

Original sponsor: Moss

Funding Information

General Fund \$257,000

Special Fund - 0

Total \$257,000

LEGISLATIVE

BY THE VICE PRESIDENT

OF THE HOUSE BILL NO. 370 (Finance)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWELFTH LEGISLATURE - SECOND SESSION

A BILL

For an Act entitled: "An Act making a special appropriation to the Department of Community and Regional Affairs for rural Alaska recreation and leadership programs; and providing for an effective date."

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

* Section 1. The sum of \$257,000 is appropriated from the general fund to the Department of Community and Regional Affairs for payment as a grant to Camp Fire - Chugach Council for the rural Alaska recreation and leadership programs.

* Sec. 2. The appropriation made by this Act shall be disbursed in accordance with AS 37.05.315 - 37.05.319.

* Sec. 3. This Act takes effect immediately in accordance with AS 01.10.070(c).

Original sponsor: Moss

Offered: 4/14/81
Referred: Finance

Funding Information

General Fund	\$366,215	257,000
Other Funds	-0-	
	<u>\$366,215</u>	257,000

BY THE Finance COMMUNITY AND REGIONAL AFFAIRS COMMITTEE

1 IN THE HOUSE

2 CS FOR HOUSE BILL NO. 370 (C&RA) Finance

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 TWELFTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act making special appropriations to the Depart-
7 ment of Community and Regional Affairs for 1981 summer
8 enrichment and youth programs and providing for an
9 effective date."

MT

10 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

11 * ~~Section 1. The sum of \$109,215 is appropriated from the general fund~~
12 ~~to the Department of Community and Regional Affairs for payment as a grant~~
13 ~~to the Alaska Native Foundation for the 1981 summer enrichment program.~~

14 * ¹Sec. ~~2~~. The sum of \$257,000 is appropriated from the general fund to
15 the Department of Community and Regional Affairs for payment as a grant to
16 Camp Fire - Chugach Council for the rural Alaska recreation and leadership
17 programs.

18 * ²Sec. ~~3~~. This Act takes effect immediately in accordance with AS 01.10.-
19 070(c).

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Original sponsor: Moss

Offered: 4/14/81
Referred: Finance

Funding Information

General Fund \$366,215
Other Funds -0-
\$366,215

BY THE COMMUNITY AND
REGIONAL AFFAIRS COMMITTEE

1 IN THE HOUSE

2 CS FOR HOUSE BILL NO. 370 (C&RA)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 TWELFTH LEGISLATURE - FIRST SESSION

6 A BILL

6 For an Act entitled: "An Act making special appropriations to the Depart-
7 ment of Community and Regional Affairs for 1981 summer
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19 070(c).

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ALASKA NATIVE FOUNDATION SUMMER ENRICHMENT PROGRAM - 1982

Funding History

1979

IHS 154.0

1980

IHS 92.0
Legislature 29.0

121.0 for five week program

1981

IHS 56.0
Macy Foundation } 94.0
ARCO }

150.0 for six week program

1982

IHS 0
Macy Foundation 79.0 - has been awarded and are using it
Legislative Request 109.2
now to prepare for this summer's program

188.2

Increases in the program's cost are to cover increased travel costs and printing costs.



Camp Fire • Chugach Council

326 H Street Anchorage, Alaska 99501 • (907) 279-3551

March 30, 1982

HOUSE FINANCE COMMITTEE
State Legislature
Pouch V
Juneau, Alaska 99811

Gentlemen:

Camp Fire, Chugach Council wishes to present testimony on CS HB370(CRA).

CS HB370 would grant \$257,000 to Camp Fire, Chugach Council to use to provide recreation and leadership programs for youth in rural Alaska.

Camp Fire has provided programs for youth throughout the State of Alaska during the past ten (10) years - to the extent that human and financial resources have permitted.

Our agency's perception of the program needs of youth in rural Alaska gathered from a decade of experience are:

1. There is an enormous unmet need for programs that provide water safety, swimming and wellness instruction for youth, particularly during the summer. Drowning is the #1 cause of accidental death in Alaska, the rate of drowning in Alaska has been 4 times the national average for the last twenty (20) years. Camp Fire provides one of the very few programs in the State that is attempting to do something about these staggering statistics.
2. There is an enormous unmet need for programs that will be truly preventative and provide youth with opportunities for developing the interests and skills so that they can make good choices for use of their leisure time.
3. The amount of leisure time is increasing due to changing lifestyles in rural Alaska.
4. There is an increased awareness of these needs of youth and increased desire for programs for youth on the part of the citizens of rural Alaska.



