

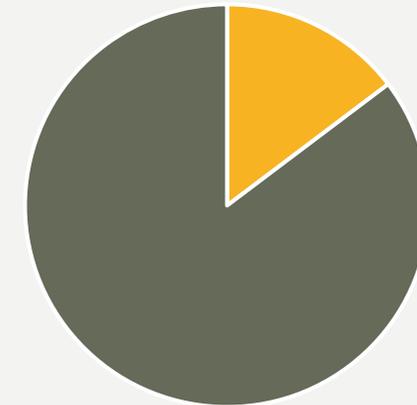
DATA ABOUT SPECIAL EDUCATION

Total number of students in Alaskan schools: **132,577**

19,479 students in special education

Approx. **4,087** students with developmental disabilities

Students in Alaska



■ Special Education

■ No special education

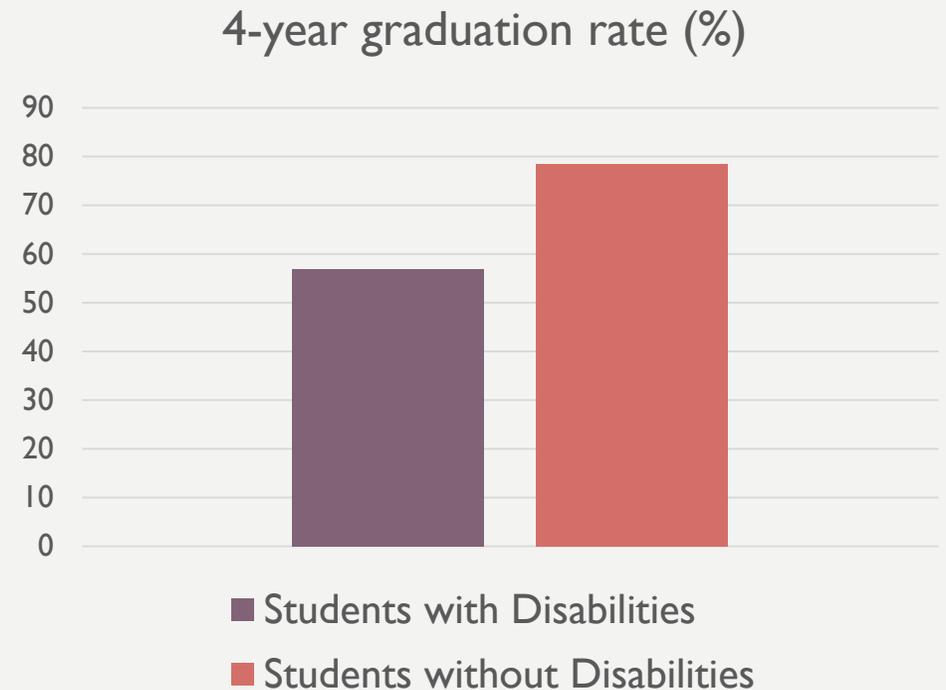
Least restrictive environment (LRE):

3-5 year olds: in regular early childhood programs – **23%**; separate special education class/school/residential facility – **50%**

6-22 year olds: in regular class 80% or more of the day – **65%**; in regular class between 79% and 40% of the day – **8.9%**; and separate learning environments – **2.5%**

DATA ABOUT SPECIAL EDUCATION

- 2018 4-Year graduation rate for students with disabilities **56.9%** compared to **78.5%** for nondisabled students
- **Postsecondary Outcomes:**
 - 68.3% (Higher education/ Competitively Employed/ Some Other Education/ Some Other Training; 56.7% (Higher education/ Competitively Employed), and 13.3% (Higher education)*



EDUCATION: BARRIERS

1. Parents report a lack of understanding about procedural safeguards and their role as members of the IEP team
2. Lack of access to specialists and related services in rural Alaska
3. Shortage of qualified special education teachers, nationally, and in Alaska

EDUCATION: BARRIERS, CONTINUED

4. Constructive suspensions, and disciplinary removals reduces educational days and opportunities; increases exposure to trauma, stigma
5. Parents' lack of access to navigators, facilitators, and advocates results in individual and systemic problems going unaddressed
6. Shortage of resources for meaningful transition to adulthood in rural Alaska
7. Shortage of available inclusive and integrated environments for students with disabilities

