

ALASKA LEGISLATURE COMMITTEE FILES 2007-2008

SHES

1247



RESEARCH SUMMARY

TEACHERS AND ADMINISTRATORS: HOW MANY LEAVE EVERY YEAR?

Despite what many people think, there is no general shortage of teachers, nationwide or in Alaska. But school districts in Alaska and around the country do have problems recruiting and keeping teachers; the geographic distribution of teachers doesn't always match the demand, and there are shortages in some specific fields—special education, for example.

Teacher turnover in Alaska has been relatively constant over the last decade, requiring some districts in the state to recruit heavily every year. ISER recently looked at the demand for and the supply of teachers in Alaska; see the back page for the full report citation. Highlights of our findings include:

- Close to 1,000 teachers—or 12% of the state's roughly 8,100 teachers—have to be replaced every year. These are teachers who either leave the Alaska public school system or take administrative jobs.
- High turnover and small capacity for training teachers in Alaska mean that only about one-quarter of the replacement teachers are new graduates of colleges and universities in Alaska. Another one-quarter either come back from leave or return to teaching from administrative jobs. The remaining half are recruited from elsewhere.
- Teacher turnover is higher at the district level than it is statewide, because in addition to teachers who leave the Alaska system every year, another 2% change districts within Alaska. So average annual teacher turnover among districts is about 14%.
- Turnover is a much bigger problem for rural than for urban districts. As a group, Alaska's five largest districts—the ones we classify as "urban"—have about 11% teacher turnover a year, compared with 24% among rural districts.
- Many of Alaska's rural districts magnify problems that contribute to teacher turnover nationwide—including remoteness, small enrollment, high rates of poverty, and high needs and low achievement among students.
- Statewide enrollment and teacher demand are expected to remain about at current levels through 2010 and then grow modestly. But enrollment in some districts—especially the Mat-Su—is growing.

- About a third of Alaska's teachers and administrators will be eligible to retire between now and 2010. We know that many don't retire as soon as they can—but some school officials worry that if a large share of those eligible to retire do in fact retire, turnover could increase.
- Training more Alaskans to teach has been suggested as a way to reduce turnover, and there is evidence that might help. Our analysis of data from the most recent school year found that Alaska-born teachers were only half as likely to leave the school system as teachers born elsewhere.
- Salaries for Alaska teachers remain above the U.S. average, but they're less competitive than they used to be. We don't know how recent changes in retirement systems, teacher training requirements, and licensing policies will affect Alaska's ability to attract teachers.



URBAN AND RURAL TURNOVER

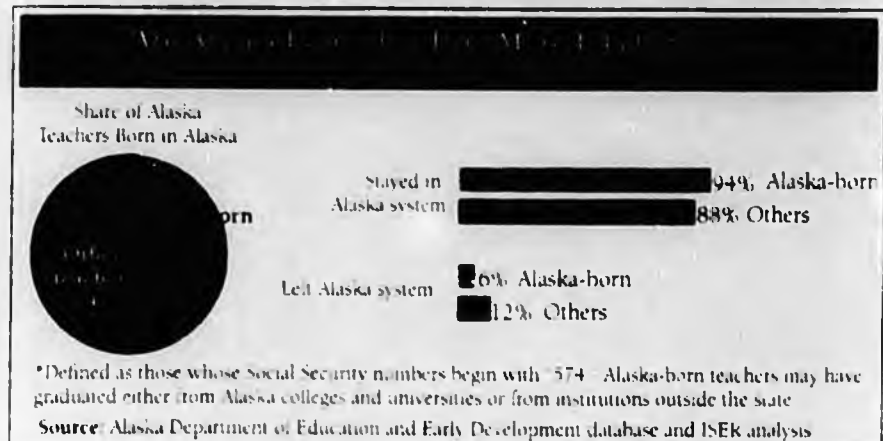
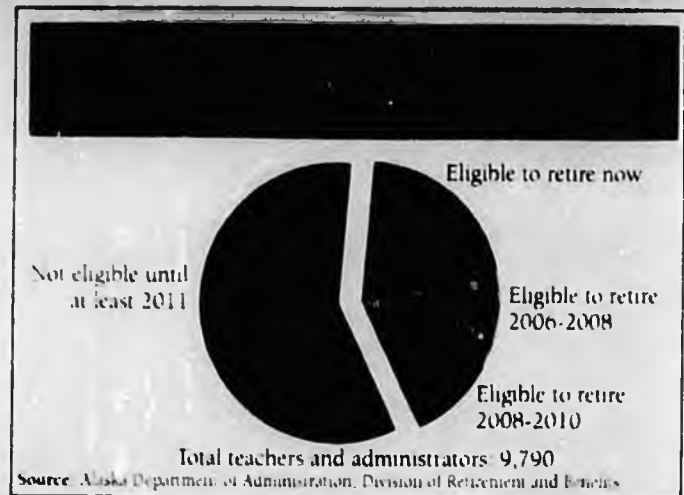
We define "urban" districts as those in Anchorage, Juneau, and the Fairbanks North Star, Mat-Su, and Kenai Peninsula boroughs. More than 70% of students and 68% of teachers are in those five districts. The remaining 48 districts are defined as rural, as the adjacent map shows.

Turnover in rural districts is more than double that in urban districts. Rural teachers are far more likely to leave the Alaska school system, to change districts within Alaska, and to go on leave. But turnover also varies a great deal among rural districts. A few have turnover at the same level as the urban districts—12% or less. Other rural districts are split almost evenly between those with annual turnover of 13% to 24% and those with turnover of 25% or more.

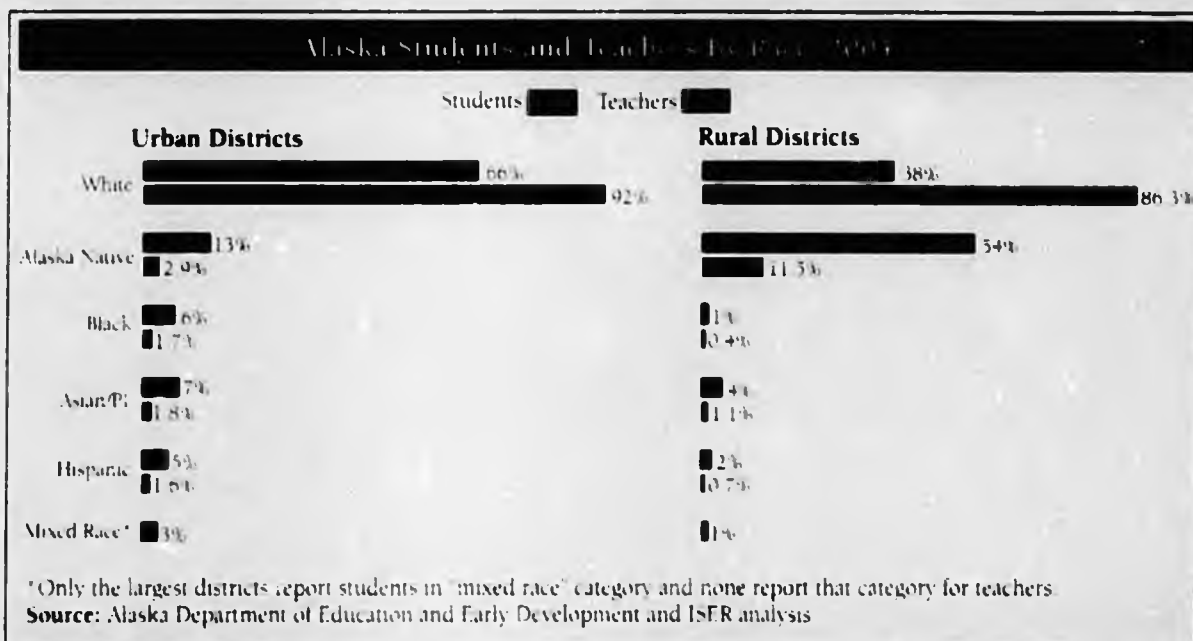
TEACHERS' CHARACTERISTICS

Alaska's teaching force remains overwhelmingly white, even as the student population grows more diverse. All minorities are under-represented among teachers, but in rural districts the gap is especially wide between the share of Alaska Native teachers—12%—and the share of Alaska Native students—54%. The share of Alaska Native teachers hasn't increased much in recent years, despite programs to train more Native teachers.

Alaska's teachers are also aging. About a third of the state's roughly 9,800 teachers and administrators are eligible to retire by 2010. The available data don't allow us to separate teachers from administrators, nor can we predict how many of those eligible to retire will actually leave the school system in the next few years. Still, a large number of retirements in a short period would increase turnover.



Most of Alaska's teachers come from outside the state, and the distance from family and other factors often make it hard for them to stay—especially in remote places where travel in and out is expensive. Some analysts believe turnover would be lower, if there were more Alaska-born teachers. Our analysis of just one year's data suggests that may be true—but we would need more data to draw a firm conclusion.



PROJECTED GROWTH

The adjacent graph shows that Alaska public school enrollment is expected to remain almost flat at around 142,000 in the next several years and then grow about 10% by 2024. So the number of teachers Alaska needs will likely not increase much in the next few years—although growing districts will need to add teachers. Demand for teachers will gradually increase from about 8,100 now to around 9,100 by 2024.

ALASKA GRADUATES

Current teacher education programs at Alaska's colleges and universities can fill only a share of the demand for teachers created by turnover and growing enrollment.

Alaska has five teacher education institutions—the three main campuses of the University of Alaska (Anchorage, Fairbanks, and Southeast), and Sheldon Jackson College in Sitka and Alaska Pacific University in Anchorage. Those institutions together project they can build from a low of 158 graduates in 2004 to 286 by 2009.

ALASKA COMPETITIVENESS

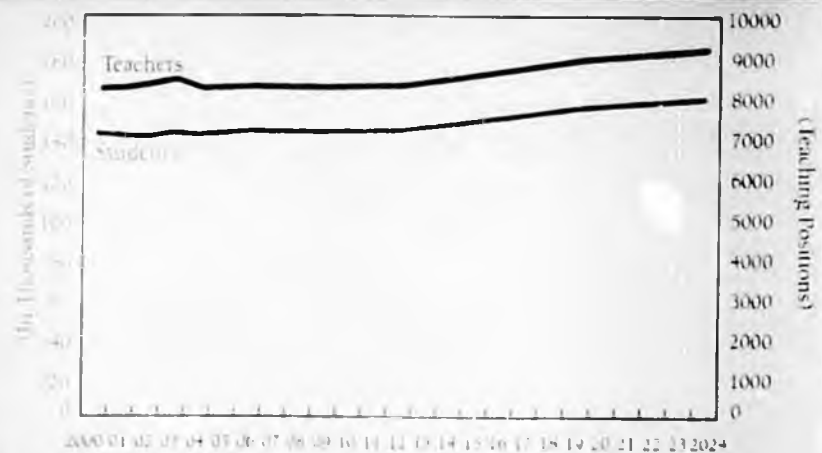
Higher living costs, especially in remote areas, have historically made Alaska teachers' salaries higher than the U.S. average, and salaries here still rank number 11 in the U.S. But from 1994 to 2004, teachers' salaries in Alaska grew less than in any other state—under 9%, compared with 31% nationwide. Adjusted for inflation, Alaska teachers' salaries fell 14% during the decade. So on the basis of salary, Alaska has become less competitive nationally in the search for qualified teachers.

REDUCING TURNOVER

We weren't asked to recommend policies for reducing teacher turnover but rather to provide information for policymakers. We can, however, make some general observations.

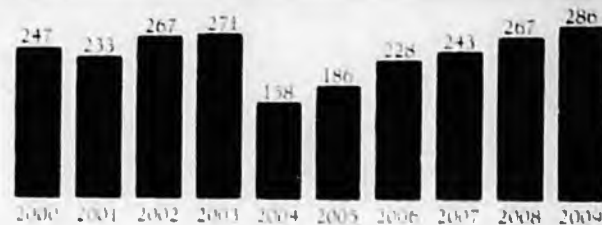
Alaska institutions can't train all the nearly 1,000 replacement teachers Alaska needs every year—but with the necessary resources they could train more than they currently do. Policymakers also need to assess how much the real decline in Alaska teachers' salaries and the recent changes in retirement systems and licensing and training policies may contribute to turnover. And aside from salaries, there are other ways to make teaching in Alaska more attractive—mentoring and other help for new teachers, especially in remote districts, more opportunities for professional development, and other policies that increase teachers' effectiveness and satisfaction with their jobs.