A United Way Agency

5. Camp Fire has had increasing requests for youth services and programs from communities in all regions of the State.
6. Youth themselves desire these services and programs.
7. Youth participation in any Camp Fire programs provided to date have been 75 to 100% of all those available to take part.

With the funds from CS HB370 Camp Fire could:

- * Provide a 4-week program of water safety, wellness and recreation in up to forty (40) selected villages, with qualified adult staff.
- * Provide training and summer employment for up to fifty (50) older youth in the villages who would work as aides in the program.
- * Serve an estimated 2,500 school age youth in this summer program.

At the present time there is no coherent plan to provide these much needed services in rural Alaska...no goals, no funds, no mechanism for program delivery exists within the plans of the State of Alaska or almost all rural communities.

In larger communities in Alaska Departments of Recreation can provide the services; in the smaller communities, with no such municipal departments or funds, services do not exist.

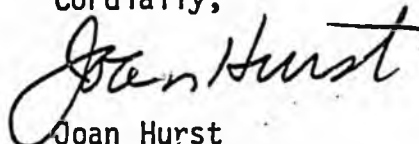
The Legislature is charged with the responsibility of acting as the Assembly for those communities in the unorganized borough, and so, it could be concluded that as a part of fulfilling this responsibility the Legislature should pass and fund CS HB370 to make it possible for Camp Fire to provide the proposed programs for youth in villages who do not have access to these necessary services.

Camp Fire urges the committee to give high priority to CS HB370 and support passage and funding for it during this Legislative Session.

This type of investment in our State's human resources does pay excellent dividends, it helps build healthy, able citizens.

Thank you for the opportunity to provide this testimony.

Cordially,



Joan Hurst
Executive Director

JH/lg



THE ALASKA NATIVE FOUNDATION

411 WEST 4th AVENUE, SUITE 314 • ANCHORAGE, ALASKA 99501 • PHONE (907) 274-2541

SUMMER ENRICHMENT PROGRAM

The Alaska Native Foundation Health Career Recruitment Program first offered the Summer Enrichment Program (SEP) in 1979. At that time, the Indian Health Service completely funded the program with a grant of \$154,000 for FY 1979. In 1980 the I.H.S. funding was reduced to \$92,000, and only an appropriation from the 1980 Alaska Legislature of \$29,000 enabled the SEP to be offered. Even so, the duration of the program was reduced to five weeks because of a shortage of funds. In 1981, the I.H.S. award was only \$56,000 and covered only the operational costs of the Health Career Program. Because no state support was received in 1981, it appeared the program may be lost. However, at the last minute, two private sources, the Josiah Macy Foundation and the ARCO Foundation, contributed the necessary \$94,000 for our third Summer Enrichment Program.

The Health Career Recruitment Program will be funded by the Josiah Macy Foundation in 1982. However, all I.H.S. funding is cut this year, and without state support, the fourth SEP will not take place this summer. House Bill 370 would provide funding for the 1982 S.E.P. and other necessary program expenses. Attached is a detailed description of this needed program and data from three years of excellent success.

1982 SUMMER ENRICHMENT PROGRAM

Proposed Budget

Staff

Director-full time, two months	5,200	
Secretary-half time, six months	4,400	
	<u>9,600</u>	
Fringe Benefits (29% of salaries)	2,784	
	<u>\$12,784</u>	\$12,784

Contractual

Three teachers @ 3,500	10,500	
Three live-in tutor/counselors @ 3,000	9,000	
One Coordinator @ 3,000	3,000	
One Computer Programmer + Computer Lease	2,000	
Program Booklet	1,800	
	<u>\$26,300</u>	\$26,300

Summer Program

Student Room, Board and Classrooms	25,640	
Student Travel-village to Anchorage + return	4,400	
Student Supplies	1,900	
Student Stipends	2,400	
Faculty Supplies	1,500	
University and Lab Fees	1,000	
Local Transportation- inc. vans, gas + ins.	4,900	
Phone, Duplication and office supplies	476	
	<u>\$42,216</u>	

