

AK. SCHOOL
É PUBLIC POLICY
CONFERENCE
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REMARKS TO:

ALASKA'S SCHOOLS AND PUBLIC POLICY:
A STATE-WIDE CONFERENCE

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BY

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LADIES AND GENTLEMEN IN THE AUDIENCE, I AM VERY PLEASED AND HONORED TO BE HERE THIS AFTERNOON. PLEASED AND HONORED AND MORE THAN JUST A LITTLE ANXIOUS.

I'M NOT JUST ANXIOUS FOR THOSE REASONS YOU MAY SUSPECT, REASONS BEING THIS PUBLIC SPEAKING PROCESS, BUT BECAUSE I BELIEVE, WE FACE NOW, PERHAPS THE MOST IMPORTANT TIME IN THE HISTORY OF ALASKA VOCATIONAL EDUCATION. THIS CONFERENCE AS WELL AS OTHER ACTIVITIES WHICH ARE CURRENTLY UNDERWAY, SUCH AS THE STATE FINANCE STUDY, WILL IN THE NEXT FEW MONTHS SHAPE VOCATIONAL EDUCATION DELIVERY FOR OUR GREAT STATE.

THE PURPOSE OF MY REMARKS, AS WELL AS THOSE OF MY FELLOW PANEL MEMBERS, IS TO HELP ADDRESS THE QUESTION-CAN ALASKA TRAIN ALASKANS FOR ALASKA'S JOBS? MY REMARKS TO YOU WILL REFLECT ONLY A KINDERGARTEN THROUGH TWELVETH GRADE PUBLIC SCHOOL PERSPECTIVE. I THINK IT IS IMPORTANT THAT YOU KEEP THAT IN MIND AS YOU LISTEN TO WHAT I HAVE TO SAY.

I BELIEVE THE QUESTION AT HAND IS REALLY A QUESTION OF EFFECTIVENESS UNDER CURRENT CONDITIONS. IF WE RETAIN THE STATUS QUO REGARDING VOCATIONAL EDUCATION THEN I THINK THE ANSWER TO THE QUESTION CAN ALASKA TRAIN ALASKANS FOR ALASKA'S JOBS IS "NOT VERY WELL AND ONLY IN A FRAGMENTED MANNER." IF HOWEVER SOME REASONABLE CHANGES ARE BROUGHT ABOUT THEN THE RESPONSE WOULD BE "MOST CERTAINLY, ALASKA CAN TRAIN ALASKANS FOR ALASKA'S JOBS!"

FIRST, I BELIEVE THAT ALL INVOLVED HAVE TO COME TO UNDERSTAND AND ACCEPT THE NOTATION THAT VOCATIONAL EDUCATION IS DIFFERENT FROM GENERAL EDUCATION. IT IS DIFFERENT IN IT'S CHARGE/MISSION, DIFFERENT IN IT'S METHODS, AND DIFFERENT IN IT'S ACCOUNTABILITY/MEASUREMENT.

VOCATIONAL EDUCATION IS IMPORTANT AND VITAL. VOCATIONAL EDUCATION IS CRUCIAL TO THIS COUNTRY'S ECONOMIC HEALTH. VOCATIONAL EDUCATION IS EXPENSIVE. VOCATIONAL EDUCATION LACKS LEADERSHIP

AND COMMITMENT.

IT'S BEEN MY OBSERVATION IN THE YEARS I'VE WORKED WITH VOCATIONAL EDUCATION THAT NEARLY 100% OF MAJOR DECISIONS, BOTH LONG-TERM POLICY AS WELL AS DAY-TO-DAY, WHICH DIRECTLY AFFECT VOCATIONAL EDUCATION CONTINUE TO BE MADE BY NON-VOCATIONALLY TRAINED PERSONNEL. THIS APPEARS TO ME TO BE TRUE WITH THE FEDERAL LEVEL, AT THE STATE LEVEL, AND PERHAPS, MOST IMPORTANTLY, AT THE LOCAL LEVEL.

LET ME PROVIDE YOU AN ANALOGY, WOULD IT MAKE SENSE TO YOU TO:

- 1) ESTABLISH A MEDICAL PRACTICE IN YOUR LOCAL COMMUNITY
- 2) PROVIDE COMPETENT MEDICALLY TRAINED STAFF, AND THEN HAVE THE DECISIONS REGARDING TREATMENT OF CLIENTS MADE BY NON-MEDICAL PERSONNEL?

OF COURSE NOT-YET WE CONTINUE TO ASSUME THAT THE SAME PROCESS USED TO MANAGE SAY THE INSTRUCTION OF SOCIAL STUDIES IS EQUALLY APPROPRIATE FOR VOCATIONAL EDUCATION. I'M HERE TO TELL YOU THAT JUST ISN'T SO: AND FOR VOCATIONAL EDUCATION TO CHANGE MUCH LESS FLOURISH, THEN THIS ATTITUDE MUST BE CHANGED!