Historical and Projected Alaska School Age Population and Number of Teaching Positions, 2000-2024



Source: Alaska Department of Labor and Wage Projections of numbers of Alaska children 5-17; ISER projections of number of teachers, based on state of school-age children expected to enroll in public schools and current pupil-teacher ratio.

Historical and Projected Graduates of New Teacher Programs from Alaska Institutions of Higher Education, 2000-2009



Source: ISER tabulations of data from UAF, UAS, UAA, Sheldon Jackson College, and APU.

How Do Average Salaries of Alaska Teachers Compare With Others?

Rank among States, 2003-2004 year	Change in Average Salaries, 1994-2004	
	Nominal	Real**
1. Connecticut	\$57,337	+49.7%
11. Alaska	\$51,736	+30.8%
U.S. Average	\$46,752	+8.9%
51. Alaska		-14.3%

*Includes Washington, D.C. **Adjusted for inflation.

Source: National Education Association, Estimates Database 2005.

ENDNOTES

1. D. Grissmer, A. Flanagan, et al. *Improving Student Achievement: What State NAEP Test Scores Tell Us*. Santa Monica, CA: RAND, 2002. E. Haycock, *Honor in the Boyar: Equalizing teacher quality*. Washington, D.C.: The Education Trust, 2000.

2. Alliance for Excellent Education, *Teacher Attrition: A Costly Loss to the Nation and the States, Issue Brief*. Washington, D.C.: Aughton, 2005. Available at www.aee.org.

FULL REPORT

Alaska Teacher Supply and Demand, 2005 Update. By Alexandra Hill and Diane Hirshberg. Available from ISER's offices (907-786-7710) and at www.iser.uaa.alaska.edu

Editor: Linda Leask • Graphics: Clemencia Amaya-Merrill

Graduates of Alaska's Teacher Preparation Programs – Where Are They Now?

Teacher Supply and Demand

A joint project of
Alaska Teachers' Association
University of Alaska

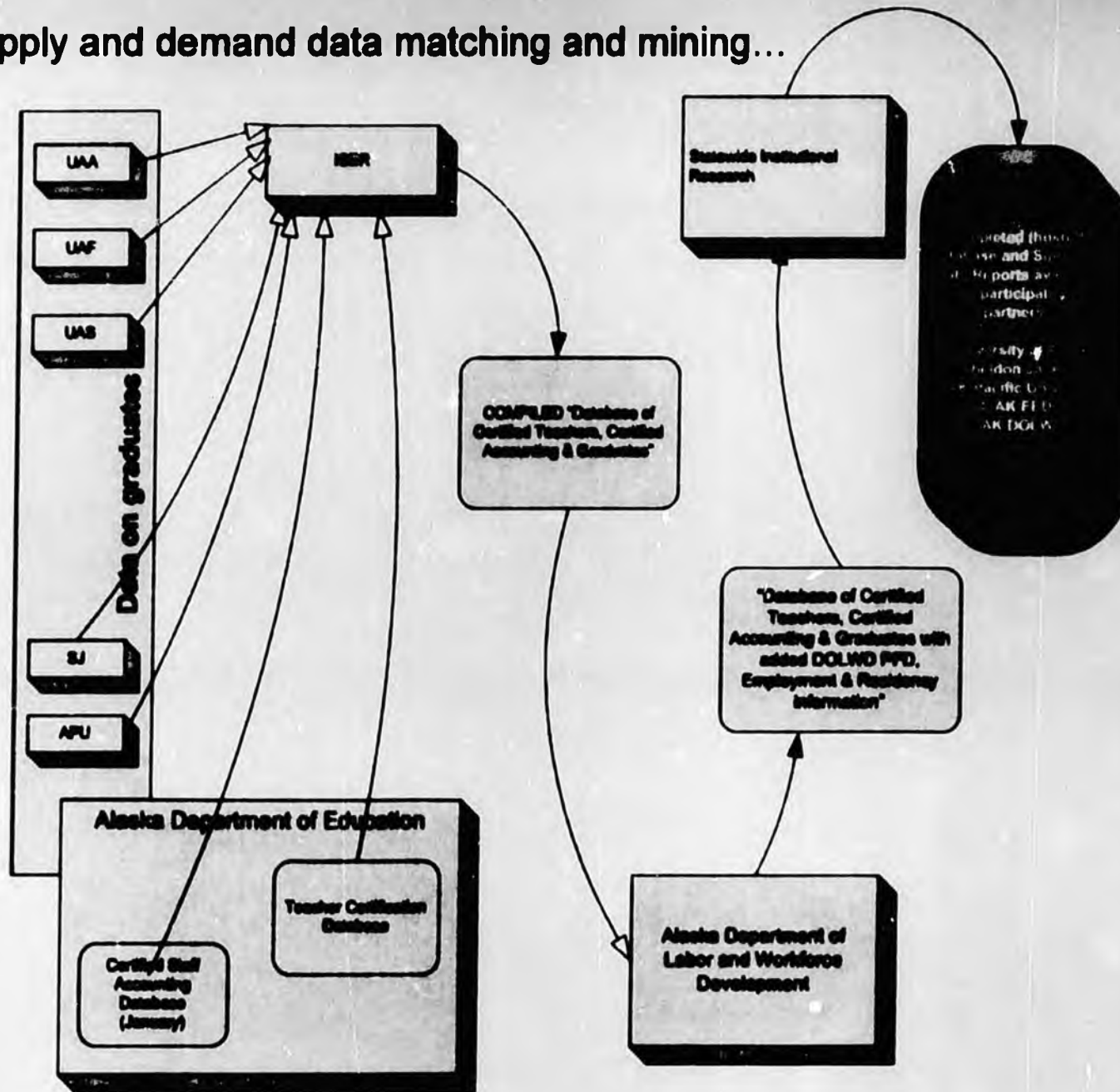
Department of Social Sciences
University of Alaska Anchorage



Today's Presentation:

- Review sources of data
- Present preliminary findings on graduates of initial certification programs in Alaska
- Collect feedback on what analyses to add, refine, revise

The plan for supply and demand data matching and mining...



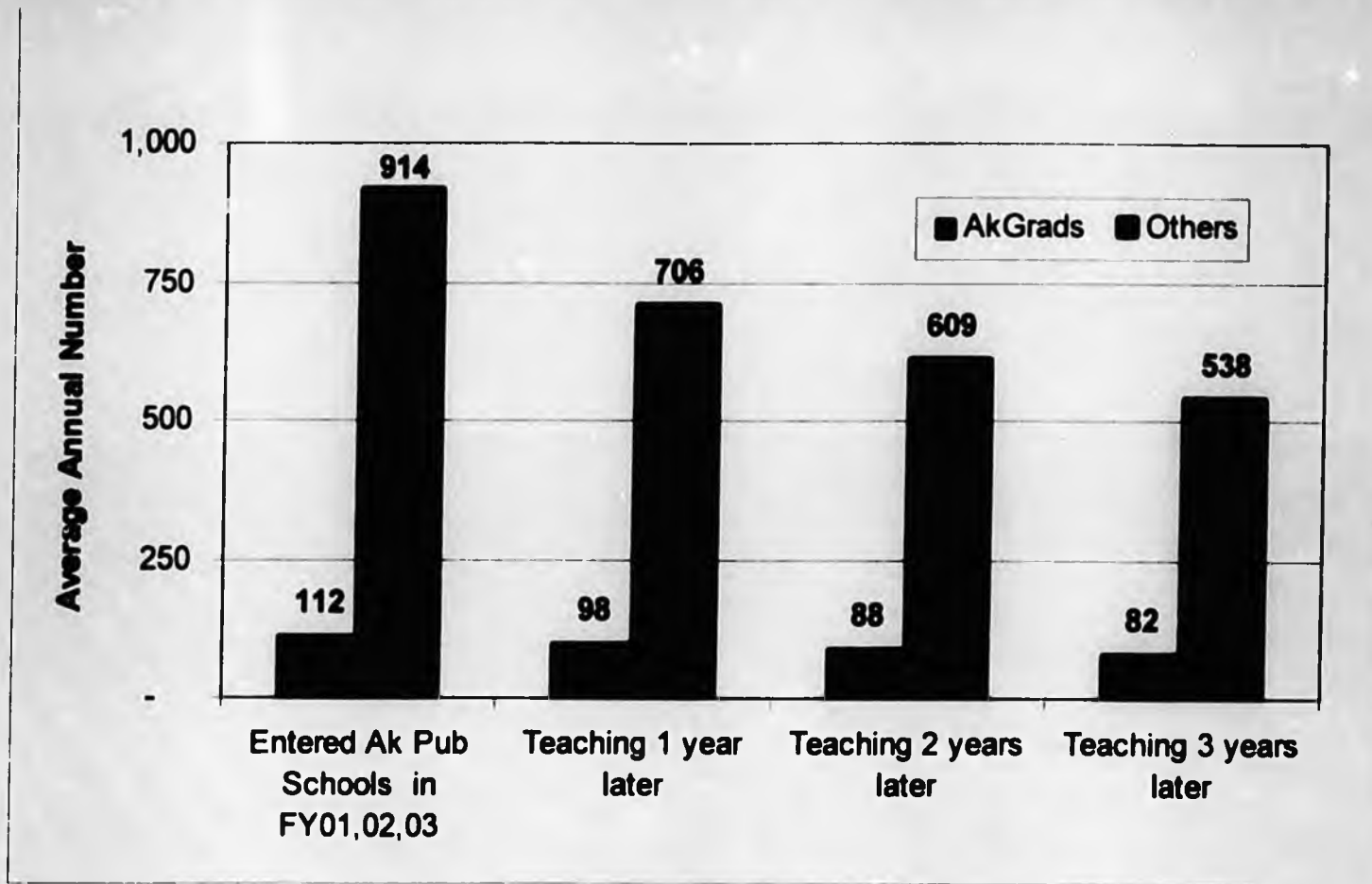
**Alaska Teacher Program Graduates
by Institution and Year of Graduation
2001 to 2005**

Year of Graduation	Alaska Pacific U	U of Alaska Anchorage	U of Alaska Fairbanks	U of Alaska Southeast	Total
2001	21	111	50	42	224
2002	15	154	80	45	294
2003	19	62	103	74	258
2004	21	35	67	43	166
2005	22	50	71	56	199
Total	98	504	399	260	1,261

**Alaska Teacher Program Graduates
by Sex and Ethnicity
2001- 2005**

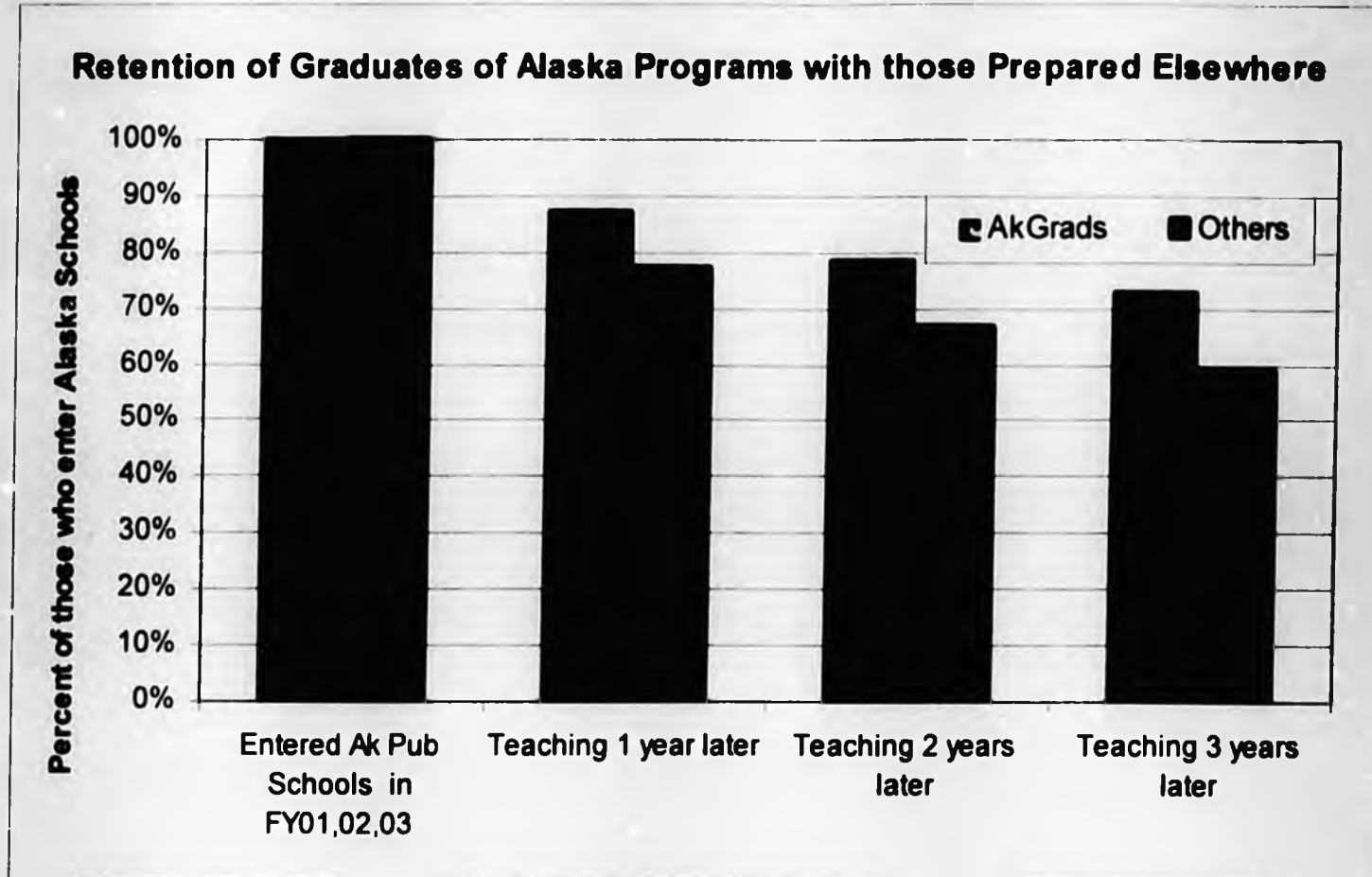
	Alaska Pacific U	U of Alaska Anchorage	U of Alaska Fairbanks	U of Alaska Southeast	Total
Percent Female	76%	74%	75%	69%	73%
Percent White	85%	70%	79%	83%	77%
Percent AIAN	5%	4%	15%	3%	7%
Percent Other	10%	26%	6%	14%	16%