Total Direct Program Costs		<u>\$42,216</u>
		<u>\$80,900</u>
Indirect Costs (35% of direct costs)		<u>\$28,315</u>
Total Funding Request		\$109,215

* other operational program costs are to be covered out of a grant from the Josiah Macy Foundation



THE ALASKA NATIVE FOUNDATION

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THE SUMMER ENRICHMENT PROGRAM

The Summer Enrichment Program has piloted intensive Summer academic programs in Alaska. The project was first offered in 1979 and has continued to the present. The Summer Enrichment Program was developed because of the need of rural Alaska Native students to be better prepared for postsecondary education. Statistics abound on the failure of the bush high school to provide an adequate education. Although state educators are aware of this problem, traditional approaches to its remediation have not met success. To this point, only the Summer Enrichment Program, and its recent 1981 spin off, the Della Keats Summer Program, have addressed the problem in such a way as to contribute to its amelioration. The success of the Summer Enrichment Program has been outstanding and a review of the following description will explain why.

Program Description

The Summer Enrichment Program (SEP) is a six week academic enhancement program aimed at the rural Alaska Native student. Its emphasis is to facilitate the transition from the small rural high school to post-secondary institutions. This change from a bush school to college is frequently devastating. In three years the SEP has served 55 Alaskan Native students with excellent results. The pre and post test data measuring incoming and outgoing skill repertoires, have shown excellent results. In addition, 45 of the 55 participants (82%) have completed the entire six weeks and have received college credits for their work. The basic structure of the program has evolved from modeling other successful summer programs, and by creating some innovative components of our own. The result has been a tremendous success.

It is important here to look at the unique program components in more detail. It is the combination of all of these components that make the SEP program so special. There are eight components of the program that set it apart from other intensive academic programs. These are explained in more detail below.

1. One of the most outstanding modules of the SEP curriculum is the use of minicomputers as instructional aids. The computers are used in a supplemental way to help drill students in academic areas they are studying. It is crucial to understand that these computers are used in the third phase of the learning cycle only. That is, after reading, lecture, laboratory sessions, and traditional homework, the computers drill the students to reinforce the "cementing" of the learning. We have found the machines are most useful in this way, as a supplement to our already excellent curriculum.

2. A second important program component is the use of live-in tutor/counselors for tutoring purposes. Each tutor/counselor works directly with a faculty member in one of the three academic disciplines we target: math, science, and study skills. In this way each tutor can work in study sessions with students in a specific area. In addition, they attend all classes in their discipline and serve as academic role models. This technique is a highly effective tool.
3. A third crucial component is personal contact. Our tutor/counselors live in the dorm with the students. They are college students themselves during the academic year. They understand dorm life, they are chosen for their counseling skills, and they serve as personal motivators. Alaskan Native students come from a cooperative society. The transition to our competitive culture is difficult. Many will not work to do better than others or to compete. They will do their best for a friend. That is us, our staff. Our teachers know this, our counselors know this, and we consciously use our personal contact to serve as a motivator. A slap on the back goes a long way, it works, and we care.
4. Another key ingredient is our use of a medical (a graduate) student in our program. Through a cooperative arrangement, through the University of Washington, we are getting a graduate student each year to work with our students and staff. This person serves as a role model, a lecturer, an adjunct faculty and as a tutor. In addition, they work individually with accelerated students.
5. Homework is of tremendous importance. Students have classes and labs five days a week. They have homework every night. Six days a week they have structured, supervised study sessions. Weekend homework loads are heavy. Students learn what is expected of them in college. It produces results.
6. The curriculum is designed to accelerate in complexity. As the student masters the initial workload, its amount and sophistication is increased. We increase the variable ratio schedule of reinforcement in appropriate increments. It works.
7. Teaching is done in an experimental manner. Students are initially given a diagnostic test. This elucidates their skill level and we begin teaching there. We individualize our approach to move the student forward no matter what the entry skill level. We do not teach specific grade level courses. Our criterion for success is significant skill acquisition in each discipline. This improves specific knowledge, confidence, and self-esteem in the student. This is our goal.
8. Observations of Alaskan Native professional role models is essential. We ensure each student has an afternoon with a professional in their field of interest. Guest speakers are brought in for group presentations. Whether the model be a nurse, lawyer, doctor, or geologist, they serve to reinforce the students perception that I can do it too.

