where cost, quality or availability of child care services have been a constraint, cost was a major factor for 78 percent of households. Availability had a major impact on 56 percent of households, and quality on 48 percent.

COST MOST OFTEN CITED

When asked which factor had the greatest impact on their ability to find acceptable child care, cost was most often cited. Half (50 percent) indicated that cost had the greatest impact on their ability to find acceptable child care, while 26 percent cited quality, and 23 percent cited availability.

MONTHLY COST

\$400-\$900
DEPENDENT ON AGE OF CHILD AND LOCATION

MONTHLY COST OF FULL-TIME CHILD CARE

Cost is apparently more of an issue in urban Alaska, while availability is more of an issue in rural Alaska. Just over half of urban households indicated that cost had the greatest impact, compared to approximately one quarter of those in rural areas. Conversely, within rural areas, approximately half the households reported that availability had the greatest impact, compared to only 19 percent of urban areas.

COST IS A LARGE ISSUE

It is not a surprise that cost is a significant issue. The cost of full-time child care in Alaska ranges from \$400 to \$900 per month, depending on the age of the child and the location of the care. Given these figures, it was perhaps surprising to find that just one in seven Alaska households with children in child care services received some form of child care assistance.

Just 1 in 7 Alaska households with children under six in child care services received financial assistance for child care

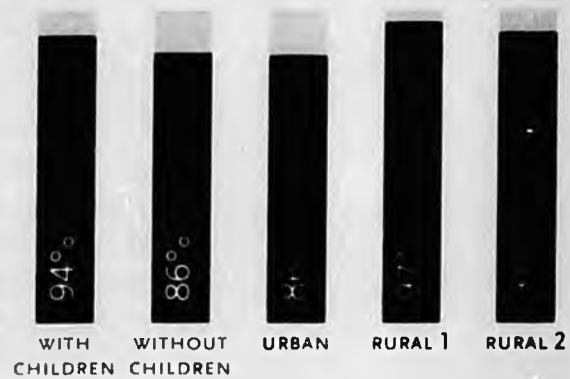


9 of 10 alaskans support funding

The telephone survey described earlier also asked all households a series of questions about state funding support for early learning and child care services in Alaska. Results showed overwhelming support for the funding of early education and child care.

Nearly nine out of 10 Alaska residents (87 percent) think it is important or very important for state government to provide financial support for early education and child care. Among residents with children under six years of age, 94 percent think state support is important or very important. Even among residents without young children, 86 percent think state financial support is important or very important. Further, urban and rural residents alike feel it is important to provide funding for early education and child care.

THOSE STATING IT IS "IMPORTANT" OR "VERY IMPORTANT" FOR STATE GOVERNMENT TO PROVIDE FINANCIAL SUPPORT.



audiences who expressed above average support for early education and child care

Alaskans were also asked if the state should give early learning and child care high, medium or low funding priority. Two-thirds (66%) feel it should have high priority. A variety of population subgroups were more likely to give it a high priority. They include:

- 76%** households with children under six
- 72%** female residents
- 77%** residents aged 35 to 44
- 76%** low income residents <\$25,000
- 73%** high income residents >\$100,000

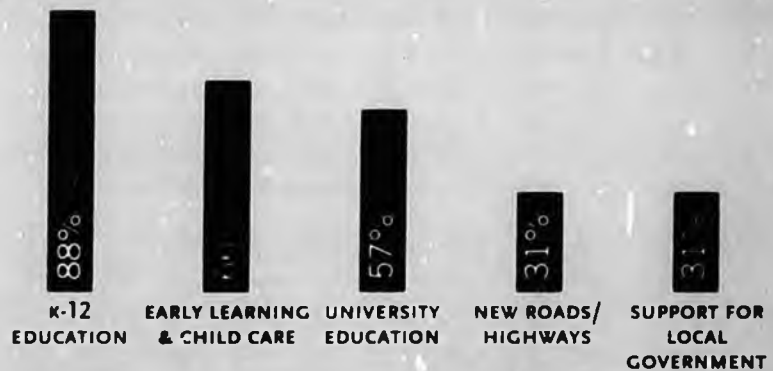


alaskans place priority on funding early education and child care

"The data shows what I have also personally experienced – that the issue of quality early education and child care is one of the most important social issues facing us in Alaska today."

JIM CALVIN, MCDOWELL GROUP

Alaskans also give early learning a high priority for state funding, when compared to other state-funded programs. Among the categories of spending presented to survey respondents, only K-12 education was rated as a high priority more often.



THE RELATIVE IMPORTANCE OF EARLY EDUCATION AND CHILD CARE

To press this matter further, a third question regarding Alaskans' perception of the importance of funding for early learning and child care focused on relative importance. More than three-quarters of Alaska residents feel that early learning and child care are more important to fund than support for local government or construction of new roads and highways. Almost two-thirds (63 percent) feel that funding for early learning and child care is more important than funding for university education. Among the various programs, only K-12 education is viewed as more important than early learning and child care.

report conclusion - next steps

This series of questions regarding perceived importance of state funding for early education and child care are consistent with other research in Alaska and indicate that Alaskans place a high priority on funding for education in Alaska, with a high interest in early education and child care.

end notes

This piece serves as a condensed summary of the July 2006 McDowell report titled "Economic Impact of Early Education and Child Care Services in Alaska." This complete study was commissioned and prepared for the System for Early Education Development (SEED), based at the University of Alaska Southeast. This publication is funded by a grant from the U.S. Department of Education, Fund for the Improvement of Education.

You may download a full copy of the report at <http://seed.alaska.edu> or request the full report from the SEED administrator at 907.796.6414.

We thank you for taking the time to review this report, which contains critical data regarding the future of Alaska's children and our economy.

Report revised and reprinted December 2006

The McDowell Group study team would like to acknowledge the invaluable assistance provided by the Project Steering Committee. The Committee included Mary Lorence (*Manager, Alaska Child Care Programs, Department of Health and Social Services*), Joy Lyon (*Executive Director, Association for the Education of Young Children, Southeast Alaska*), Mary Lou Madden (*Madden Associates*), and Carol Prentice (*SEED Program Manager*). In addition, SEED would like to recognize the contribution made by SEED Council members Candace Winkler and Cindy Harrington.

SEED also appreciates the collaboration with Alaska's *Ready to Read, Ready to Learn Task Force*, 28 Alaskan leaders dedicated to improving the literacy and learning skills of Alaska's pre-kindergarteners.



Alaska SEED
System for Early Education Development



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stepping^{up} early care & learning
through a well-prepared workforce





what was accomplished?

INFRASTRUCTURE AND SYSTEMS:

- Identified core knowledge needed by professionals working with young children
- Established a professional development career ladder to articulate advancement
- Advanced career and technical education pathways in early childhood education
- Implemented a registry system to recognize and track career advancement
- Strengthened the distance delivery and support mechanisms for an AAS degree in early childhood education
- Commissioned an economic impact study on the early childhood workforce in Alaska (The McDowell Group, 2006)

DIRECT ASSISTANCE:

- In total, 2,479 Alaskans received a direct benefit from SEED – approximately 53 percent of the early care and learning workforce employed in licensed and certified care settings in the state
- 1,713 child care workers received entry level training
- The percentage of Head Start teachers with AAS degrees increased from 15% (2002/03) to almost 43% (2006-07)
- Kituusit provided support for 170 early childhood education students with over 60 AAS graduates
- Nearly 70% of all Head Start teaching staff received SEED assistance for college level study between 2003 and 2006

- 766 child care providers received initiative stipends for completion of training
- Provided educational opportunity awards for Head Start staff to complete degrees

INCREASE IN HEAD START TEACHERS WITH AAS DEGREES

Academic Year	Number of Teachers	% with AA or better
2002/2003	164	15.4%
2003/2004	196	23%
2004/2005	163	32.5%
2005/2006	201	38.3%
2006/2007	205	42.6%

"Financially, I would have never been able to take classes on my own. This award has encouraged me to continue on in my education goals."