How Long do Alaska Program Graduates and Others Remain Teaching in Alaska Public Schools after they Enter the System?



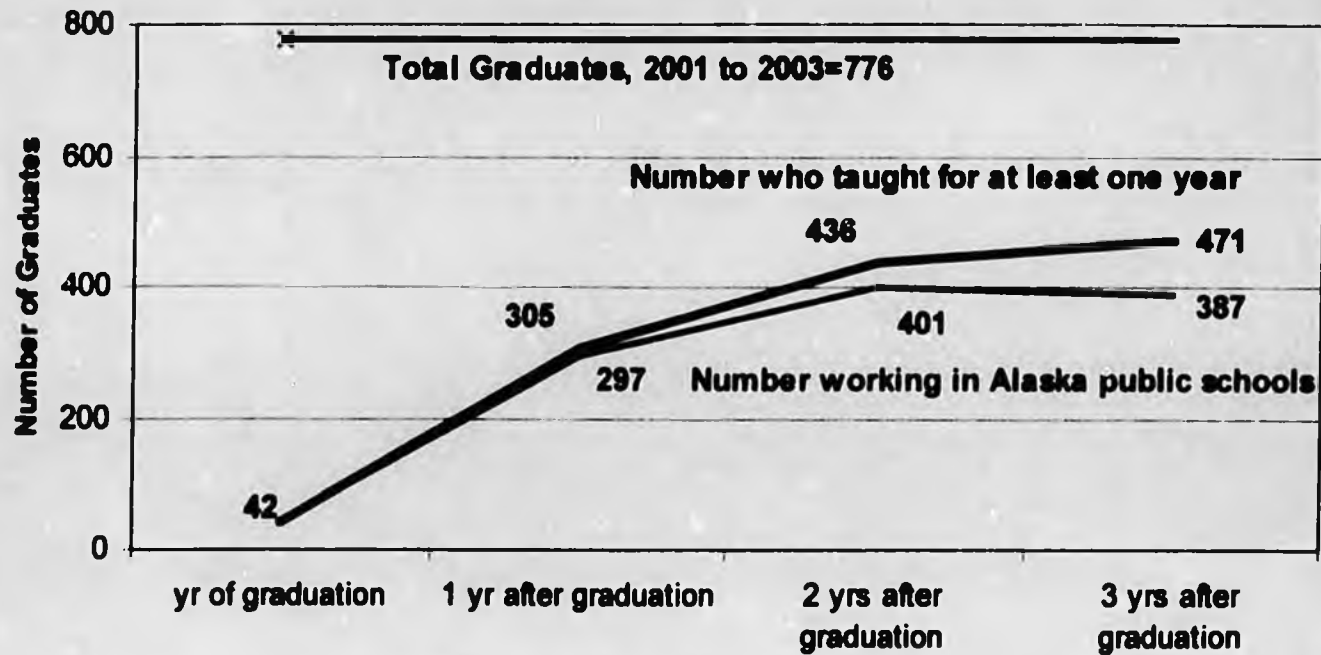
Between fiscal years 2001 and 2003, 112 Alaska teacher program graduates and 914 other teachers began teaching in Alaska public schools. (Some of those "others" had experience teaching elsewhere; some were new graduates from programs outside Alaska.) One year later (FY02 for those who entered in FY01, FY03 for those who entered in FY02, and FY04 for those who entered in FY03) 98 of the 112 Alaska Program graduates, and 706 of the 914 other teachers were still teaching in Alaska public schools. By three years after entry, only 81 and 538, respectively, still taught in Alaska public schools.

What Percent of Alaska Program Graduates and Others Remain Teaching in Alaska Public Schools?



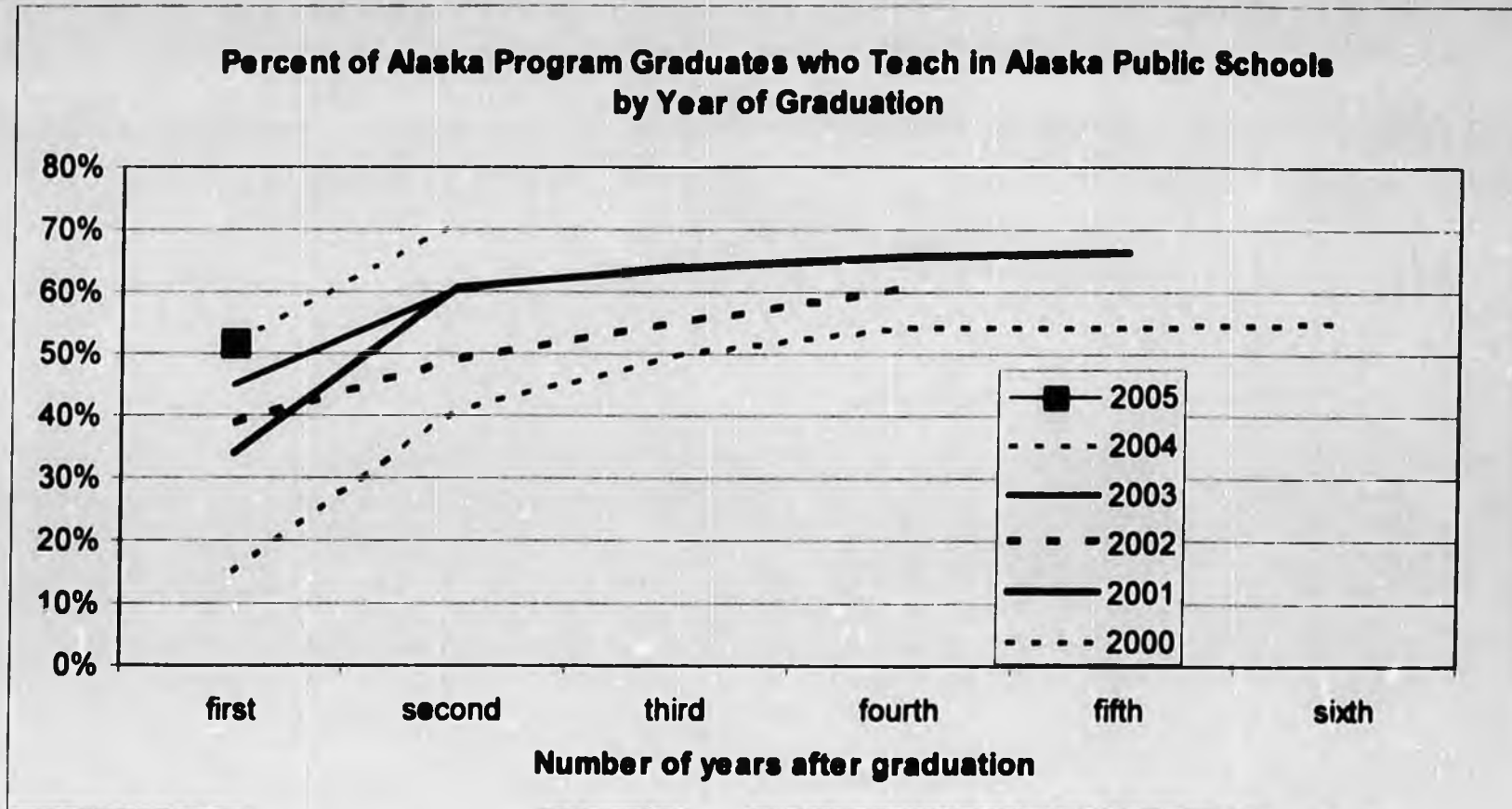
This graph re-expresses the data on the previous graph in percentage form to make it easier to compare the two groups. After one year, about 12% of Alaska program graduates and 23% of others have left; by three years after entry, 27% of Alaska program graduates and 41% of others are gone.

Work Status of Alaska Teacher Program Graduates One, Two and Three Years after Graduation



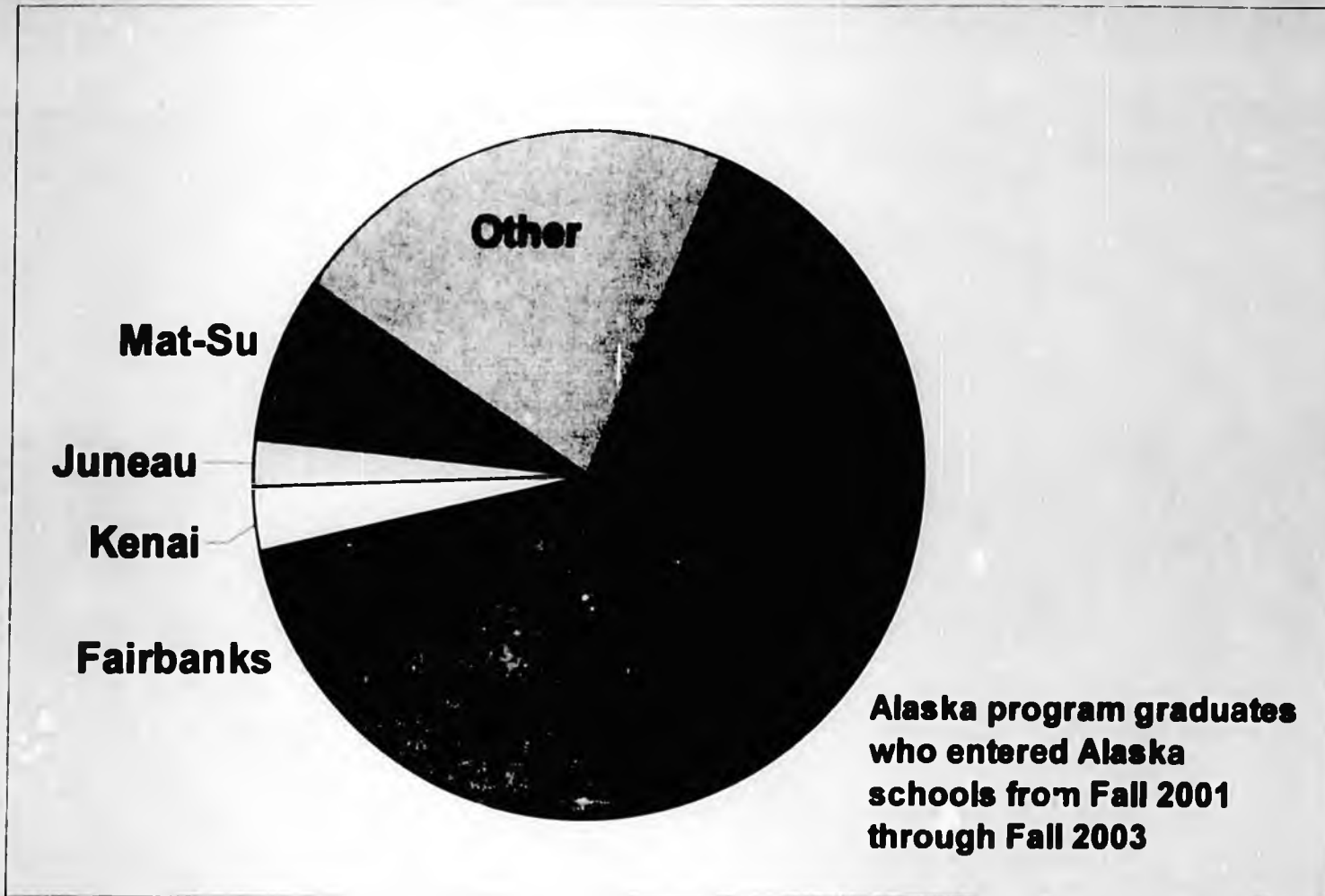
The previous two charts tracked the number of teachers leaving Alaska schools after they entered the system. This chart and the next one trace the path of Alaska program graduates as they enter teaching in Alaska schools. Between 2001 and 2003, 776 newly trained teachers completed Alaska programs. Of those, 42 were already teaching before they graduated. The year following graduation, 297 had teaching jobs (and 8 of the 42 already teaching had left Alaska schools). By two years after graduation, 401 were teaching, and including those who had come and gone, 436 had taught for at least one year. By three years after graduation, slightly fewer were still teaching – 387 – but 471 or 61% had taught at least one year.