These eight innovative components of the Summer Enrichment Program are not unique to education. It is the use of all of these ingredients in our package, along with our existing curriculum, that makes the SEP idiosyncratic. It is a program that can serve as a state and even a national model. This is our ultimate intention, to make this powerful educational program available to all who seek access to higher education and to replicate our success in new communities.

1982 will prove one of the most crucial in the history of the state rural education delivery system. Over the next 12 months, we can ensure there is a positive option for the rural Alaska student or we can miss this opportunity again. Replication of the SEP model is needed throughout Alaska. Our expertise in helping develop similar programs is needed throughout the state. The first steps have already begun. The Lower Kuskokwim School District and Kuskokwim Community College will be offering an "Academic Boot Camp" Summer Program in 1982 for the first time. They have modeled their entire project after our Summer Enrichment Program with our assistance. The State Department of Education is contributing to these efforts and is supportive of both programs. The continuance of the Summer Enrichment Program is essential to statewide implementation of successful regional summer intensive academic enhancement programs.

The Summer Enrichment Program started in 1979 with the support of the Indian Health Service. In the 1980 SEP, project funding was reduced by IHS due to general nationwide cut backs and was supplementally funded by the state of Alaska. In 1981, the IHS funding was severely restricted, but the Josiah Macy Foundation provided the bulk of the necessary funding. For 1982, all IHS funds are lost, the Macy Foundation is contributing, but state help is again essential. The attached funding request would support the 1982 summer session and provide for a transition of the Summer Enrichment Program model to be adopted and implemented in regional centers statewide. This would be the greatest contribution to improving successful rural education delivery the state has yet taken.

APPENDIX I
Cumulative Test Results for
The Summer Enrichment Program

The Houghton-Mifflin, Tests of Achievement and Proficiency, Form T, were administered to all Summer Enrichment Program students in a pre-post testing paradigm. These results reflect the cumulative results for the 1979, 1980, and 1981 programs (N=42). From the data below, it can be seen that 117 tests show an improvement (70%), 6 remained the same (3%) and 45 showed a decrease (27%). This shows a 2.6/1 increase to decrease ratio. Because a number of tests showed only a slight decrease and many tests increased a great deal, these figures are not completely representative. One method used to observe this more objectively, is to nullify the no difference and guess factor results by counting only raw scores that show a mean increase/decrease of five points or more. When we do this, we find 65 test scores show an increase and only 9 show a decrease. This shows a 7.2/1 increase to decrease ratio. The table below shows the breakdown by individual subtest.

<u>Subject</u>	<u>Number Increased</u>	<u>Number Decreased</u>	<u>Number Same</u>
Reading Comprehension	27	13	2
Mathematics	29	11	2
Written Expression	26	16	0
Science	35	5	2
N= 168	117	45	6

It is apparent from these data that there is an overall increase in student performance. To determine if there is a statistically significant increase, the Wilcoxon Sign Test was used for evaluative purposes. When this test is administered, we find a statistically significant increase in all four target areas because of the Summer Enrichment Program. The significance levels are as follows: In the Mathematics, Science, and Reading Comprehensive subtests, the statistical significance is at the 99 percent probability level. In the written expression subtest, the probability level is 90 percent significance.

From the data presented, we have scientifically demonstrated the positive impact of the Summer Enrichment Program. We have begun to identify and manipulate the crucial variables that contribute to the successful educational experience of the rural Alaskan Student.

Appendix II

Student Participants

<u>Year</u>	<u>Number Selected</u>	<u>Number Completed</u>	<u>Percent</u>
1979	20	17	85%
1980	17	12	71%
1981	<u>18</u>	<u>16</u>	<u>89%</u>
Totals	55	45	82%

Name and Hometowns of Participants

Kuvlela W. Andrew, Bethel	Dolly Apangalook, Gambell
June D. Barr, Deering	Charles Beans, Mt. Village
Eunice Beans, Mt. Village	Joanne Beck, Eagle
Tina M. Bronson, Nome	Victoria Delgado, Kodiak
Agnes Demientieff, Grayling	Robert S. Dickson, Jr., Nome
<u>Jesse Douglas, Ambler</u>	Mary Edwards, Holy Cross
Debbie J. Esai, McGrath	Perry Fawcett, Metlakatla
Rachel Forbes, Anchorage	Catherine Gray, Ketchikan
Carol Greenway, Fairbanks	Judy Gregory, Nickolai
Andrew Guy, Bethel	Carolyn Haakenson, Port Lions
<u>Ruth Harris, Kotzebue</u>	Janet Hunt, Kotlik
Roger Imgalrea, Chevak	Walton Irrigoo, Nome
April James, Gambell	Kimberly Johnson, Dillingham