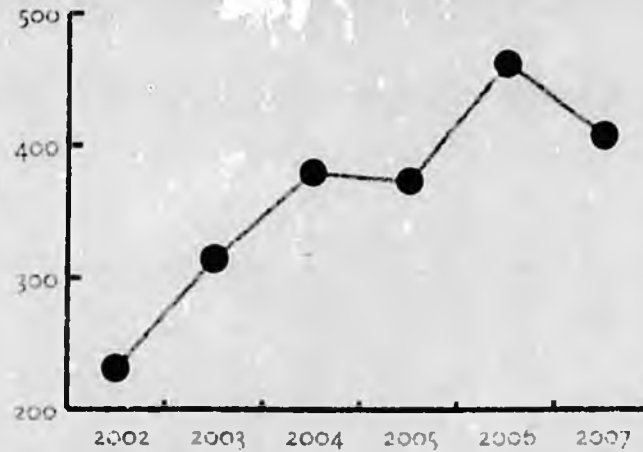
HEAD START TEACHER AND RECIPIENT OF SEED EDUCATIONAL OPPORTUNITY AWARD



ALASKA NATIVE AND RURAL OUTREACH:

- Established a Distance Early Childhood Education Advisory Committee to the AAS and BA degree programs
- Held annual "Gatherings" to target academic goals for rural and Alaska Native students
- Increased educational opportunities for rural students through expansion of distance delivered education
- Initiated dual credit early childhood education courses in rural high schools

TOTAL EARLY CHILDHOOD EDUCATION ENROLLMENT



Graph depicts enrollment in 2002 at 231 students with an increase to 462 students in 2006. Decrease from 2006 to 2007 corresponds to a decrease in SEED and Kituusit support.

why does it matter?

National research indicates that quality early education and child care experiences can increase high school completion and college attendance, lower crime rates and expand lifetime earnings for children who participate. Over the long term, modest investments in early care and learning can pay big dividends both for the individual and for society.

More immediately, the state's current care and learning system allows 29,400 Alaskan parents to participate in the labor market (McDowell, 2006). But this same report by the McDowell Group states that in 36% of households with children under the age of six, someone either cannot seek employment or cannot work as many hours as they wish because they cannot find or afford quality child care.

"It has helped me achieve my goal of reaching my degree sooner so that I am in compliance with the Head Start standards."

HEAD START TEACHER AND RECIPIENT OF SEED EDUCATIONAL OPPORTUNITY AWARD

what remains to be done?

- Provide tuition and training support for early care and learning providers to acquire needed knowledge and skills
- Develop statewide standards to assure quality care and learning experiences
- Assure that Alaska meets the new federal Head Start mandate requiring that all teachers have an Associate degree by 2011 and that 50% of teachers nationally have a Bachelor's in early childhood education (or equivalent) by 2013.
- Secure continued funding for the professional development registry system
- Continue to provide educational support systems for rural Alaskans



"My name is Barbara Phillip. I was born in Bethel and I live in Kwethluk. I started working as a cook at Kwethluk Head Start in 1988 when my daughter was three years old. I started working on my CDA (Child Development Associate) and in 1997 I received my CDA credential. In 2003 there was a job opening for a teacher so I applied for the job and got it. That's when I really started taking college courses to obtain my AAS degree in early childhood education.

My dream of getting my AAS degree is getting so close. All I need to take are seven more classes, and I know I can get it, if I set my mind to it."

BARBARA PHILLIP, TEACHER, KWETHLUK HEAD START



Alaska has benefited significantly from two federally funded initiatives. The Alaska System for Early Education Development (2003-2007) and the Kituuusit Project (2004-2007) worked together to prepare Alaska's early care and learning workforce to reach new educational goals. Both projects were funded by the federal Department of Education and housed at the University of Alaska. SEED, based at the University of Alaska Southeast, and Kituuusit, based at the University of Alaska Fairbanks/College of Rural and Community Development, share the goal of raising the quality of early care and learning through increasing the professional preparation of the teachers.

THE SEED AND KITUUSIT PROJECTS THANK OUR MANY PARTNERS:

Alaska Association for the Education of Young Children
Alaska Association for the Education of Young Children, Southeast Alaska
Alaska Head Start Association
Alaska Resource and Referral Network
Best Beginnings
CARE.S. Resource and Referral
Camp Fire USA
Child Care Connection
King Career Center, Anchorage School District
Providence Alaska Medical Center
State of Alaska Departments of Health and Social Services, Education and Early
Development and Labor and Workforce Development
Tribal Child Care
University of Alaska

Data provided by Madden Associates

This publication is funded by a grant from the U.S. Department of Education, Fund for the Improvement of Education



www.seed.org
www.kituusit.org
www.care.s.net
http://www.care.s.net
Distance Education
University of Alaska
Child Care Connection
childcareconnection.org
http://www.care.s.net



V I S I O N

*A culturally responsive,
comprehensive and accessible
service delivery system for
young children that links service
providers, empowers families,
and engages communities.*



The purpose of the Early Childhood Comprehensive Systems Project is to build and implement systems that support families and communities in their development of healthy children who are ready to learn when they enter school. This five-year initiative is funded through a federal Health Resources and Services Administration grant and facilitated through the Office of Children's Services in the Alaska Department of Health and Social Services. The first two and one-half years of the project were focused on developing the statewide Early Childhood Comprehensive Systems Plan. The next two and one-half years will be focused on implementation.

The Plan represents the past, present, and future. It incorporates the thinking from several past planning efforts as well as new ideas and solutions; recognizes the needs of today's young children and their families; promotes "best practices," those proven to



be most successful, and gives us a vision for the future. The Plan does not intend to represent everything currently underway for young children, but strives to address systems gaps and identify improvements needed to assure that Alaska's young children have the greatest opportunity for positive health and developmental outcomes.

Challenges and opportunities

exist for implementing this Plan. Funding is decreasing in the very areas that need to be broadened to accomplish all of our goals. The Plan requires a fundamental shift in thinking about how we utilize funding and resources. Its success is dependent on partnerships, collaboration, and extensive communication. Although partnering produces a much better product, it requires a considerable investment in time and commitment. While there may be challenges, this is also an exciting time for early childhood. There is a new awareness on the part of a broader community about the importance of early childhood. Non traditional partners are increasingly more aware of the

long-range implications of the early years. The recommendations in the Plan align with current initiatives and efforts in Alaska.

The Plan will provide direction in Alaska for the development of public policy for young children. It can be used as a tool to move the agenda for young children forward. The investments that we make for young children today will pay big dividends in the future.



Importance of the early years

Experts in child development

now know more than ever before about the importance of the early years in establishing the foundation for healthy growth and development.

Rapidly expanding scientific knowledge in the field has revolutionized our thinking about how the brain develops, how the mind works, and how children learn. Early childhood experiences, which are shared by families and communities, influence future development and learning in powerful and long-lasting ways.

The disparities between what children know and can do are already apparent by the time they enter kindergarten. These differences are impacted by a variety of social, economic and environmental factors and are predictive of future functioning. We know the incredible importance of this early period in a child's life. It is imperative that we maximize the likelihood that children have experiences that promote their physical and emotional well-being.



How are we doing in Alaska?

Alaska has a number of extensive and significant multi system efforts currently taking place. There is no single point, however, at which these efforts for early childhood coalesce. The challenge is to bring together existing efforts under a broadened umbrella, without negating or duplicating the work already being done.