Are more recent graduates more likely to enter teaching in Alaska schools?



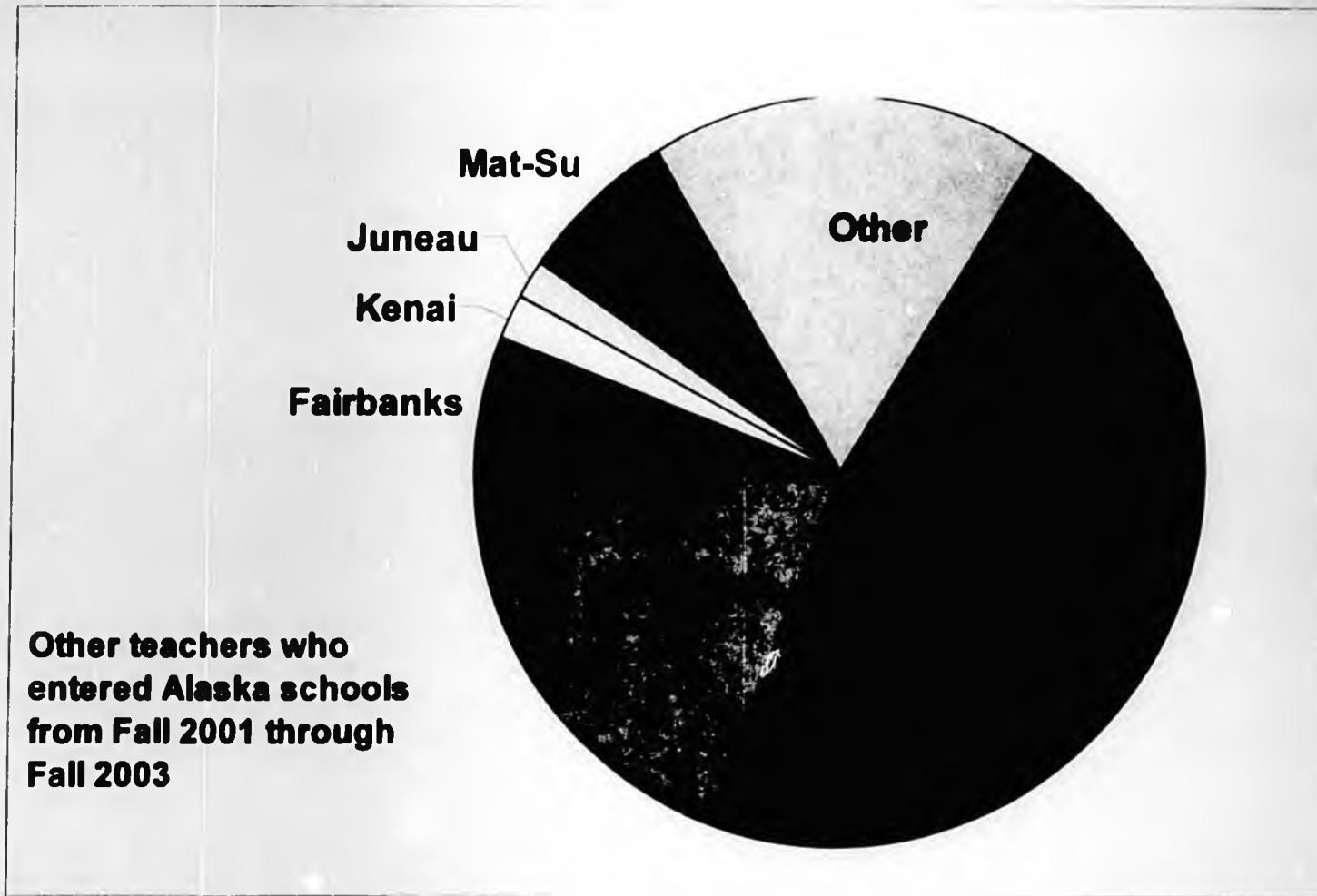
Where the previous chart aggregated graduates across several years, this chart looks at each graduation year separately. We can track graduates to FY2006: six years post-graduation for FY2000 graduates, five years for Y01 graduates, and so on with only one year of data for 2005 graduates. While the data is only preliminary, more recent graduates appear to be more likely to enter and remain in Alaska's schools. For example, slightly over half of FY2004 graduates taught in their first year post-graduation, compared to only about 15% of FY2000 graduates; by year 2, the shares had climbed to 70% of FY04 graduates and about 40% of FY00 graduates.

Where do Alaska program graduates teach?



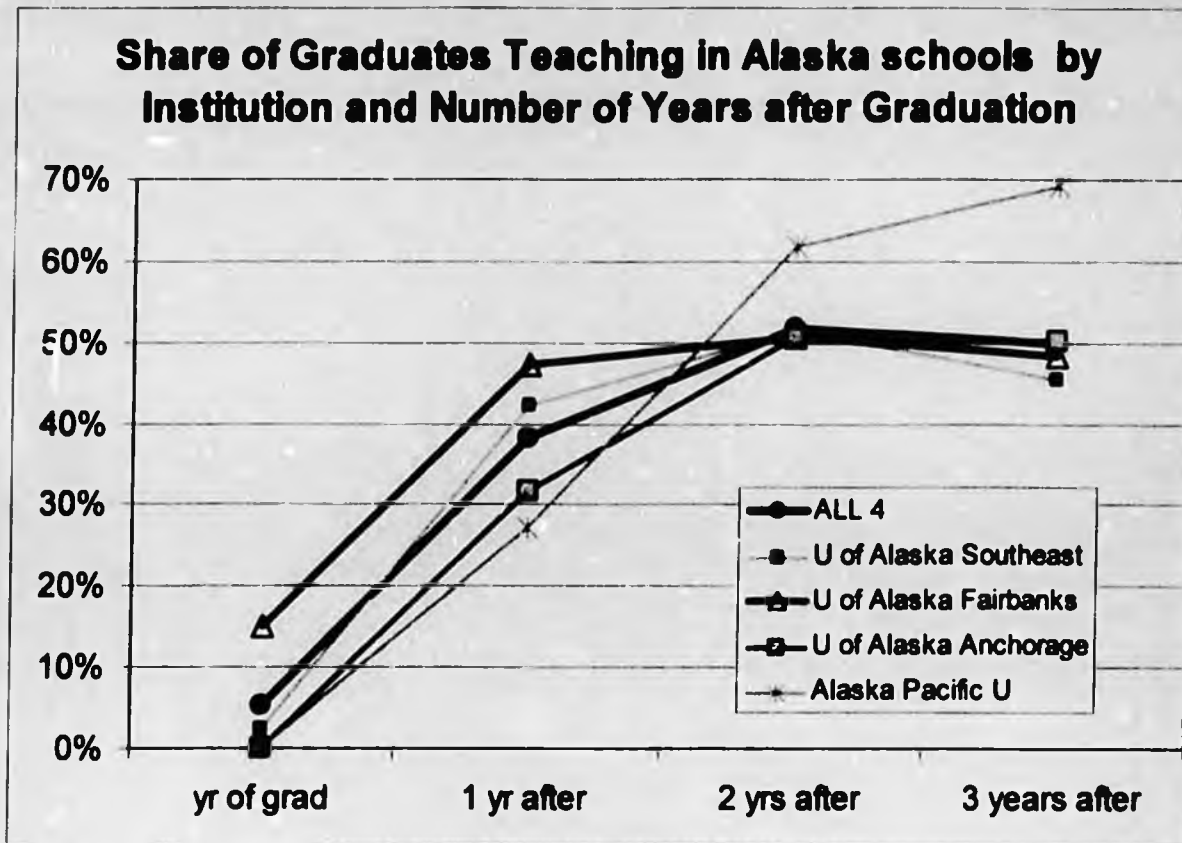
This chart shows the school district employment in Fall, 2005 of the Alaska program graduates who began teaching in Alaska public schools between Fall 2001 and Fall 2003. It shows the five largest districts separately and combines the other 48 districts into "Other". Gone indicates the teachers are no longer reported as teaching in Alaska public schools.

Where do other teachers who enter Alaska schools teach?



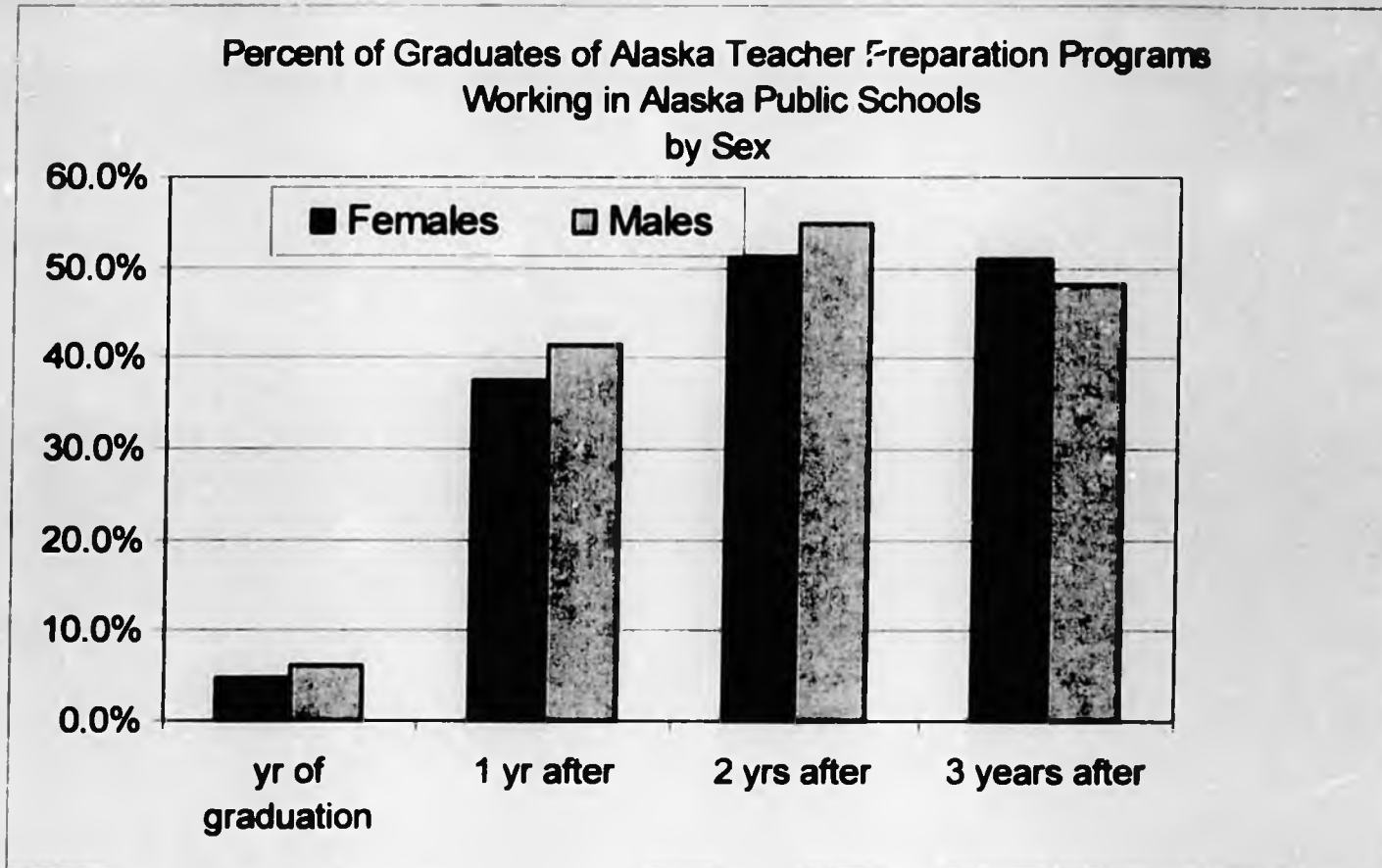
This chart shows the school district employment in Fall 2005 of teachers who were not Alaska teacher program graduates, who began teaching in Alaska public schools between Fall 2001 and Fall 2003. Compared to Alaska program graduates, a much larger share are gone, and a smaller share teach in Anchorage.