Joyce M. Kameroff, Aniak	Sherry Kawagley, Hooper Bay
Gregory Kilbuck, Bethel	Loretta Lind, Chignik Lagoon
Nacy Luke, St. Mary's	Ray Masuleak, Barrow
Minnie McCarty, Anchorage	Cynthia H. Mercurief, Nikolski
Linda Morgan, Aniak	Agatha Napoleon, Hooper Bay
Agnes Nicholai, Eek	Lisa Olson, Anchorage
Lydia Olympic, Igiugig	Lorrena Prince, Kotlik
Agnes C. Ryan, Unalakleet	Marvin Schumacher, Kodiak
Geraldine Simon, Allakaket	Dorothy Slats, Chevak
Grace E. Stalker, Buckland	Natasia Stephanoff, Russian Mission
Aline Tate, Kotzebue	Anecia Tugatuk, Dillingham
Karen Turner, Anchorage	Laura A. Vaska, Kalskag
Leslie Ward, Anchorage	Laurinda Weston, Mekoryuk
Rosemary Weston, Koyuk	Vera A. Workman, Shageluk

APPENDIX III

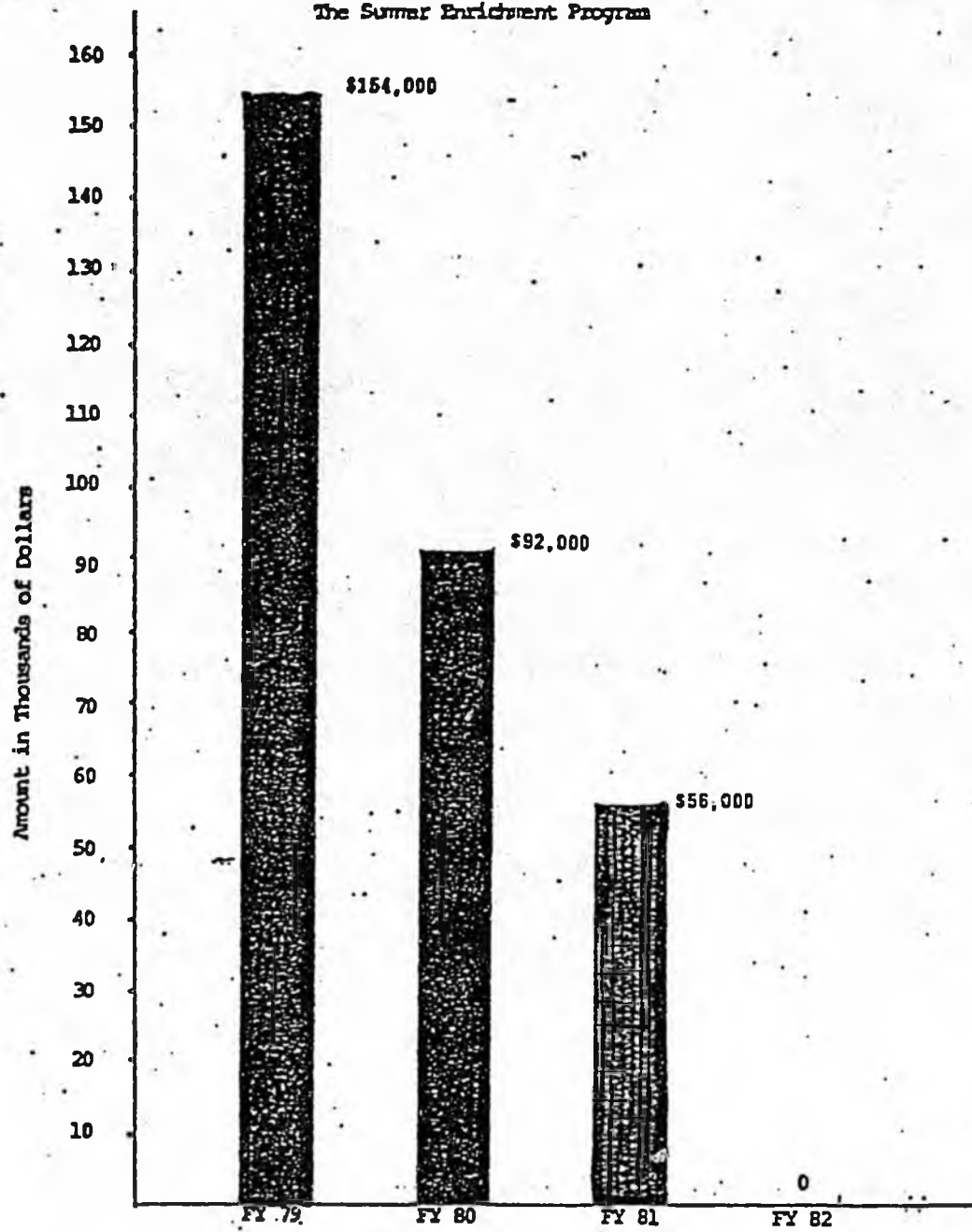
THREE YEAR SUMMER ENRICHMENT PROGRAM FOLLOW-UP

During October of 1982, follow-up contact was initiated to all previous students who participated in the Summer Enrichment Program, N=55. Of this, 40 (73%) of the students responded either to our letter or to follow-up phone calls. The data below outlines activity of former S.E.P. participants.

	<u>Number</u>	<u>% of Respondents</u>	<u>% of Total</u>
In College	19	48%	35%
In High School	14	35%	25%
Working in a Health Field	1	2%	2%
Not in School or Related Field	6	16%	11%
No response	15		27%

For these data, it shows that a full 85 percent of those who responded were either still in school or working in a medical field. We consider this excellent success. Looking at the entire sample, even if we assume that none of the 15 students we were unable to contact were in school, 62 percent of all previous Summer Enrichment Program students are still working toward their professional career goal. This is exceptionally good data for Alaska Native youths, as those familiar with the typical high school and college dropout data for this group are aware. These overall data are extremely encouraging and very complimentary of the Summer Enrichment Program.

Federal (Indian Health Service) Funding of