Significant systems gaps include:

- A guidance structure to promote a comprehensive and cohesive approach to young children and their families.
- Comprehensive early childhood policy development and funding.
- A service delivery system that focuses on prevention and early intervention, as well as meeting the needs of families with multiple issues.

How was the ECLS

The Early Childhood

Comprehensive Systems project brought together public and private partners from around the State of Alaska in a collaborative effort to review existing early childhood systems and plan for their improvement. Over 100 stakeholders participated in work groups that reviewed service delivery systems, current initiatives, funding streams, policies, best practices and information on the status of young Alaska children.

Recommendations were drafted by the work groups on how systems serving children prenatal to 8 could be improved. The drafted recommendations were approved and adopted by the Department of Health and Social Services Commissioner and the Children's Policy Team, which is comprised of Division Directors and Deputy Commissioners and endorsed by the Commissioner of the Department of Education and Early Development

20.8 percent of children in Alaska had special health care needs and 20 percent of these children are living below the 2000 percent federal poverty level. (NCHS National Survey of Children with Special Health Care Needs, 2001)

13.2 percent of 0-3 year olds and 14.8 percent of 4-7 year olds were uninsured or had periods of no insurance coverage during 2003-2004. (National Survey of Child Health, 2005)

Only 24 percent of Alaska children 1-5 who were eligible for Early Periodic Screening, Diagnosis and Treatment (EPSDT) care received dental services in 2000.

developed?

public records

The workgroups focused on four primary areas:

Medical Home – Access to an insurance support for medical homes; provision of comprehensive physical and child development services for all children (including children with special health care needs); and assessment, intervention, and referral of children with developmental, behavioral, and psycho-social problems.

Social, Emotional, and Mental Health – Availability of appropriate child development and mental health services to address the needs of children at risk for developing mental health problems.

Early Care and Learning – Development and support of quality early care and learning services for children from birth through 8 that support children's early learning, health, and development of social competence.

Family Support/Parent Education – Availability of comprehensive family support and parent education services that impact the ability of families to nurture and support the healthy development of their children.



What resources guided the work?

Numerous resources were reviewed and studied in the search for current best practices and leading edge activities in the early childhood field.

The following resources emerged as particularly influential:

- National Center for Infant and Early Childhood Health Policy
- National Research Council Institute of Medicine: *From Neurons to Neighborhoods-The Science of Early Childhood Development*
- Family Support America
- Zero to Three
- National Association for the Education of Young Children
- American Academy of Pediatrics
- Healthy Child Care America
- Center for the Study of Social Policy: Strengthening Families Initiative

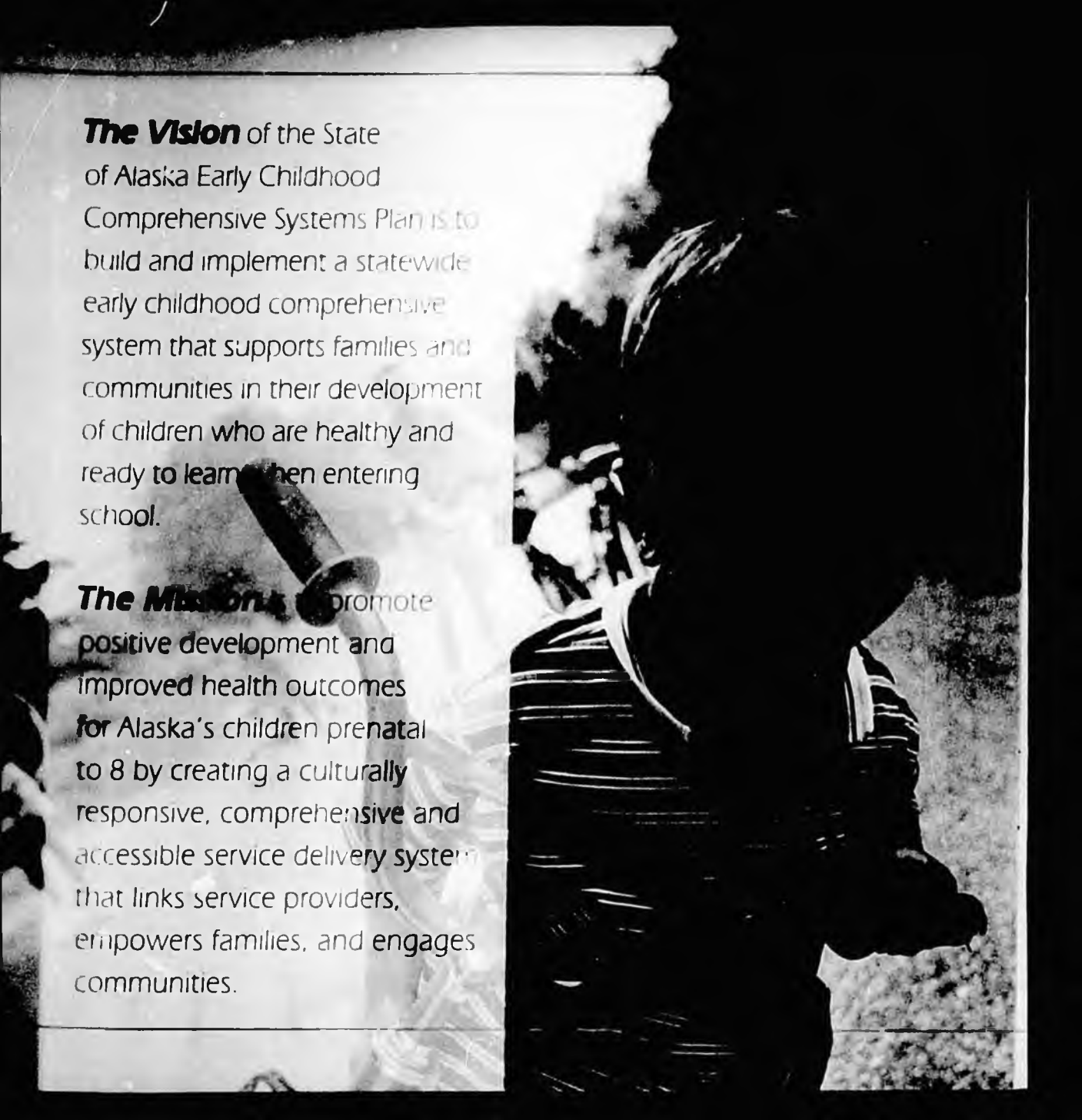


How to use this Plan

Steps 1 through 4 are the recommendations that are distributed across the Plan. Local groups will be involved in the planning and development of the implementation of the Plan by: *blending and braiding funding, learning from each other, and establishing policies that better serve young children and their families.*

Coordination of services on the local level will have the greatest impact on families. The Plan is designed to promote systems change and create more integrated and comprehensive services where families live and raise their children.





The Vision of the State of Alaska Early Childhood Comprehensive Systems Plan is to build and implement a statewide early childhood comprehensive system that supports families and communities in their development of children who are healthy and ready to learn when entering school.

The Mission is to promote positive development and improved health outcomes for Alaska's children prenatal to 8 by creating a culturally responsive, comprehensive and accessible service delivery system that links service providers, empowers families, and engages communities.

Summary of Plan outcomes

System Infrastructure page 13

1. A permanent guidance structure will exist to provide oversight of a comprehensive, integrated service system for young children prenatal to 8.
2. State-level plans and policies will include integrated best practices for early care and learning, medical homes, parent education, family support and mental health for young children.
3. Local and regional partnerships between parents, health and social services, early care and learning programs, elementary schools, local boards and organizations will work to ensure continuity of quality, comprehensive services for young children and their families.

Medical Home page 14

4. Pediatric/family health care practices will incorporate the seven core components of medical home: care that is accessible, family centered, coordinated, continuous, comprehensive, compassionate and culturally competent.