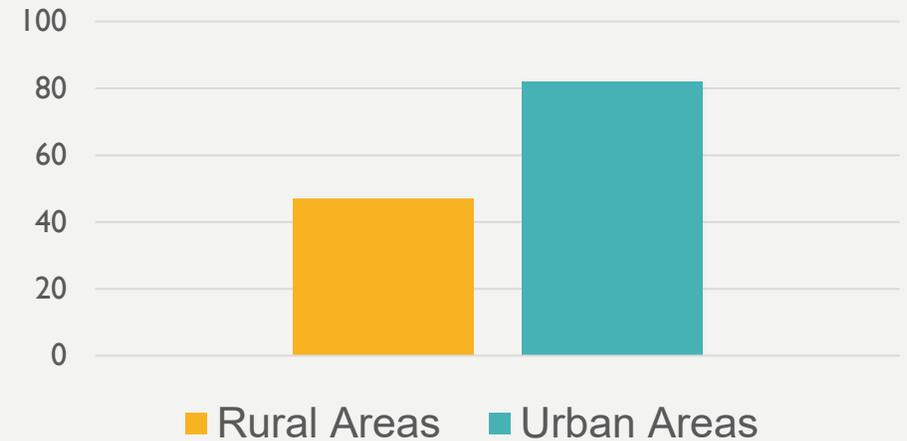
REFERENCES

- DEED Special Education Child Count Data (2018)
- DEED FFY 2018 Annual Performance Report
- Glori Chaika. *Scrambling for Staff: The Teacher Shortage in Rural School*; Education World. Retrieved from www.educationworld.com/a_admin/admin/admin142.shtml
- DD Act Partners input on State Plan Development (Center for Human Development, Stone Soup Group Annual Report, Disability Law Center staff survey)
- StoneSoupGroup.org
- SESA report for Alaska Autism Conference, (April 14, 2020, Conference Minutes)

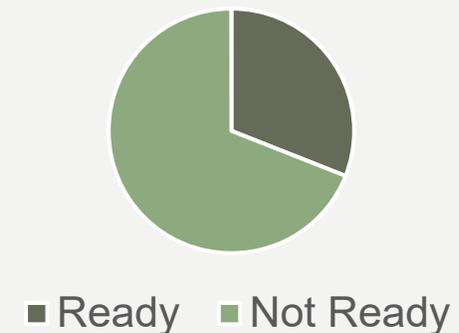
EARLY INTERVENTION: BACKGROUND DATA

1. In FY 2019, Alaska EI/ILP had For FY19, ILP had 2,535 referrals. From that number, 2,337 evaluated and 1,121 enrolled.
2. In 2018, Part C for infants and toddlers with disabilities served **1.71%** of the general population of children (0-3) vs **3.26%** nationally in 2017. 13% of birth to 3 year olds have delays that would make them eligible for services. Developmental screening completed: **47%** in *rural* areas vs **82%** in *urban* areas.
3. Around **1/3 (31%)** of Alaska's children *transition into elementary school ready*. The state is **last nationally** on the 4th-grade reading scores.

Developmental Screening Completed



School Ready



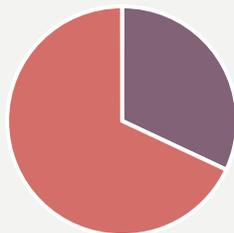
EARLY INTERVENTION: BACKGROUND DATA (2)

Reported by Caregivers



- Emotional, Behavioral, Developmental Condition
- No report

Trauma



- Reported to child welfare
- Not reported to child welfare

4. Children (2-17) have **at least one emotional, behavioral, or developmental conditions** as reported in a study by around **1/5 of caregivers**.

5. Alaska children are exposed to *trauma* early, with **1 in 3 (32%)** reported to child welfare before their 7th birthday.

6. No less than **1/5** of children with all parents in the workforce *may not be receiving services*.

EARLY INTERVENTION: BARRIERS

Alaska's Part C eligibility threshold for EI, more limiting than many other states, hindering access to high-quality supports for infants and toddlers with disabilities at the most critical time in their development

Low infant mental health capacity and shortage/high turnover of early childhood workforce

- Late intervening (school age or late elementary school)
- Low capacity for 1115 Medicaid waiver services designed for children and families that require specialized training related to children's social and emotional development that is not widely available in Alaska today.
- Recruitment of new staff in all ILP programs is challenging, in 8 programs taking more than a year to fill vacant vacancies especially OT, PT and SLP positions

EARLY INTERVENTION: BARRIERS

3. Head Start availability in parts of the state may impact transitions to Head Start.
4. EC services, including health and social services and care and education, are often less available in rural areas of the state than in urban centers.
5. Use of exclusionary practices in EC settings impeding access, for young children including infants and toddlers with disabilities, to effective EC education

REFERENCES

1. Census.gov
2. ILP Data for FY2019
3. 2018 KIDS COUNT Data Center
4. Alaska Division of Public Health. (2020). Alaska Longitudinal Child Abuse and Neglect Linkage Project (ALCAN Link). Retrieved from [\(ALCAN Link\)](#)
5. Needs Assessment of Alaska's Mixed-Delivery ECE System FINAL DRAFT (McDowell Group, 2020)
6. Alaska MHT Priority Area: Early Childhood Intervention & Prevention (J. Johnson, April 2020)
7. AILPA/GCDSE Recruitment and Retention Survey (2020)