How Do Different Alaska Programs Compare in the Share of Their Graduates who Teach in Alaska?



For each institution, this chart shows the share of their FY01 – FY03 graduates teaching in Alaska schools the year they graduate and one, two and three years after graduation. The three University of Alaska programs are almost identical by the second year following graduation. Somewhat more Alaska Pacific graduates enter Alaska classrooms, but this analysis doesn't consider any of the characteristics of students who enter the different programs (such as age, elementary or secondary emphasis, etc) that might affect how many teach in Alaska.

Do Men and Women Graduating from Alaska Teacher Programs Differ in the Likelihood that They'll Teach in Alaska Schools?



This chart shows the percent of men and women who graduated from Alaska teacher programs from FY2001 to FY2003, who taught in Alaska schools one, two and three years following their graduation. There is little difference between the two groups.

Percent of FY01-FY03 Teacher Program Graduates who did not apply for an Alaska PFD in 2003 - 2005

Institution	Year of PFD		
	2003	2004	2005
APU	6%	11%	19%
UAA	7%	8%	11%
UAF	5%	10%	16%
UAS	23%	22%	27%
Total	10%	12%	16%

We matched teacher program graduation data with Department of Labor data on Permanent Fund Dividend applications – a proxy for Alaska residence. Most people are eligible for a PFD by the time they complete a teacher preparation program here, so we looked at graduates who completed their programs between 2001 and 2003, and PFD applications from 2003 to 2005. Only 10% did not apply for a PFD in 2003. We expected that number to rise if teachers moved out of state. Teachers who leave Alaska schools but remain in Alaska continue to apply for the PFD; those who don't apply have probably left the state. By 2005, 16% no longer applied for a PFD and were probably no longer in Alaska. The previous pie chart on the school district location of this same group in 2005 showed 24% of them no longer in Alaska schools; this table indicates that about two-thirds of those no longer teaching in Alaska schools (16% of the 24%) have probably left the state, and the other one-third are still here.

Employment of Alaska Teacher Preparation Program Graduates by Industry, 1st Quarter 2006

	Year of Program Completion					Total
	2001	2002	2003	2004	2005	
Education	125	165	167	123	138	718
Other industry	22	31	27	10	14	104
no wage employment	53	69	43	23	25	213
Item: no 2005 PFD	40	46	29	16	15	146
Education	63%	62%	70%	79%	78%	69%
Other industry	11%	12%	11%	6%	8%	10%
no wage employment	27%	26%	18%	15%	14%	21%
Item: no 2005 PFD	20%	17%	12%	10%	8%	14%

This table shows the employment of Alaska teacher program graduates by industry, and by year of graduation. The employment data comes from Department of Labor Unemployment Insurance data, and doesn't include those employed in very small firms or self-employed workers. Those working in education include not only those teaching in public K-12 schools, but also those working in private K-12 schools, higher education, and private sector educational entities (e.g., Nine Star Enterprises). Only about one-third of graduates not working in Alaska education are working in other industries. Most have either left the state (no PFD) or are not working for wages (perhaps raising children, self employed, or looking for work).

A black and white photograph of a landscape. The top half of the image shows a bright, overexposed sky. Below the sky is a dark, dense treeline. The bottom half of the image shows a dark, textured ground, possibly a field or a forest floor, with some lighter patches. The overall image has a high-contrast, grainy appearance.

Thank You!

Alexandra Hill

anarh1@uaa.alaska.edu

786-5436

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Overview of University of Alaska Activities Pertaining to Teacher Training, Recruitment and Retention in Alaska

The University of Alaska continues to focus its efforts on programs that benefit public education throughout Alaska, with efforts spanning over all MAUs. UA welcomes the opportunity to report to the Legislature on the quality, placement, and employment of teachers and administrators from these programs as well as other efforts.

Academic Programs Offered:

The UAA College of Education (UAA COE) offers academic programs in several areas. The Department of Educational Leadership within UAA COE offers graduate degrees in Educational Administration and Adult Education. The Department of Counseling and Special Education offers a variety of programs for individuals interested in working as special educators, speech pathologists, and counselors. Lastly, the Department of Teaching and Learning offers a variety of programs for individuals interested in working as early childhood, elementary, or secondary educators.

The UAF School of Education (UAF SOE) offers a Bachelor of Arts in Elementary Education for undergraduate students, a one year post-baccalaureate program for people who already have a degree, and two Elementary Education minors. The Secondary Post-Baccalaureate Licensure Program serves individuals who currently hold degrees and are interested in pursuing a career in teaching at the middle school and high school level. The UAF SOE Graduate department also offers Master of Education degrees in Curriculum and Instruction, Cross-Cultural Education, Counseling, and Reading. UAF SOE also serves as the administrative home for the Bachelor of Arts and Sciences degree and offers non-degree professional development programs to teachers who wish to add endorsements. The UAF SOE is nationally accredited, and all programs are approved by their respective professional associations.

The UAS School of Education (UAS SOE) offers a Bachelor of Arts in Elementary Education and an AAS in Early Childhood Education for undergraduate students. For students who already have a bachelor's degree and want to become a teacher, a Master of Arts in Teaching is offered with focus areas available in Early Childhood Education, Elementary Education, and Secondary Education. The School of Education also provides support for experienced teachers through a Master of Education degree with emphasis areas available in Special Education, Educational Technology, Early Childhood Education, and Reading Specialist, as well as graduate certificates in a variety of areas, including Mathematics Education. The School of Education is also home to the PITAAS (Preparing Indigenous Teachers and Administrators for Alaska Schools) program.

Support Activities: Programs range from teacher and administrator recruitment and preparation to professional development training, in-service support programs, and curriculum development. Many of these efforts are in collaboration with leading national research centers, the state Department of Education and Early Development (EED), scientists, and school districts throughout Alaska. A detailed list of UA activities by area can be found starting on page 2.

Reports and Information: The University has published a number of reports pertaining to teacher training, recruitment, and retention, including accreditation reports, grant performance reports,

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teacher quality reports, the Alaska teacher supply and demand report, missions and measures reporting, Department of Labor employment follow-ups, and graduation reports. A selected list of these reports can be found in the appendix.

The Challenges:

The recruitment and retention of highly qualified educators is an important and complex policy issue for all of Alaska. Federal and State educational policies compel individual school districts, the state Department of Education and Early Development, and postsecondary institutions to develop programs that are in compliance with these regulations.

Suggestions:

Through expanding and strengthening existing partnerships with other state agencies, as well as with the fifty-three individual school districts in Alaska, even greater progress can be achieved. One possible approach is to request a shared reporting session including UA, EED, ACPE, school districts, and DOLWD to foster a dialogue between agencies to address the full range of issues that influence recruitment and retention of teachers and administrators throughout Alaska. This approach may serve to improve communication, collaboration, and help to focus state educational policy.

UA Activity Detail

Future Teachers of Alaska

A key facet in UA's efforts to recruit future teachers to the profession is the Future Teachers of Alaska program. In collaboration with rural and urban school districts, this program targets Alaska's Indigenous students, engaging and encouraging them at an early age with college readiness activities to prepare them for careers in education. Other teacher preparation and support programs at UA include the Preparing Indigenous Teachers and Administrators for Alaska's Schools (PITAAS) program housed at the Juneau campus of UAS, and the Alaska Native Educators Student Association (ANESA) at UAF.

K-12 Outreach

The K-12 Outreach Program housed at UA Statewide works directly with school districts on recruitment and retention issues. The Alaska Teacher Placement program (ATP) works to fill the gap between teacher supply and demand by providing recruiting assistance to school districts, maintaining the ATP Job Bank online at alaskateacher.org, and hosting job fairs both in Alaska and the Lower 48. In collaboration with EED, ATP also works to recruit special education teachers.

The Alaska Statewide Mentor Project, in partnership with EED, supports beginning teachers throughout Alaska. Working with the New Teacher Center, ASMP is a grassroots effort that serves the needs of first and second year teachers onsite by providing formative assessment and feedback through teacher observation and support.

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The UA Alaska Educational Innovations Network (AEIN), located at UAA, was established to build stronger teaching and learning communities in nine partner school districts. This program offers professional development and training to teacher leaders and support to school districts.

The K-12 outreach effort at UA also includes activities for students such as sports camps, the Rural Alaska Honors Institute (RAHI), and Upward Bound, which offer the opportunity to complete college preparatory courses. The International Polar Year (IPY), for example, provided every school in Alaska with a set of posters and an educational resource guide with information about IPY. In addition, there is an art contest for students sponsored by IPY Education Outreach.

Research and Curriculum Development

Research grants often encourage a K-12 curriculum component. As a result, researchers and scientists alike are working to develop curriculum and resources for teachers right here in Alaska. Some examples include: Aurora Alive, an interactive DVD for students and teachers; Geographic Information for Alaska (GINA), a network and resource for teachers to use in the classroom; Global Learning and Observations to Benefit the Environment (GLOBE), a worldwide, hands-on, primary and secondary school-based science and education program; Science Teacher Education Program (STEP), a professional development program designed to increase Alaska teachers' science content knowledge in order to meet Alaska State Science Standards; the Alaska Native Knowledge Network (ANKN), which provides resources for compiling and exchanging information related to Alaska Native knowledge systems and traditional ways of knowing; and Math in a Cultural Context (MCC), a long-term, collaborative project aimed at developing supplemental math curricula based on the traditional wisdom and practices of the Yup'ik Eskimo people.

APPENDIX

Inventory of Reports Related to Teacher Training, Recruitment and Retention in Alaska

- Alaska Teacher Supply and Demand Report, 2005 Update
- Teacher Supply and Demand in Alaska—A 2005 Snapshot
- Finding and Keeping Teachers in Alaska - 2006 Supply and Demand Fact Sheet from Alaska Teacher Placement
- Turnover Among Alaska's Teachers: How many leave their jobs?
- Graduates of Alaska's Teacher Preparation Programs – Where Are They Now?
- Alaska Statewide Teacher Mentor Project Research Highlights, 2006-2007
- Alaska Statewide Teacher Mentor Project Executive Summary

- UAA College of Education - Program Overview
- UAA College of Education - Detailed Program Profile
- UAA College of Education - NCATE Institutional Report

- UAF School of Education - Strategic Enrollment Management Plan
- UAF School of Education - NCATE Institutional Report
- UAF School of Education - NCATE Board of Examiners Report

- UAS School of Education - Fact Sheet
- UAS School of Education - Center for Teacher Education Overview
- UAS School of Education - NCATE Board of Examiners Report

- Residency and Employment Followup on UA Teacher Education Graduates, 1989 - 2006

- University of Alaska End Results Performance Reporting on High Demand Job Area Program Graduates (Teacher Education)

Note: Each of the above reports is updated on a cyclical basis, ranging from semi-annual updates to an update cycle of several years.

SB

243

Alaska State Legislature

Interim (May - Dec)
716 W 4th Ave
Anchorage, AK 99501
Phone: (907) 269-0144
Fax: (907) 269-0148



Session (Jan - May)
State Capitol, Suite 30
Juneau, AK 99801-1182
Phone: (907) 465-3822
Fax: (907) 465-3756
Toll free: (800) 770-3822

Senator Bettye Davis@legis.state.ak.us
<http://www.akdemocrats.org>

Senator Bettye Davis

CS For Senate Bill No. 243(), 25 LS1351\C (2/19/08)

"An Act relating to the duties and powers of the Alaska Commission on Aging and the Department of Health and Social Services

Sponsor Statement

CSSB 243(), 25-LS1351\C (2/19/08) is a "clean up" bill which mirrors CSHB 279(HES), 25-LS1106\E and amends state law to align state statutes with the current mission and activities of the Alaska Commission on Aging (ACoA) and the Department of Health and Social Services as required in a 2007 Legislative Audit. This bill assigns authority for establishing state policy related to the Older Americans Act federal programs and state programs for Older Alaskans to the Department of Health and Social Services, as the State "Unit on Aging." It also transfers grant authority related to senior service grants, adult day care, and family respite care grants from the Alaska Commission on Aging to the Department of Health and Social Services. The Department has assigned these grant administrative duties to Senior and Disabilities Services.