Mental Health page 16

5. Young children and their families will receive appropriate early mental health services through Medicaid and other sources.
6. The State of Alaska will have a qualified, well-trained workforce providing for the social and emotional well-being of young children.
7. Pediatric/family health care practices/public health settings will incorporate screening for maternal depression and caregiver mental health issues.

Early Care & Learning page 19

8. Early care and learning programs for children birth through age 8 will be based on standards of best practice.
9. The early childhood workforce will be well-qualified and fairly compensated.
10. Children and families will be able to find and access appropriate early care and learning programs.
11. Families will be full and respected partners in their children's early care and learning programs.

Family Support & Parent Education page 25

12. Families of young children will have access to community-based parenting and family support programs.



Early Childhood System Infrastructure

Outcome #1: *A permanent guidance structure will exist to provide oversight of a comprehensive, integrated service system for young children prenatal to 8.*

- ❖ There will be a strong and effective guidance structure with a shared vision to oversee state's efforts in supporting a comprehensive early childhood system.
 - Determine roles and membership.
 - Ensure adequate staff with the expertise and skills necessary to support the state's early childhood efforts described in this plan.
 - Annually update the Plan for an early childhood comprehensive system.

Outcome #2: *State-level plans and policies will include integrated best practices for early care and learning, medical homes, parent education, family support and mental health for young children.*

- ❖ State departments and agencies will work collaboratively to incorporate early childhood best practices into planning efforts and policy development.
 - Develop a common language and vision to

- be shared with agencies/departments about best practice models of integrated services.
- Promote early childhood representation at planning meetings, committees, and existing initiatives and collaborations.
- Produce annual reports on the status of Alaska's young children that can be used for planning and decision making purposes.

Outcome #3: *Local and regional partnerships between parents, health and social services, early care and learning programs, elementary schools, local boards and organizations will work to ensure continuity of quality, comprehensive services.*

- ❖ There will be a network of effective community and regional organizations that support comprehensive early childhood services.
 - Identify existing local and regional early childhood collaborations.
 - Encourage and fund collaborations among health systems, schools and mental health, early care and learning, and family support programs.
 - Share information with local and regional groups on state efforts, initiatives, systems building, and best practices.



Medical Home

Outcome #4: *Pediatric/family health care practices will incorporate the seven core components of medical home: care that is accessible, family-centered, coordinated, continuous, comprehensive, compassionate and culturally competent.*

❖ Children identified with developmental or medical needs will be referred to appropriate services and receive the services and care they need, not limited by their income or insurance status.

- Research and educate providers on appropriate billing procedures and codes for care coordination.
- Develop a menu of models for care coordination.
- Promote the use of parent consultants or relationships with parent navigation systems in primary care offices.
- Promote the use of Bright Futures and other recognized guidelines for health supervision and anticipatory guidance.
- Develop and maintain a system for managing health care information for foster children.
- Seek sustainable funding for care coordination of services.

Definition of Medical Home

- ❖ All children 0-8 will receive comprehensive well child checks including a developmental and mental health screening reflective of the American Academy of Pediatrics recommendations (periodicity schedule).

- Educate providers on benefits of developmental and mental health screening.
- Educate providers (in addition to office managers) on billing procedures and codes.
- Distribute a menu of screening instruments to providers.
- Coordinate with Early and Periodic Screening, Diagnosis, and Treatment Program (EPSDT) regarding distribution of information to parents on the importance of screening.

- Inventory and organize service information in easy to access modalities (Web site, referral lists, etc.).

- ❖ More eligible children will be enrolled in public health insurance programs (Medicaid, Denali KidCare).

- Support removal of the frozen 2003 standard in determining eligibility for Denali KidCare and restoration of previous levels.
- Partner with and support the work of groups such as the Covering Kids Coalition.
- Partner with programs that have access to large numbers of young children and their families to facilitate enrollment in a public health insurance program and engagement with a medical home (WIC, early care and learning programs, and others).

Social, Emotional and Mental Health

Definition of Early Childhood Mental Health

Outcome #5: *Young children and their families will receive appropriate early mental health services through Medicaid and other sources.*

❖ There will be reimbursement mechanisms so young children and their families have access to the services necessary to address their social/emotional development.

- Educate providers on appropriate diagnostic procedures and billing codes.
- Utilize appropriate crosswalk between diagnosis for young children and billing requirements.
- Develop category for children "at-risk" for becoming seriously emotionally disturbed (SED) and/or broaden the definition for children 2 and under.

- Expand the number of qualified providers eligible for Medicaid reimbursement.
- Review service codes to ensure that services for young children are grounded in the environment and the family.

❖ Alaska Standards of Care will reflect best practices for young children.

- Improve Alaska's standards by investigating, reviewing, and evaluating best practices in other states.

❖ Financial resources will be available for mental health services for young children.

- Educate employers on the importance of choosing insurance that provides for mental health services to young children.
- Identify funding streams and support strategies to integrate services and supports for young children with severe emotional disturbances and those at risk for SED.

Outcome #6: *The State of Alaska will have a qualified, well-trained workforce providing for the social and emotional well-being of young children.*

- ◆ There will be a statewide early childhood mental health professional development plan which supports, connects and aligns efforts into a comprehensive system of training and education.

- ◆ There will be a system for mental health consultation to early childhood professionals and clinical supervision and mentorship for service providers.

- Develop a system for early childhood mental health supervision and mentorship for paraprofessionals and professionals working with early childhood mental health issues (e.g., Infant Learning Program staff, behavioral health aides, clinicians, child development and family workers, and others).

How young children feel is as important as how they think, particularly with regard to school readiness. (Institute of Medicine, 2000)

Outcome #7: *Pediatric/family health care practices/public health settings will incorporate screening for maternal depression and caregiver mental health issues.*

- ◆ Health care providers will recognize the importance of caregiver mental health on early childhood social and emotional well-being and regularly screen primary caregivers for adult mental health issues.

- Identify current/available workforce development opportunities.
- Conduct a survey to determine current level of expertise in the field.
- Research and articulate service provider core competencies by levels of service provision (including services reimbursed by Medicaid) across all early childhood disciplines.
- Work with the universities and training entities to incorporate early childhood mental health content into their course curriculum.
- Develop a professional development plan for training and education in early childhood mental health.

- Educate providers on the benefits of screening primary caregivers for risk factors.
- Educate providers (in addition to office managers) on billing procedures and codes.
- Distribute a menu of screening instruments.
- Coordinate with EPSDT regarding information to parents.
- Inventory and organize service information in easy to access modalities (Web site, referral lists, etc.).



Early Care and Learning

Outcome #8: *All early care and learning programs for children birth through age 8 will be based on standards of best practice.*

- ❖ All early care and learning programs will meet or exceed established health, safety and program standards.
 - Establish early care and learning program standards and regulations that reflect markers of quality (or standards of best practice).
 - Require early care and learning programs to meet or exceed established health, safety, and program standards.
 - Develop and implement a clear, coherent and equitable monitoring system for program compliance.
 - Develop and implement a quality rating system that encourages programs to meet high quality standards.
- ❖ Early care and learning programs will use Alaska's Early Learning Guidelines to better understand, support and enhance children's development and learning.
 - Develop and disseminate user friendly Early Learning Guidelines materials for providers.
- ❖ Early care and learning programs will use a variety of appropriate methods to regularly screen, assess, and monitor progress of individual children.
 - Develop and disseminate information to programs on the importance of regularly

screening, assessing and monitoring children's progress and the resources available.

- ❖ Health and mental health specialists will be available to assist early care and learning programs with special issues.
 - Develop and implement a system for health and mental health specialists to provide consultation and direct services in natural settings such as early care and learning programs (expand Head Start-like models).