The Summer Enrichment Program



THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST

Bill/Resolution No. HB 370 SB 335

Title A special appropriation to DC&RA for AK Native FNDTN 1981 enrichment program.

Requested by House C & RA Committee Date March 31, 1981

II. FISCAL DETAIL

Agency Affected Department of Community & Regional Affairs

Program Category Affected Development

BRU, Program. or Subprogram(s) Affected Local Government Assistance

(Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES		-0-				
200 TRAVEL		-0-				
300 CONTRACTUAL		-0-				
400 COMMODITIES		-0-				
500 EQUIPMENT		-0-				
600 LAND & STRUCTURES		-0-				
700 GRANTS, CLAIMS, ETC.		-0-				
TOTAL		-0-				

FUNDING (Thousands of Dollars)

GENERAL FUND		-0-				
FEDERAL FUNDS		-0-				
OTHER (Specify Fund Source)		-0-				

POSITIONS

FULL TIME		-0-				
PART TIME						
TEMPORARY						

III. ANALYSIS (See Fiscal Note Preparation Instructions, Section III)

No administrative costs assuming that existing Department of Community & Regional Affairs Legislative Grant administrative positions remain in Governor's FY 82 budget.

Section 37.05.315(e) requires that all Legislative grants to non-profit organizations be made through a request for proposal process. The department shall contract with the named recipient unless the Office of the Governor, with due regard for any local expertise or experience among those making proposals, determines that an award of the contract to a different party would better serve the public interest.

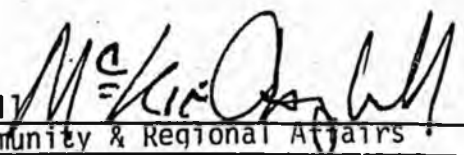
IV. DATE March 31, 1981

PREPARED BY McKie Campbell

AGENCY Department of Community & Regional Affairs

PHONE 465-4735

Original: Legislative Finance
Budget and Management



Funding Information
General Fund \$109,215
Other Funds -0-
\$109,215

Introduced: 3/23/81
Referred: Community &
Regional Affairs and Finance

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BY MOSS

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