The Alaska Commission on Aging is responsible for planning, advocacy, and community education activities related to the health and welfare of older Alaskans. It has relationships with state departments and agencies across the state, including the governor's office, the Alaska Mental Health Trust Authority, the Alaska Housing and Finance Corporation, and non-governmental organizations. The need for senior programs and services is increasing. Per the State plan for Senior Services FY 2008-FY 2011, Alaska already has the highest proportion of baby boomers (32%) in the nation, and its senior population is growing faster than almost any other state. By 2030 seniors 60+ will comprise 17% of the Alaska population, with a doubling of the number of those 65+. CSSB 243() will help clarify state duties and responsibilities in this regard.

Alaska State Legislature

Interim (May - Dec.)
716 W. 4th Ave
Anchorage, AK 99501
Phone: (907) 269-0144
Fax: (907) 269-0148



Session (Jan - Mar.)
State Capitol, Suite 30
Juneau, AK 99801-1182
Phone: (907) 465-3822
Fax: (907) 465-3756
Toll free: (800) 770-3822

Senator Bettye Davis@legis.state.ak.us
<http://www.akdemocrats.org>

Senator Bettye Davis

CS For Senate Bill No. 243(), 25 LS1351\C (2\19\08)

"An Act relating to the duties and powers of the Alaska Commission on Aging and the Department of Health and Social Services

Explanation of CS for SB 243

The only change in the blank CSSB 243() is on page 4 regarding the role and duties of the Executive Director of the Alaska Commission on Aging (ACoA). It clarifies that the Executive Director shall take the lead role in formulating and submitting to the Department of Health and Social Services a comprehensive statewide plan that identifies the concerns and needs of older Alaskans and presents that plan to the Commission. Prior language indicated that the Executive Director would "assist the department" with formulation of the statewide plan, although the Commission has had that responsibility and performed that function for a number of years. This "clean-up" bill merely aligns the statutes with the current mission and activities of the Commission and the Department.

25-LS1351C
Mischel
2/19/08

CS FOR SENATE BILL NO. 243()
IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-FIFTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): SENATOR DAVIS

A BILL

FOR AN ACT ENTITLED

1 **"An Act relating to the duties and powers of the Alaska Commission on Aging and the**
2 **Department of Health and Social Services."**

3 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

4 *** Section 1. AS 47.05.010 is amended to read:**

5 **Sec. 47.05.010. Duties of department.** The Department of Health and Social
6 **Services shall**

7 (1) administer adult public assistance, the Alaska temporary assistance
8 program, and all other assistance programs, and receive and spend money made
9 available to it;

10 (2) adopt regulations necessary for the conduct of its business and for
11 carrying out federal and state laws granting adult public assistance, temporary cash
12 assistance, diversion payments, or self-sufficiency services for needy families under
13 the Alaska temporary assistance program, and other assistance;

14 (3) establish minimum standards for personnel employed by the

1 department and adopt necessary regulations to maintain those standards;

2 (4) require those bonds and undertakings from persons employed by it
3 that, [WHICH] in its judgment, are necessary, and pay the premiums on them;

4 (5) cooperate with the federal government in matters of mutual
5 concern pertaining to adult public assistance, the Alaska temporary assistance
6 program, and other forms of public assistance;

7 (6) make the reports, in the form and containing the information, that
8 the federal government from time to time requires;

9 (7) cooperate with the federal government, its agencies, or
10 instrumentalities in establishing, extending, and strengthening services for the
11 protection and care of homeless, dependent, and neglected children in danger of
12 becoming delinquent, and receive and expend funds available to the department by the
13 federal government, the state, or its political subdivisions for that purpose;

14 (8) cooperate with the federal government in adopting state plans to
15 make the state eligible for federal matching in appropriate categories of assistance, and
16 in all matters of mutual concern, including adoption of the methods of administration
17 that are found by the federal government to be necessary for the efficient operation of
18 welfare programs;

19 (9) adopt regulations, not inconsistent with law, defining need,
20 prescribing the conditions of eligibility for assistance, and establishing standards for
21 determining the amount of assistance that an eligible person is entitled to receive; the
22 amount of the assistance is sufficient when, added to all other income and resources
23 available to an individual, it provides the individual with a reasonable subsistence
24 compatible with health and well-being; an individual who meets the requirements for
25 eligibility for assistance shall be granted the assistance promptly upon application for
26 it;

27 (10) grant to a person claiming or receiving assistance and who is
28 aggrieved because of the department's action or failure to act, reasonable notice and an
29 opportunity for a fair hearing by the department, and the department shall adopt
30 regulations relative to this;

31 (11) enter into reciprocal agreements with other states relative to

1 public assistance, welfare services, and institutional care that are considered advisable;
2 (12) establish the requirements of residence for public assistance,
3 welfare services, and institutional care that are considered advisable, subject to the
4 limitations of other laws of the state, or law or regulation imposed as conditions for
5 federal financial participation;

6 (13) establish the divisions and local offices that are considered
7 necessary or expedient to carry out a duty or authority assigned to it and appoint and
8 employ the assistants and personnel that are necessary to carry on the work of the
9 divisions and offices, and fix the compensation of the assistants or employees, except
10 that a person engaged in business as a retail vendor of general merchandise, or a
11 member of the immediate family of a person who is so engaged, may not serve as an
12 acting, temporary, or permanent local agent of the department, unless the
13 commissioner of health and social services certifies in writing to the governor, with
14 relation to a particular community, that no other qualified person is available in the
15 community to serve as local welfare agent; for the purposes of this paragraph, a
16 "member of the immediate family" includes a spouse, child, parent, brother, sister,
17 parent-in-law, brother-in-law, or sister-in-law;

18 (14) provide education and health-related services and referrals
19 designed to reduce the number of out-of-wedlock pregnancies and the number of
20 induced pregnancy terminations in the state;

21 (15) investigate reports of abuse, neglect, or misappropriation of
22 property by certified nurse aides in facilities licensed by the department under
23 AS 47.32;

24 (16) establish state policy relating to and administer federal
25 programs subject to state control as provided under 42 U.S.C. 3001 - 3058ee
26 (Older Americans Act of 1965), as amended, and related federal regulations:

27 (17) administer the older Alaskans service grants under
28 AS 47.65.010 - 47.65.050 and the adult day care and family respite care grants
29 under AS 47.65.100.

30 * Sec. 2. AS 47.30.036 is amended to read:

31 Sec. 47.30.036. Duties of the board. The board shall

- 1 (1) preserve and protect the trust corpus under AS 37.14.009;
- 2 (2) coordinate with other state agencies involved with programs
- 3 affecting persons in need of mental health services;
- 4 (3) review and consider the recommendations submitted under
- 5 AS 44.29.140(2), AS 47.30.666(6), AS 47.45.240(a)(8) [AS 47.45.240(a)(10)], and
- 6 AS 47.80.090(13);
- 7 (4) adopt bylaws governing its meetings, selection of officers,
- 8 proceedings, and other aspects of board procedure;
- 9 (5) make an annual written report of its activities to the governor and
- 10 the public and notify the legislature that the report is available; and
- 11 (6) fulfill its obligations under AS 47.30.046.

12 * Sec. 3. AS 47.45.230 is amended to read:

13 **Sec. 47.45.230. Executive director.** The executive director of the commission

14 shall

15 [(1)] formulate and submit to the department a comprehensive

16 statewide plan that identifies the concerns and needs of older Alaskans and present

17 that plan to the commission [;

18 (2) ADMINISTER, WITH THE APPROVAL OF THE

19 COMMISSIONER OF HEALTH AND SOCIAL SERVICES, FEDERAL

20 PROGRAMS SUBJECT TO STATE CONTROL AS PROVIDED UNDER 42 U.S.C.

21 3001 - 3058ee (OLDER AMERICANS ACT), AS AMENDED; AND

22 (3) ADMINISTER, WITH THE APPROVAL OF THE

23 COMMISSIONER OF HEALTH AND SOCIAL SERVICES, STATE PROGRAMS

24 AS PROVIDED UNDER AS 47.65].

25 * Sec. 4. AS 47.45.240(a) is amended to read:

26 (a) The commission shall

27 (1) subject to review by the department, approve a comprehensive

28 statewide plan that identifies and addresses the concerns and needs of older Alaskans

29 and, with reference to the approved plan, prepare and submit to the governor and

30 legislature an annual analysis and evaluation of the services that are provided to older

31 Alaskans;

1 (2) make recommendations directly to the governor and the legislature
2 with respect to legislation, regulations, and appropriations for programs or services
3 that benefit older Alaskans;

4 (3) encourage the development of municipal commissions serving
5 older Alaskans and community-oriented programs and services for the benefit of older
6 Alaskans;

7 (4) employ an executive director who serves at the pleasure of the
8 commission;

9 (5) help older Alaskans lead dignified, independent, and useful lives;

10 (6) request and receive reports and audits from state agencies and local
11 institutions concerned with the conditions and needs of older Alaskans;

12 (7) [WITH THE APPROVAL OF THE COMMISSIONER OF
13 HEALTH AND SOCIAL SERVICES, SET POLICY FOR THE ADMINISTRATION
14 OF FEDERAL PROGRAMS SUBJECT TO STATE CONTROL AS PROVIDED
15 UNDER 42 U.S.C. 3001 - 3058ee (OLDER AMERICANS ACT), AS AMENDED;

16 (8) WITH THE APPROVAL OF THE COMMISSIONER OF
17 HEALTH AND SOCIAL SERVICES, SET POLICY FOR THE ADMINISTRATION
18 OF STATE PROGRAMS AS PROVIDED UNDER AS 47.65;

19 (9)] give assistance, on request, to the senior housing office in the
20 Alaska Housing Finance Corporation in administration of the senior housing loan
21 program under AS 18.56.710 - 18.56.799 and in the performance of the office's other
22 duties under AS 18.56.700; and

23 (8) [(10)] provide to the Alaska Mental Health Trust Authority, for its
24 review and consideration, recommendations concerning the integrated comprehensive
25 mental health program for persons who are described in (d) of this section and the use
26 of the money in the mental health trust settlement income account in a manner
27 consistent with regulations adopted under AS 47.30.031.

28 * Sec. 5. AS 47.45.240(b) is amended to read:

29 (b) To accomplish its duties, the commission may

30 (1) review, evaluate, and comment upon state programs concerned
31 with the problems and the needs of older Alaskans;

1 (2) collect facts and statistics, and make studies of conditions and
2 problems pertaining to the employment, health, housing, financial security, social
3 welfare, and other concerns that bear upon the well-being of older Alaskans;

4 (3) provide information about public programs that would be of
5 interest or benefit to older Alaskans;

6 (4) appoint special committees, which may include persons who are
7 not members of the commission, to complete necessary studies;

8 (5) promote community education efforts regarding the problems and
9 concerns of older Alaskans;

10 (6) contract for necessary services;

11 (7) consult and cooperate with persons, organizations, and groups
12 interested in or concerned with programs of assistance to older Alaskans;

13 (8) advocate improved programs of benefit to older Alaskans; and

14 (9) recommend [SET] standards for levels of services for older
15 Alaskans for programs administered by the department [COMMISSION; AND

16 (10) ADOPT REGULATIONS NECESSARY FOR THE
17 ADMINISTRATION OF AS 47.45.200 - 47.45.290 AND TO COMPLY WITH
18 FEDERAL LAW].

19 * Sec. 6. AS 47.45.290 is amended by adding a new paragraph to read:

20 (3) "department" means the Department of Health and Social Services.

21 * Sec. 7. AS 47.65.010 is amended to read:

22 **Sec. 47.65.010. Older Alaskans service programs.** An amount to carry out
23 the provisions of AS 47.65.010 - 47.65.050 may be appropriated annually by the
24 legislature. The amount appropriated shall be fully distributed by the department
25 [ALASKA COMMISSION ON AGING] to sponsors of older Alaskans service
26 programs in accordance with the provisions of AS 47.65.010 - 47.65.050.