Outcome #9: *The early childhood workforce will be well-qualified and fairly compensated.*

- ❖ There will be a statewide system of professional development in early childhood education and statewide access to that system.
 - Provide campus-based and distance-delivered education opportunities.
 - Support the university system in meeting the requirements for accreditation in Early Childhood Education.
 - Maintain a registry system that documents the individual professional development of providers.
 - Develop and implement a registry of approved trainers.
 - Maintain and publicize a Web site that provides information on professional development opportunities.

◆ **Early care and learning practitioners will meet the educational standards for their position.**

- Establish educational standards for early care and learning providers and embed them in requirements for programs.
- Develop and advocate for guidelines to be adopted by the State Board of Education and Early Development moving pre-K-3 teachers toward certification in early childhood development or an early childhood endorsement.

◆ **A professional development framework articulating career advancement will be utilized by early care and learning providers.**

- Disseminate information about the professional development framework and encourage its use by providers and employers.

◆ **Wages and benefits of people who work in the early care and learning field will be improved to reflect compensation for education and experience.**

- Promote analysis of wage and benefit issues.
- Develop options for improving benefits for early care and learning providers.
- Explore the development of a system for rewarding programs which demonstrate a commitment to livable wages and benefits.
- Conduct an annual survey of providers regarding early childhood workforce issues.

Outcome #10: *Children and families will be able to find and access appropriate early care and learning programs.*

- ◆ There will be a range of early care and





learning program models to meet the developmental needs of young children.

- Ensure a range of program models are available.
- Support collaboration between early care and learning programs and child protection services and provide adequate funding to ensure that children in the state's custody are placed in high quality early care and learning programs.
- Develop a free, voluntary, universal pre-K system for 4 and 5 year-olds using a mixed delivery system with funding that follows the child.

❖ **There will be a sufficient supply of early care and learning programs to meet the needs of families with children from birth to 8.**

- Research and implement strategies to increase the supply of child care where needed, especially programs serving: infant and toddlers, children with special needs, children in rural areas, school-age children, children needing non traditional hour care.
- Implement strategies to increase access to Head Start and Early Head Start programs.
- Implement strategies to increase access to Early Intervention Programs.

❖ **Families will have access to consumer information and have the resources to make informed choices regarding their child's early care and learning.**

- Implement a quality rating system statewide to help parents determine the quality of care.
- Provide consumer information to parents



that is user-friendly and available in multiple formats, languages and locations (such as places of employment, medical offices, WIC, Public Assistance, etc.).

- Develop public service announcements for radio and television with consumer information regarding quality care and learning programs.

❖ Families with financial needs will have access to resources to help cover the cost of child care.

- Support a child care assistance rate schedule in which parents pay no more than 10 percent of their income for child care.
- Support a child care assistance rate equivalent to the 75th percentile of the current market rate.
- Support adequate funding for child care assistance programs.
- Provide support in helping parents and providers understand the child care assistance system.
- Support child care assistance being available for families whose income is up to 85 percent of the State Median Income.

Outcome #11: *Families will be full and respected partners in their children's early care and learning programs.*

❖ Early care and learning programs will have active family support and parent involvement components.

- Research and disseminate information on best practices in outreach, engagement and family support models.
- Support the implementation of family support

models such as **Strengthening Families** in all early care and learning settings.

- Require the use of the **Strengthening Families Self-Assessment** in early care and learning programs.
- Train child care licensers in the **Strengthening Families Self-Assessment Tool**.

❖ Early care and learning programs will be responsive to the different cultural and language needs of the families and

children that they serve. (*Support children in the continuation of their home culture and language while helping them to speak, read and write English.*)

- Encourage programs to recruit, hire, and train staff representing the cultures that they serve.
- Provide training information and strategies to providers on how to successfully engage families of diverse cultures.
- Create opportunities for community members with diverse backgrounds to participate in a network of support for early care and learning programs.

Young children whose caregivers provide ample verbal and cognitive stimulation, who are sensitive and responsive, and who give them generous amounts of attention and support are more advanced in all realms of development compared with children who fail to receive these important inputs.

(Lamb, 1998; Smith, 1998)

❖ Early childhood programs will facilitate the transitioning of children and their families to new classrooms/programs by implementing key elements that characterize early care and learning standards of best practice.

- Promote continuity between early care and learning programs by supporting key elements of effective early childhood programs: developmentally appropriate practice, parent involvement and support services for children and parents.
- Develop and disseminate information on the importance of transitioning children and their families and assist programs in developing transition procedures.
- Support collaboration between early care and learning programs, Infant Learning Programs and school districts.



Family Support America
***Principles of Family
Support Practice***

- Staff and families work together in relationships based on equality and respect.
- Staff enhance families' capacity to support the growth and development of all family members – adults, youth, and children.

Family Support & Parent Education:

Outcome #12: *Families of young children will have access to community-based parenting and family support programs.*

- ❖ Programs serving young children and their families will be responsive to emerging family and community issues and model the principles of family support in all program activities.
 - Create a statewide family support clearinghouse that serves as a repository of information regarding best practices in family services;

- Families are resources to their own members, to other families, to programs, and to communities.

- Programs affirm and strengthen families' cultural, racial, and linguistic identities and enhance their ability to function in a multicultural society.

- Programs are embedded in their communities and contribute to the community building process.

- Programs advocate with families for services and systems that are fair, responsive, and accountable to the families served.

supports interdisciplinary training; provides technical assistance; distributes information to programs, stakeholders and policy makers; and links to services.

- ❖ All families with young children will have access to a user-friendly, culturally competent, integrated service delivery system.
 - Promote "one door opens every door" by supporting: community-based family resource centers; one-stop shopping service delivery models; family-to-family support; integrated case management.
- ❖ Families will be well informed regarding parenting and child development issues.
 - Support programs that provide easily accessible parenting information and referrals for all Alaska families with young children ("parent lines," Web-based services, home-based delivery, etc.).
- ❖ Families will be supported in their role as primary caregivers.
 - Encourage funding of programs that promote families as resources to their own members, to other families, to programs, and to communities.
 - Encourage employers to develop family friendly policies (e.g., family health benefits, on-site childcare facilities, flexible work schedules, changing stations in restrooms, access to parenting information, etc.).
 - Support and recognize community activities which promote health and wellness in families with young children.

ECCS Partners

Many thanks to the partners who contributed to the development of the ECCS Plan

Medical Home:

Department of Health and Social Services

- Division of Public Health
- Division of Health Care Services
- Division of Public Assistance
- Governor's Council on Disabilities and Special Education
- Commissioner's Office

Municipality of Anchorage, Department of Health and Human Services

Alaska Chapter of the American Academy of Pediatrics

All Alaska Pediatric Partnership

Alaska Primary Care Association

Alaska Native Tribal Health Consortium

Alaska Native Medical Center

Mat-Su Services for Children and Adults

Family Voices

Alaska CARES

Stone Soup

SEARHC (Southeast Alaska Regional Health Consortium)

Yukon Kuskokwim Health Corporation

Upper Tanana Development Corporation Head Start

Covering Kids Coalition

Sunshine Community Health Center

Andrea Bateman, M.D.

Carol Joyce Buchholtz, M.S.

Early Care and Learning:

Department of Health and Social Services

- Division of Public Assistance
- Office of Children's Services
- Division of Public Health

Department of Education and Early Development

- Teaching and Learning Support

University of Alaska Fairbanks

- School of Education, Department of Early Childhood Education

University of Alaska Southeast,

- College of Education, Department of Teaching & Learning, Early Childhood Program
- Professional Education Center, Center for Teacher Education, (SEED) System for Early Education Development Council

University of Alaska Anchorage

- College of Education, Department of Counseling & Special Education
- Center for Human Development

Child Care Connection

Association for the Education of Young Children- Southeast Alaska

Play-n-Learn Child Development Centers

Alaska Childcare Resource and Referral Network

Southcentral Foundation Head Start Program

Chugiak Children's Services Head Start Program

North Star Borough Early Childhood Commission

Families First

Parents As Teachers

Mental Health:

Department of Health and Social Services

- Division of Behavioral Health
- Office of Children's Services
- Commissioner's Office

Department of Administration

- Office of Public Advocacy

Christian Health Associates

Psychology Resources

Mental Health Board-Children's Committee

Yukon Kuskokwim Health Corporation

Southcentral Foundation

Norton Sound Health Corporation

Bristol Bay Area Health Corporation

Sitka Tribe of Alaska

Alaska Behavioral Health Association

Blanket of Wellness

Juneau Youth Services

Tundra Women's Coalition

North Star Hospital

Rural Alaska Community Action Program Head Start Programs

Kids' Corps Inc. Head Start Program

Play-n- Learn Child Development Centers

Anchorage Community Mental Health Center

Elmendorf Air Force Base, Family Support Program

Family Centered Services

Child Care Connection

Zero to Three: Partnering with Parents Project

Disability Law Center

Marianne VonHippel M.D.

Jeanine Jeffers-Wolfe

Family Support & Parent Education:

Department of Health and Social Services

- Office of Children's Services
- Division of Public Health
- Division of Public Assistance
- Governor's Council on Disabilities & Special Education

Assets for Youth Program, Association of Alaska School Boards

Association for the Education of Young Children

- Southeast Alaska

Partnership for Families and Children

Anchorage Native Medical Center

Kids' Corps Inc. Head Start Program

Child Care Connection

Success By Six

United Way of Anchorage

Stone Soup

North Slope Family Services

Municipality of Anchorage, Department of Health and Human Services

Alaska Youth and Family Network

Catholic Community Services

Mat-Su Services for Children & Adults, Inc.

REACH

Denali Family Services

Hoonah City School District, Parents As Teachers Program

Anchorage School District, Child in Transition/Homeless Project

Reclaiming Futures

Alaska Injury Prevention Center

Prevent Child Abuse America-Alaska Chapter

Resource Center for Parents and Children

Volunteers of America

Family Training Associates

Sarah Palin
Governor

Karleen K. Jackson
Commissioner

Tammy Sandoval
Deputy Commissioner, OCS

This publication was released by the Office of Children's Services, Department of Health and Social Services, funded by HRSA and produced at a cost of \$3.20 per copy, to explain the Early Childhood Comprehensive System, and printed in Anchorage, Alaska (AS 44.99.210)



SB

4



February 19, 2007

The Honorable Betsy Davis, Chair
Senate Health, Education and Social Services Committee
Alaska State Capitol, Room 30
Juneau, AK 99801-1182

RE: SB 4 (Olson)—Support

Dear Chair Davis:

On behalf of the members of AARP in Alaska, we encourage you and your colleagues on the Senate Health, Education and Social Services Committee to support SB 4, authored by Senator Donald Olson.

SB 4 will extend the SeniorCare Program beyond the sunset date of June 30, 2007 and will increase the monthly cash benefit from \$120 to \$150.

Approximately 7,000 older Alaskans participate in the SeniorCare program. The majority of them were too young to be eligible for the former Longevity Bonus. The majority of new enrollees to SeniorCare have just turned 65. They were low income when they were 64 and are now eligible for SeniorCare to help them cope with the daily costs of living in Alaska and help them remain in our state as they get older. These are not wealthy individuals. The assets test for SeniorCare is \$6,000 for an individual and \$9,000 for a couple. In order to receive the monthly stipend an individual's income must be below \$16,133 annually or \$21,641 for a couple. These income limits were set at 135% of the federal poverty level for 2005. They have not increased since SeniorCare was inaugurated. Because of the flat dollar amount, some eligible seniors are knocked off SeniorCare each year when they receive their Social Security COLA.

We applaud Senator Olson's leadership on this bill, particularly his recommendation of an increase from \$120 to \$150. We hope you and your Committee colleagues would also consider working with Senator Olson to bring the eligibility cap to include increases in

**SENATE COMMITTEE REPORT
First Committee of Referral**

DATE: 1/16/07

FURTHER: Finance

Date of 5-Day Notice: 2/15/07
(in accordance with Uniform Rule 23)

DATE TURNED
IN TO OFFICE: 2/21/07

Health, Education and Social Services Committee considered

SENATE BILL NO. 4

SB 4 SENIOR CARE PROGRAM

"An Act extending the cash assistance benefit program for seniors under the senior care program and increasing the benefit amount; and providing for an effective date."

and recommends:

- be replaced with SCS or CS _____ (_____)
- adopt previous SCS or CS _____ (_____)
- attached amendment(s)
- adopt _____ Letter of Intent
- further referral to _____ Committee

SENATE BILL:	
<input type="checkbox"/>	Same Title
<input type="checkbox"/>	New Title
<hr/>	
HOUSE BILL:	
<input type="checkbox"/>	Same Title
<input type="checkbox"/>	Technical Title Change
<input type="checkbox"/>	New Title w/ SCR # _____

NEW FISCAL NOTE(S):

PREVIOUS FISCAL NOTE(S):

Department	Date	Final	Index	Page	FN#
HSS	2/13/07	✓			

Department	Date	Final	Index	Page	FN#

APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS	PRINTED LAST NAME	DO NOT PASS	DO NOT RE-PASS	RECOMMEND
<i>[Signature]</i>	Ellis	✓		
<i>[Signature]</i>	Thomas	✓		
<i>[Signature]</i>	Caudley	✓		
<i>[Signature]</i>	Dyson		✓	
CHAIR: <i>[Signature]</i>	Deixis	X		

the federal poverty level. This would move the eligibility level from \$16,133 for a single to \$17,240 and for a couple from \$21,641 to \$23,112.

AARP also recommends consideration of lifting the assets cap beyond the \$6,000 single/\$9,000 couple levels. Older persons tend to save for retirement, including burial expenses. Research tells us that even very low income older persons try to save something each month and many older Alaskans, although we would consider them low income, will try to save enough that they pass the assets cap.

AARP recommends an "AYE" vote on SB 4.

Should you have any questions about our position, please feel free to contact me (586-3637) or Patrick Luby, AARP Advocacy Director (907-762-3314).

Thank you for your consideration.

Sincerely,

Marie Darlin

Marie Darlin, Coordinator
AARP Capital City Task Force
415 Willoughby Avenue, Apt. 506
Juneau, AK 99801
586-3627 (voice)
463-3580 (fax)

CC: Senator Joe Thomas
Senator John Cowdery
Senator Kim Elton
Senator Fred Dyson
Senator Donald Olson

ALASKA STATE LEGISLATURE

SENATOR DONALD C. OLSON



ALASKA
STATE CAPITOL
ROOM 514
JUNEAU, ALASKA 99801-1182

(907) 465-3707
FAX (907) 465-4821

Sponsor Statement for Senate Bill 4

Senate Bill 4 does three things to the Senior Care Program. It eliminates the program's scheduled sunset date of June 30, 2007; removes the underutilized prescription drug benefit; and increases the monthly financial assistance from \$120 to \$150.

The Senior Care Program is strictly a needs based program. To be eligible for the program, the income of applicants, who meet all other eligibility criteria, must not exceed **\$16,133** annually for a one person household and **\$21,641 annually** for a two person household. These amounts are frozen at 135 percent of the 2005 federal poverty guidelines.

Senate Bill 4 covers eligible seniors who may have been part of the Longevity Bonus Program prior to its funding being eliminated, as well as individuals who meet the eligibility criteria. The Department of Health and Social Services estimates that the Senior Care Program currently serves approximately 7,000 seniors with financial assistance. The prescription drug benefit has historically served approximately 140 seniors. The Senior Care Program would run concurrently with any Longevity Bonus Program that may be redeveloped.