27 * Sec. 8. AS 47.65.020 is amended to read:

28 **Sec. 47.65.020. Grants for community service programs.** Not less than 60
29 percent of the amount appropriated by the legislature for older Alaskans service
30 programs under AS 47.65.010 - 47.65.050 shall be allocated annually by the
31 department [COMMISSION] as community program grants to sponsors of older

1 Alaskans service programs. Payments shall be made on the basis of applications
2 submitted to the department [COMMISSION] by sponsors of community programs.

3 * Sec. 9. AS 47.65.030 is amended to read:

4 **Sec. 47.65.030. Pilot project grants.** (a) The balance of the amount
5 appropriated for older Alaskans service programs under AS 47.65.010 - 47.65.050 not
6 allocated under AS 47.65.020 shall be allocated annually by the department
7 [COMMISSION] as grants to support pilot projects for the benefit of older Alaskans
8 under this section.

9 (b) The department [COMMISSION] shall adopt standards for pilot project
10 grants and, after adoption of the standards as regulations, in accordance with AS 44.62
11 (Administrative Procedure Act), shall apply the standards to determine eligibility of
12 applicants for pilot project grants. In awarding pilot project grants, the department
13 [COMMISSION] shall

14 (1) enter into agreements with the project sponsor to operate one or
15 more of the selected pilot projects consistent with the standards adopted;

16 (2) monitor and evaluate, in a written report, each pilot project; the
17 report must include

18 (A) a description of the project and of the persons served by it;

19 (B) the problems presented by the persons served by the
20 project;

21 (C) a description of the problems most effectively handled by
22 the project; and

23 (D) an estimate of projected cost of operation of the project for
24 the next three succeeding years.

25 * Sec. 10. AS 47.65.040(a) is amended to read:

26 (a) Except as provided in (f) of this section, a sponsor receiving a grant under
27 AS 47.65.010 - 47.65.050 shall contribute to the total cost of the program or project.
28 The contribution may be in cash or in-kind services. The amount of the sponsor's
29 required contribution is determined by the application of the following formula:
30 average per capita full and true value of all property in the municipality or community
31 in which the project or program takes place divided by the average per capita full and

1 true value of all property in the state, and then multiplied by the contribution
2 percentage to the estimated total program or project cost as determined by the
3 department [COMMISSION] at the time of approval of a grant application. However,
4 the amount of the sponsor's contribution may not amount to more than 10 percent of
5 the total program or project cost.

6 * Sec. 11. AS 47.65.040(c) is amended to read:

7 (c) If an application is submitted for a program or project in a municipality or
8 community for which no average per capita full and true property value determination
9 has been made,

10 (1) if the population of the municipality or community is 750 or more,
11 the department [COMMISSION] shall request the state assessor to compute the
12 average per capita full and true property value of that municipality or community and
13 report it;

14 (2) if the population is less than 750, the department
15 [COMMISSION] may substitute for the average per capita full and true value of
16 property in the municipality or community an amount equal to the average per capita
17 full and true value of property in the smallest municipality for which that amount has
18 been determined by the state assessor.

19 * Sec. 12. AS 47.65.040(e) is amended to read:

20 (e) The grant awarded by the department [COMMISSION] may not exceed
21 the estimated total program or project cost as determined by the department
22 [COMMISSION] less the contribution by the sponsor determined in accordance with
23 this section.

24 * Sec. 13. AS 47.65.040(f) is amended to read:

25 (f) When awarding a grant to support a pilot project under AS 47.65.010 -
26 47.65.050 the department [COMMISSION] may waive all or part of the sponsor
27 contribution required under this section if waiver is in the public interest. The
28 department [COMMISSION] shall adopt regulations establishing standards for
29 granting waivers under this subsection.

30 * Sec. 14. AS 47.65.050 is amended to read:

31 **Sec. 47.65.050. Administrative requirements.** (a) Payments received by a

1 sponsor under AS 47.65.010 - 47.65.050 may be used only to meet costs of services
2 that [WHICH] the department [COMMISSION] has determined directly benefit
3 older Alaskans. A payment may not be made by the department [COMMISSION]
4 under this section unless the department [COMMISSION] determines that the
5 sponsor

6 (1) meets accepted standards of fiscal accountability for public funds;

7 (2) can demonstrate, when requested, the actual cost of services that it
8 is providing for the benefit of older Alaskans; and

9 (3) agrees to make available, upon request, all fiscal information
10 relating to service for which payments are provided under AS 47.65.010 - 47.65.050.

11 (b) The department [COMMISSION] may not make payments to a sponsor
12 whose program includes family respite care services or home care services unless the
13 sponsor has agreed to request criminal history record information as permitted by P.L.
14 105-277 and AS 12.62 for the individual who will provide the services within 10
15 business days after the individual is hired to provide the services and review the
16 information within five business days after receiving it.

17 * Sec. 15. AS 47.65.100(a) is amended to read:

18 (a) In addition to administering grants for adult day care programs and family
19 respite care services for older Alaskans under AS 47.65.010 - 47.65.050, the
20 department [COMMISSION] may make grants under this section from funds
21 otherwise available to it for adult day care programs and family respite care services
22 for frail older persons and other similarly disabled adults.

23 * Sec. 16. AS 47.65.100(b) is amended to read:

24 (b) In order to fund grants under this section, the department
25 [COMMISSION AND THE DEPARTMENT OF HEALTH AND SOCIAL
26 SERVICES] may seek and enter into contracts or grants with any party, including
27 reimbursable service agreements with other state agencies.

28 * Sec. 17. AS 47.65.100(c) is amended to read:

29 (c) The department [COMMISSION] shall, by regulation, set fees for
30 services provided under this section. The fees must be based on a sliding scale formula
31 that takes into account the client's income.

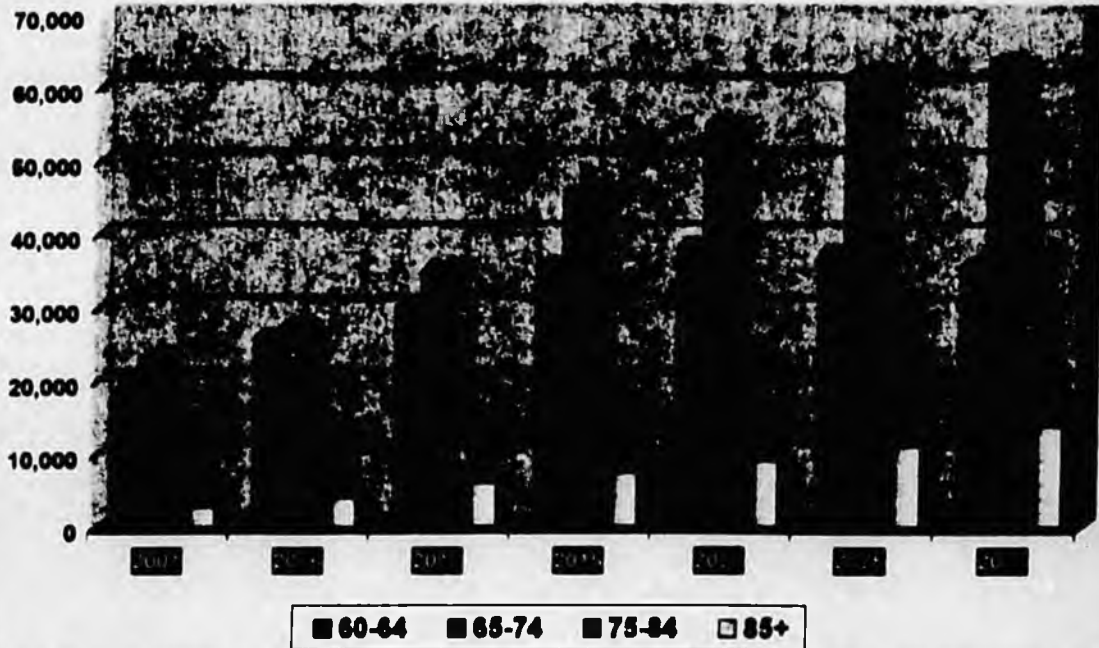
1 * Sec. 18. AS 47.65.100(e) is amended to read:

2 (e) The department [COMMISSION] may not award a grant under this
3 section for family respite care services or for adult day care services that include home
4 care services unless the grantee has agreed to request criminal history record
5 information as permitted by P.L. 105-277 and AS 12.62 for the individual who will
6 provide the services within 10 business days after the individual is hired to provide the
7 services and review the information within five business days after receiving it.

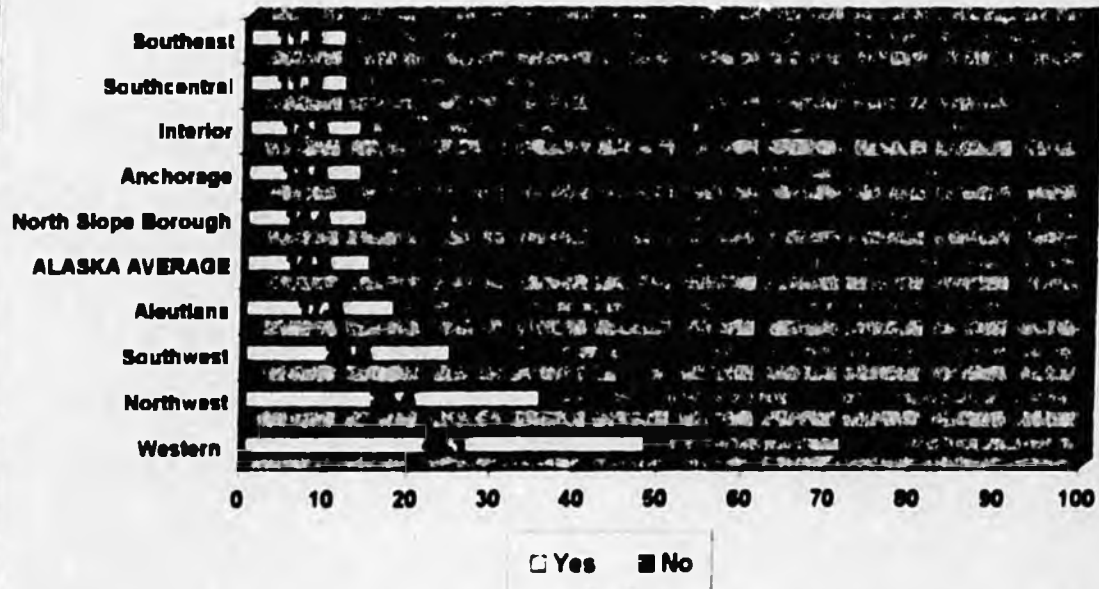
8 * Sec. 19. AS 47.65.290(3) is repealed and reenacted to read:

9 (3) "department" means the Department of Health and Social Services;

Older Alaskans by Age Group, 2001 - 2030



Seniors 65+ Receiving SeniorCare Benefits, April 2007

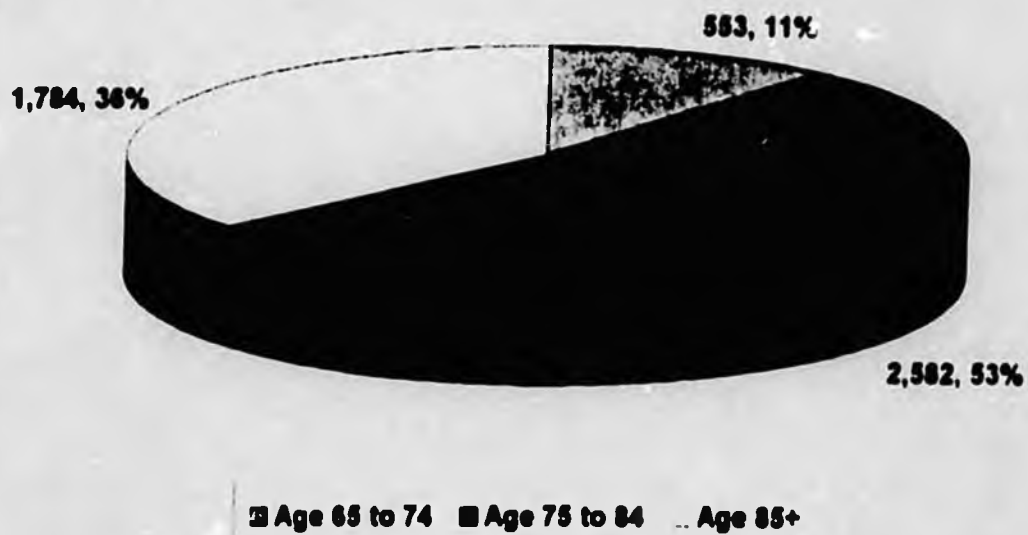


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Urban and Rural Older Alaskans