Comparison of Qualifications and Benefits

Beginning January 2006 to June 2007

Qualifications

SeniorCare Cash Assistance

Annual Income below 135% of 2005 federal poverty level
\$16,133 Single
\$21,641 Couple

Liquid Assets below
\$6,000 Single
\$9,000 Couple

SeniorCare Prescription Drug Assistance

Annual Income below 175% of 2005 federal poverty level
\$20,913 Single
\$28,053 Couple

Liquid Assets below
\$50,000 Single
\$100,000 Couple

SeniorCare Benefit

\$120 a month cash assistance (up to \$1,440 annual)

Annual Medicare/Comparable Insurance Prescription Drug Premiums and Deductible; \$736, average

This income level is eligible for:

Medicare Benefit (through Social Security Administration's Extra Help Program)

Annual Medicare Premiums and Deductible Covered; \$736, average

Full Medicare Part D drug coverage

**Senior Care Recipients
Count By City/Zipcode
6-Feb-2007**

Residence City	Zipcode	Senior Care Recipients Count	Census Area
AKHIOK	99615	1	KODIAK
AKIACHAK	99551	19	BETHEL
AKIAK	99552	20	BETHEL
AKUTAN	99553	3	ALEUTIANS EAST
ALAKANUK	99534	1	WADE HAMPTON
ALAKANUK	99554	29	WADE HAMPTON
ALEKNAGIK	99555	4	DILLINGHAM
ALLAKAKET	99720	11	YUKON/KOYUKUK
AMBLER	99786	6	NW ARCTIC
ANAKTUVUK PASS	99721	6	NORTH SLOPE
ANCHOR POINT	99556	30	KENAI
ANCHORAGE	99500	1	ANCHORAGE
ANCHORAGE	99501	398	ANCHORAGE
ANCHORAGE	99502	181	ANCHORAGE
ANCHORAGE	99503	186	ANCHORAGE
ANCHORAGE	99504	397	ANCHORAGE
ANCHORAGE	99506	1	ANCHORAGE
ANCHORAGE	99507	294	ANCHORAGE
ANCHORAGE	99508	416	ANCHORAGE
ANCHORAGE	99509	19	ANCHORAGE
ANCHORAGE	99510	19	ANCHORAGE
ANCHORAGE	99511	9	ANCHORAGE
ANCHORAGE	99514	29	ANCHORAGE
ANCHORAGE	99515	159	ANCHORAGE
ANCHORAGE	99516	47	ANCHORAGE
ANCHORAGE	99517	114	ANCHORAGE
ANCHORAGE	99518	59	ANCHORAGE
ANCHORAGE	99519	3	ANCHORAGE
ANCHORAGE	99520	24	ANCHORAGE
ANCHORAGE	99521	4	ANCHORAGE

ANCHORAGE	99522	3
ANCHORAGE	99523	6
ANCHORAGE	99524	12
ANCHORAGE	99528	1
ANCHORAGE	99550	1
ANCHORAGE	99604	1
ANCHORAGE	99695	2
ANDERSON	99744	2
ANGOON	99801	1
ANGOON	99820	25
ANIAK	99557	8
ANVIK	99558	3
ARCTIC VILLAGE	99722	4
ATKA	99547	4
ATMAUTLUAK	99559	9
ATQASUK	99791	2
BARROW	99723	26
BEAVER	99724	5
BETHEL	99559	50
BETTLES	99726	2
BIG LAKE	99652	33
BREVIK MISSION	99785	11
BUCKLAND	99727	7
CANTWELL	99729	3
CENTRAL	99730	1
CHALKYITSIK	99788	6
CHEFORNAK	99561	10
CHEVAK	99563	21
CHICKALOON	99674	1
CHIGNIK	99548	1
CHIGNIK	99564	2
CHIGNIK LAKE	99548	4
CHISTOCHINA	99586	1
CHITINA	99566	1
CHUATHBALUK	99557	1
CHUGIAK	99567	44
CHUGIAK	99577	1

ANCHORAGE
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ANCHORAGE
ANCHORAGE
ANCHORAGE
DENALI
SKA/HOO/ANG
SKA/HOO/ANG
BETHEL
YUKON/KOYUKUK
YUKON/KOYUKUK
ALEUTIANS WEST
BETHEL
NORTH SLOPE
YUKON/KOYUKUK
BETHEL
YUKON/KOYUKUK
MAT-SU
NOME
NW ARCTIC
DENALI
YUKON/KOYUKUK
YUKON/KOYUKUK
BETHEL
WADE HAMPTON
MAT-SU
LAKE AND PENINSULA
LAKE AND PENINSULA
LAKE AND PENINSULA
VALDEZ/CORDOVA
VALDEZ/CORDOVA
BETHEL
ANCHORAGE
ANCHORAGE

FAIRBANKS	99710	2
FAIRBANKS	99711	4
FAIRBANKS	99712	36
FAIRBANKS	99724	1
FAIRBANKS	99760	1
FORT RICHARDSON	99505	1
FORT YUKON	99740	19
FORTUNA LEDGE	99585	11
FRITZ CREEK	99603	2
GAKONA	99586	11
GALENA	99741	15
GAMBELL	99742	20
GIRDWOOD	99587	1
GLENNALLEN	99588	9
GOLOVIN	99762	2
GOODNEWS BAY	99589	14
GRAYLING	99590	8
HAINES	99827	39
HEALY	99743	2
HOLLIS	99950	3
HOLY CROSS	99602	5
HOMER	99603	82
HOONAH	99729	1
HOONAH	99829	26
HOOPER BAY	99604	35
HOPE	99605	2
HOUSTON	99654	1
HOUSTON	99684	1
HOUSTON	99694	16
HUGHES	99745	6
HUSLIA	99746	15
HYDABURG	99922	15
HYDER	99523	1
HYDER	99923	2
IGIUGIG	99613	1
ILIAMNA	99606	8
INDIAN	99540	1

FAIRBANKS N STAR
FAIRBANKS N STAR
FAIRBANKS N STAR
FAIRBANKS N STAR
FAIRBANKS N STAR
ANCHORAGE
YUKON/KOYUKUK
WADE HAMPTON
KENAI
VALDEZ/CORDOVA
YUKON/KOYUKUK
NOME
ANCHORAGE
VALDEZ/CORDOVA
NOME
BETHEL
YUKON/KOYUKUK
HAINES
DENALI
PRINCE OF WALES
YUKON/KOYUKUK
KENAI
SKA/HOO/ANG
SKA/HOO/ANG
WADE HAMPTON
KENAI
MAT-SU
MAT-SU
MAT-SU
YUKON/KOYUKUK
YUKON/KOYUKUK
PRINCE OF WALES
PRINCE OF WALES
PRINCE OF WALES
LAKE AND PENINSULA
LAKE AND PENINSULA
ANCHORAGE

JUNEAU	99801	231
JUNEAU	99802	15
JUNEAU	99803	6
JUNEAU	99811	3
KAKE	99830	19
KALSKAG	99607	1
KALSKAG	99626	2
KALSKAG (LOWER)	99607	1
KALSKAG (LOWER)	99626	3
KALSKAG (UPPER)	99607	6
KALTAG	99748	6
KASIGLUK	99609	18
KASILOF	99610	16
KENAI	99611	123
KENAI	99661	1
KENAI	99672	1
KETCHIKAN	99901	153
KETCHIKAN	99950	8
KIANA	99749	11
KING COVE	99612	12
KING SALMON	99613	1
KIPNUK	99614	17
KIVALINA	99750	14
KLAWOCK	99925	26
KOBUK	99751	5
KODIAK	99615	152
KODIAK	99645	1
KOKHANOK	99606	5
KOLIGANEK	99576	9
KONGIGANAK	99559	11
KOTLIK	99620	14
KOTZEBUE	99752	59
KOYUK	99753	15
KOYUKUK	99754	3
KWETHLUK	99121	1
KWETHLUK	99621	24
KWIGILLINGOK	99622	11

JUNEAU	
JUNEAU	
JUNEAU	
JUNEAU	
WRANG/PETERS	
BETHEL	
BETHEL	
BETHEL	
BETHEL	
BETHEL	
YUKON/KOYUKUK	
BETHEL	
KENAI	
KENAI	
KENAI	
KENAI	
KETCHIKAN GATEWAY	
KETCHIKAN GATEWAY	
NW ARCTIC	
ALEUTIANS EAST	
BRISTOL BAY	
BETHEL	
NW ARCTIC	
PRINCE OF WALES	
NW ARCTIC	
KODIAK	
KODIAK	
LAKE AND PENINSULA	
DILLINGHAM	
BETHEL	
WADE HAMPTON	
NW ARCTIC	
NOME	
YUKON/KOYUKUK	
BETHEL	
BETHEL	
BETHEL	

LARSEN BAY	99624	6
LEVELOCK	99625	3
MANLEY HOT SPRINGS	99756	1
MANOKOTAK	99628	16
MCGRATH	99627	9
MCGRATH	99672	1
MEKORYUK	99630	10
MENTASTA LAKE	99780	6
METLAKATLA	99626	1
METLAKATLA	99926	37
MINTO	99758	18
MOOSE PASS	99631	3
MT VILLAGE	99632	33
NAKNEK	99633	5
NANWALEK	99603	1
NAPAKIAK	99634	17
NAPASKIAK	99559	25
NAUKATI BAY	99950	2
NELSON LAGOON	99571	1
NENANA	99760	18
NEW STUYAHOK	99636	19
NEWTOK	99559	15
NIGHTMUTE	99690	8
NIKISKI	99635	12
NIKOLAEVSK	99556	1
NIKOLAI	99691	11
NIKOLSKI	99638	1
NINILCHIK	99639	12
NOATAK	99761	23
NOME	99762	50
NONDALTON	99640	6
NOORVIK	99763	25
NORTH POLE	99701	1
NORTH POLE	99705	62
NORTH POLE	99775	1
NORTHWAY	99764	12
NUIQSUT	99789	2

KODIAK
LAKE AND PENINSULA
YUKON/KOYUKUK
DILLINGHAM
YUKON/KOYUKUK
YUKON/KOYUKUK
BETHEL
VALDEZ/CORDOVA
PRINCE OF WALES
PRINCE OF WALES
YUKON/KOYUKUK
KENAI
WADE HAMPTON
BRISTOL BAY
KENAI
BETHEL
BETHEL
PRINCE OF WALES
ALEUTIANS EAST
YUKON/KOYUKUK
DILLINGHAM
BETHEL
BETHEL
KENAI
KENAI
YUKON/KOYUKUK
ALEUTIANS WEST
KENAI
NW ARCTIC
NOME
LAKE AND PENINSULA
NW ARCTIC
FAIRBANKS N STAR
FAIRBANKS N STAR
FAIRBANKS N STAR
SE FAIRBANKS
NORTH SLOPE

NULATO	99765	22
NUNAM IQUA	99666	6
NUNAPITCHUK	99641	17
OLD HARBOR	99643	8
OUZINKIE	99644	5
PALMER	99645	184
PALMER	99654	2
PALMER	99745	1
PEDRO BAY	99647	1
PERRYVILLE	99648	3
PETERSBURG	99833	19
PILOT STATION	99650	31
PLATINUM	99651	3
POINT BAKER	99927	2
POINT HOPE	99766	17
PORT ALEXANDER	99836	1
PORT GRAHAM	99603	10
PORT HEIDEN	99549	1
PORT LIONS	99550	2
QUINHAGAK	99655	31
RAMPART	99767	4
RED DEVIL	99656	4
RUBY	99768	8
RUSSIAN MISSION	99657	5
SAINT GEORGE	99591	1
SAINT MARYS	99658	25
SALCHA	99714	7
SAND POINT	99661	2
SAVOONGA	99769	39
SCAMMON BAY	99662	17
SELAWIK	99770	18
SELDOVIA	99663	7
SEWARD	99664	37
SHAGELUK	99665	8
SHAKTOOLIK	99771	10
SHISHMAREF	99762	2
SHISHMAREF	99772	18

YUKON/KOYUKUK
WADE HAMPTON
BETHEL
KODIAK
KODIAK
MAT-SU
MAT-SU
MAT-SU
LAKE AND PENINSULA
LAKE AND PENINSULA
WRANG/PETERS
WADE HAMPTON
BETHEL
PRINCE OF WALES
NORTH SLOPE
SITKA
KENAI
LAKE AND PENINSULA
KODIAK
BETHEL
YUKON/KOYUKUK
BETHEL
YUKON/KOYUKUK
WADE HAMPTON
ALEUTIANS WEST
WADE HAMPTON
FAIRBANKS N STAR
ALEUTIANS EAST
NOME
WADE HAMPTON
NW ARCTIC
KENAI
KENAI
YUKON/KOYUKUK
NOME
NOME
NOME

SHISHMAREF	99775	1
SHUNGNAK	99773	10
SITKA	99835	58
SLANA	99586	4
SLEETMUTE	99668	8
SOLDOTNA	99669	123
ST MICHAEL	99659	7
ST PAUL ISLAND	99660	5
STEBBINS	99671	11
STERLING	99672	30
STEVENS VILLAGE	99774	3
STONY RIVER	99557	2
SUTTON	99674	12
TALKEETNA	99676	15
TALKEETNA	99688	1
TANACROSS	99776	7
TANANA	99777	9
TATITLEK	99677	2
TELLER	99762	1
TELLER	99778	11
TENAKEE	99841	1
THORNE BAY	99919	3
TOGIAK	99678	43
TOK	99780	38
TOKSOOK BAY	99637	21
TRAPPER CREEK	99683	6
TULUKSAK	99679	14
TUNTUTULIAK	99680	14
TUNUNAK	99681	13
TWIN HILLS	99576	8
TYONEK	99682	4
UNALAKLEET	99684	21
UNALASKA	99685	7
VALDEZ	99686	21
VENETIE	99781	10
WAINWRIGHT	99782	13
WALES	99783	3

NOME
NW ARCTIC
SITKA
VALDEZ/CORDOVA
BETHEL
KENAI
NOME
ALEUTIANS WEST
NOME
KENAI
YUKON/KOYUKUK
BETHEL
MAT-SU
MAT-SU
MAT-SU
SE FAIRBANKS
YUKON/KOYUKUK
VALDEZ/CORDOVA
NOME
NOME
SKA/HOO/ANG
PRINCE OF WALES
DILLINGHAM
SE FAIRBANKS
BETHEL
MAT-SU
BETHEL
BETHEL
BETHEL
DILLINGHAM
KENAI
NOME
ALEUTIANS WEST
VALDEZ/CORDOVA
YUKON/KOYUKUK
NORTH SLOPE
NOME

WARD COVE	99928	5
WASILLA	99629	15
WASILLA	99645	2
WASILLA	99654	298
WASILLA	99687	66
WHITE MOUNTAIN	99784	8
WHITTIER	99693	5
WILLOW	99509	1
WILLOW	99688	39
WRANGELL	99929	48
YAKUTAT	99689	9
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KETCHIKAN GATEWAY
MAT-SU
MAT-SU
MAT-SU
MAT-SU
NOME
VALDEZ/CORDOVA
MAT-SU
MAT-SU
WRANG/PETERS
YAKUTAT