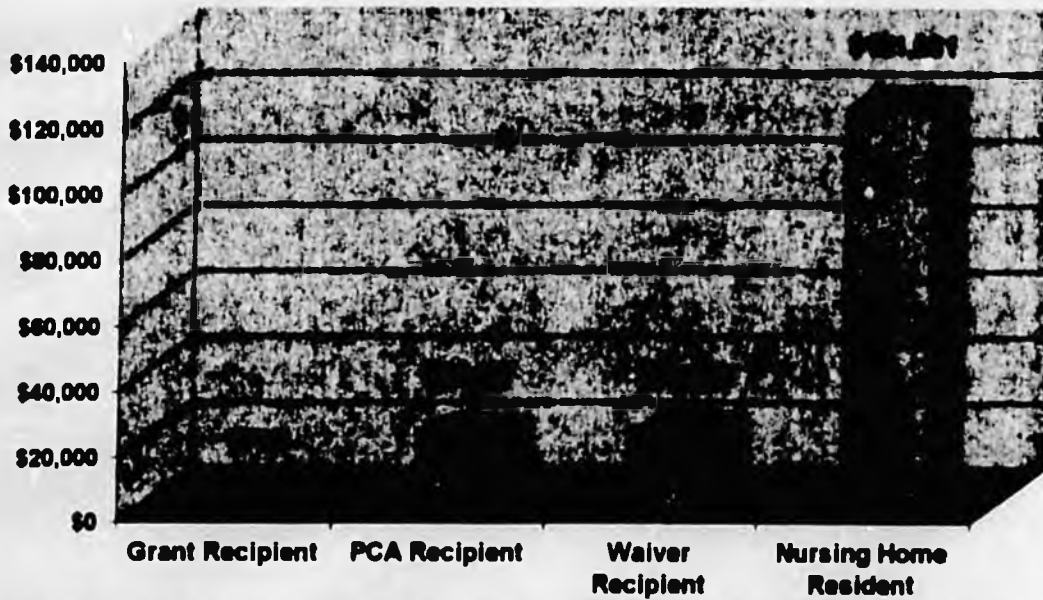


Estimated Number of Alaskans Age 65+ with ADRD

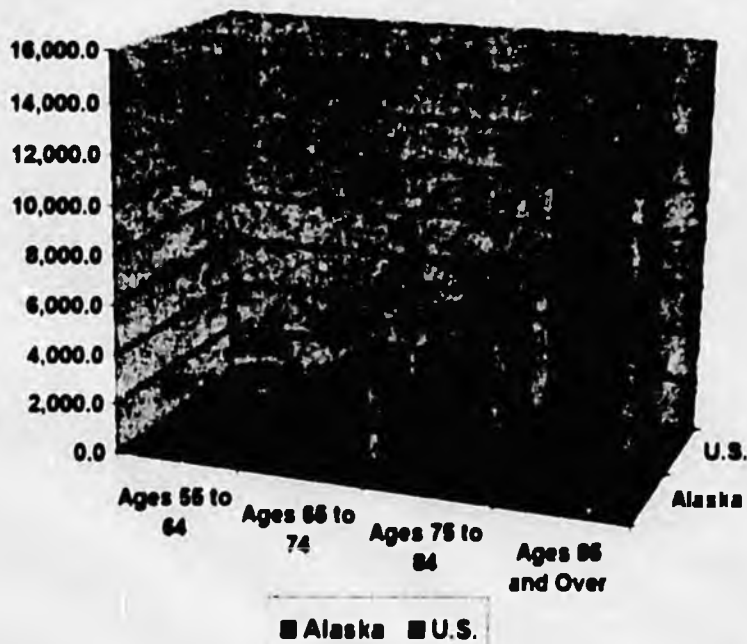


ALL GRAPHS PRODUCED BY ACoA

**Average Annual Costs of Long-Term Care Options, FY 06
(Senior & Disabilities Services)**



Age-Adjusted Death Rates (Per 100,000) by Age Group



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ALASKA

state plan
senior services
FY 2008 - FY 2011



**State of Alaska
Department of Health & Social Services**

**ALASKA COMMISSION ON AGING
State Plan for Senior Services**

**FY 2008 – FY 2011
(July 1, 2007 – June 30, 2011)**

**Sarah Palin, Governor
State of Alaska**

**Karleen K. Jackson, Ph.D., Commissioner
Alaska Department of Health & Social Services**





DEPARTMENT OF HEALTH & HUMAN SERVICES

Office of the Assistant Secretary
Administration on Aging

Washington D.C. 20201

JUN 26 2007

The Honorable Sarah Palin
Governor of Alaska
P.O. Box 110001
Juneau, Alaska 99811-0001

Dear Governor Palin:

It is my pleasure to inform you that the four-year Alaska State Plan for Senior Services beginning July 1, 2007 through June 30, 2011 is approved. It is a comprehensive document that integrates Older Americans Act requirements with the extensive, collaborative plans produced by the inter-agency State Plan Advisory Committee.

I am particularly pleased by the efforts of the Alaska Commission on Aging in involving seniors, the public and providers as well as state agencies in the development and public review of the plan. This proactive strategy will enhance Alaska's continuing development of its service delivery system with an emphasis on choices for older individuals.

The Regional Office staff of the U.S. Administration on Aging in Seattle and I look forward to working with you in the implementation of the State Plan. If you have questions or concerns, please do not hesitate to contact us. I appreciate your dedication and commitment toward improving the lives of older persons in Alaska.

Sincerely


Josefina G. Carbonell
Assistant Secretary for Aging

**ALASKA
DEPARTMENT OF HEALTH & SOCIAL SERVICES
STATE PLAN FOR SENIOR SERVICES
APPROVAL**


The Alaska Department of Health & Social Services (DHSS) hereby submits the Alaska State Plan for Senior Services for the period of July 1, 2007 through June 30, 2011 (State fiscal years 2008 through 2011). Governor Sarah Palin has designated the Department of Health & Social Services as Alaska's sole state agency on aging. The Alaska Commission on Aging within DHSS has been authorized by Alaska Statute [(AS 47.45.240(a)(1))] to develop the state plan on aging in accordance with the provisions of the Older Americans Act and its amendments. The plan, as submitted, documents the needs of older Alaskans and establishes direction for the coordination of all State activities related to seniors, with an emphasis on those efforts related to the Older Americans Act, including the development of a comprehensive and coordinated system for the delivery of supportive services.

The Plan, as submitted, has been developed in accordance with all federal statutory and regulatory requirements.

The State Plan for Senior Services is hereby approved by the Commissioner of the Department of Health & Social Services, as the Governor's designee, and constitutes authorization to proceed with activities under the Plan upon approval by the Assistant Secretary for Aging.

I hereby approve this State Plan and am pleased to present it to Alaskans.

Date



Karleen K. Jackson, Ph.D., Commissioner
Alaska Department of Health & Social Services


**ALASKA COMMISSION ON AGING
STATE PLAN FOR SENIOR SERVICES
APPROVAL**

The State Plan for Senior Services is hereby approved by the Alaska Commission on Aging, as the agency authorized by the Commissioner of the Department of Health & Social Services and by Alaska Statute [(AS 17.45.240(a)(1))] to develop the state plan on aging in accordance with the provisions of the Older Americans Act and its amendments.

Frank Appel, Chair
Michael Black, Designee, Department of Commerce, Community & Economic Development
Lillian Boen-Kasnick
Patricia Brunson
Sharon Howerton-Clark
Betty Keegan
Banarsi Lal
Rod Moline, Designee, Department of Health & Social Services
Iver Malutin
Paula Pawlowski
Edward Zastrow

Date

3/07


Frank Appel, Chair
Alaska Commission on Aging

**Alaska's State Plan for Senior Services,
FY 2008 – FY 2011
May 1, 2007**

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Executive Summary

As the state with the highest proportion of baby boomers (32%), Alaska will find its senior population growing faster than almost any other state as that group reaches its senior years. While in the past many Alaskans chose to leave the state after retirement, more and more retirees now prefer to remain here. By 2030, the proportion of seniors 65+ will double to comprise 13% of the Alaska population, with those age 60+ making up 17%. The oldest group of seniors, those age 85+, is expected to almost triple during the next 25 years, vastly increasing the number of Alaskans living with Alzheimer's disease and related disorders (ADRD).

While census data do not show high levels of poverty among Alaska seniors, the census does not consider differences in cost of living among different areas of the country. The most financially vulnerable groups of seniors typically include widowed and divorced women, Alaska Natives and other racial minorities, high-school dropouts, people not eligible for Social Security benefits (perhaps due to a subsistence lifestyle), those with a limited work history, and the oldest seniors (whose fixed incomes have taken a beating from inflation over the years).

Surprisingly to some who may view seniors as a liability to the state, retired Alaskans constitute one of the largest and healthiest sectors of Alaska's economy. In 2004, according to the University of Alaska Institute for Social and Economic Research, retired Alaskans age 60 and older contributed almost \$1.5 billion to the state's economy, primarily from retirement income and health care spending. This was roughly ten times the total cost of State programs targeting seniors. Senior spending provides a large economic multiplier effect in local communities, and many other advantages, including a high volume of local spending, a diverse job mix, a low level of seasonality, stability from year to year (not dependent on fluctuating world market conditions), an environmentally benign footprint, compatibility with other industries, non-enclave location (not concentrated in remote rural areas), and economies of scale which reduce costs for all Alaskans, particularly in health care services.

Alaskan seniors have a lower age-adjusted death rate than U.S. seniors overall. While more older Alaskans smoke, drink heavily, and binge drink, as a group they are more likely to eat plenty of fruits and vegetables, engage in physical activity, and describe themselves as being in good health. Falls are the leading cause of non-fatal injuries requiring hospitalization for every age group in Alaska, but serious injuries from falls increase dramatically in the senior population. Sadly, suicide rates among older Alaskans are considerably higher than national averages, though suicide does not constitute a leading cause of death here. Top causes of death in the older age groups in Alaska include cancer, heart disease, cerebrovascular disease, chronic lower respiratory disease, and Alzheimer's disease.¹

Challenges on the horizon for older Alaskans include income insecurity, the

¹ Alaska Bureau of Vital Statistics

need for more reliable access to health care and long-term care supports, a looming physician shortage, absence of geriatric education among providers, a shortage of a sufficient senior services and health care services workforce to meet future needs, the need for emergency preparedness for a wide range of potential disasters, and soaring energy and utility costs.

The State of Alaska provides a wide range of programs and services addressed to seniors, spanning multiple divisions and departments. Funds from the Older Americans Act as well as State general funds and resources from the Alaska Mental Health Trust Authority and other federal, State, and non-governmental sources help to pay for these services, many of which are provided through grant agreements with local non-profit service agencies. While the services and benefits available to Alaska seniors are impressive, increasing strain on the state's services system from the burgeoning senior population is inevitable, and demands advance planning (in particular the creation of a long-term care strategic plan) as well as a coordinated advocacy effort to obtain increased funding for senior needs.

This state plan focuses on six overall goals, with their respective objectives and recommended strategies. The goals cover keeping seniors healthy, active, and involved in their communities; ensuring access to an integrated array of health and social supports along the continuum of care; supporting families in their efforts to care for loved ones at home and in the community; providing a range of adequate, accessible, secure and affordable housing options for seniors; supporting a stable senior services and health care workforce as well as a range of attractive employment opportunities for seniors; and ensuring that older Alaskans are safe from catastrophic events and protected from personal exploitation, neglect, and abuse. For each year of the plan's coverage, an annual implementation plan will be created by all interested senior organizations, with each committing to work on specific strategies outlined in the plan.

While similar weighting factors (total number of seniors, seniors age 80+, minority seniors, poverty-level seniors, and rural seniors) have been used in the funding framework for this state plan as in the previous (FY 2003 – FY 2007) plan, seniors' demographic patterns have shifted substantially since the 2000 census. While no region of the state is seeing an actual decrease in its number of seniors, some regions are growing at a much faster rate than others. Railbelt census areas (those along the central rail corridor of the state, especially the Kenai Peninsula Borough, the Matanuska-Susitna Borough, Anchorage, and Fairbanks North Star Borough) are experiencing an influx of seniors from out-of-state and from more rural, remote regions of Alaska. Older Alaskans may move to more populated areas to obtain services or to be closer to relatives. In order to avoid the shock of a dramatic fund shift for some regions in the first year of this plan and to give those regions slated for a loss of funding the opportunity to seek other resources, the State will continue to use the FY 2003 – FY 2007 funding allotments during FY 2008 and FY 2009; in FY 2010, allocations will reflect 50% of the change dictated by the new funding framework, and by FY 2011 100% of the fund shifts will be implemented.