ONE FUNDAMENTAL-PERVASIVE PROBLEM REGARDING VOCATIONAL EDUCATION IN THE PUBLIC SYSTEM IS THE LACK OF KNOWLEDGE, BACKGROUND, AND EVEN BASIC PHILOSOPHICAL SUPPORT FOR VOCATIONAL EDUCATION. TOO MANY LEADERS TAKE AN ELITIST'S POSITION REGARDING VOCATIONAL EDUCATION, COMMUNICATING IF NOT ACTUALLY SAYING, "VOCATIONAL EDUCATION IS FOR SOMEONE'S ELSE'S CHILDREN" OR THAT "VOCATIONAL EDUCATION IS SOME PLACE TO PUT KIDS WHO CAN'T CUT IT WITH ACADEMICS."

PERHAPS THE BITTER COMPLAINT WHICH I ONCE OVER HEARD IS ALL TOO TRUE-"VOCATIONAL EDUCATION IS MERELY THE BABY LEFT ON EDUCATION'S DOORSTEP."

IT MAY BE TRUE THAT QUALITY GENERAL EDUCATION CAN FLOURISH WITHOUT VOCATIONAL EDUCATION BUT I CAN GUARANTEE YOU THAT QUALITY VOCATION-

AL EDUCATION CAN NOT FLOURISH WITHOUT QUALITY GENERAL EDUCATION. I BELIEVE A WORTHWHILE OBJECTIVE OF SCHOOLS TODAY IS TO ESTABLISH A GOAL WHEREBY EACH HIGH SCHOOL GRADUATE COMPLETE THE EXPERIENCE WITH A MARKETABLE SKILL. I CAN NOT UNDERSTAND ANY SYSTEM, WHICH AFTER 12.5 YEARS, COULD STILL PRODUCE A GRADUATE NOT PREPARED TO APPLY SKILLS, ATTITUDES, AND KNOWLEDGE IN THE WORLD OF WORK IN A PRODUCTIVE MANNER. TO ME THAT IS NOTHING SHORT OF EDUCATIONAL FRAUD.

THE ECONOMIC WELL-BEING OF ANY SOCIETY RESTS ON THE ABILITY OF IT'S WORK FORCE TO PRODUCE IN AN EFFICIENT MANNER. WHY THEN IS THE VERY LEGITIMACY OF VOCATIONAL EDUCATION AS A FUNDAMENTAL PURPOSE OF PUBLIC EDUCATION STILL A MATTER FOR PHILOSOPHIC DEBATE? PERHAPS A FUNDAMENTAL ISSUE TO EACH OF US INTERESTED IN, OR INVOLVED WITH, EDUCATION IS THAT WHILE LEARNING FOR LEARNING'S SAKE, OR FOR THE OPPORTUNITY TO PARTICIPATE IN THE NEXT LEVEL OF SCHOOLING, IS CERTAINLY A WORTHY ENDEAVOR-THE REAL CHALLENGE IS TO COUPLE TEACHING OF SKILLS WITH AN APPLICATION OF THOSE SKILLS TAUGHT.

WE HAVE HEARD MENTIONED AT THIS CONFERENCE AS WELL AS OBSERVED IN VARIOUS PROFESSIONAL PUBLICATIONS REFERENCE TO A NUMBER OF STUDIES OF EDUCATION. THE STUDY QUOTED MOST OFTEN IS A NATION AT RISK. LET ME PRESENT TO YOU A QUOTE FROM THE NATION AT RISK REPORT. "MORE AND MORE YOUNG PEOPLE EMERGE FROM HIGH SCHOOL READY NEITHER FOR COLLEGE NOR FOR WORK." AGAIN FROM A NATION AT RISK-"SHODDINESS IS TOO OFTEN REFLECTED IN OUR SCHOOLS AND COLLEGES."

FROM ANOTHER REPORT TITLED HIGH SCHOOL: A REPORT ON SECONDARY EDUCATION IN AMERICA (OFTEN REFERRED TO THE CARNEGIE REPORT) ONE OF THE TWELVE PRIORITIES MENTIONED IN THE STUDY WAS AS FOLLOWS: "THE HIGH SCHOOL SHOULD HELP ALL STUDENTS MOVE WITH CONFIDENCE FROM SCHOOL TO WORK AND FURTHER EDUCATION." IN OTHER WORDS-THE MAJOR FUNCTION OF THE SECONDARY SCHOOLING PROCESS IS TO PROVIDE A TRANSITION TO WORK AND LEARNING.

I THINK IT'S SAFE TO SAY THERE IS A CRYING CONCERN REGARDING VOCATIONAL EDUCATION THROUGHOUT THIS COUNTRY. IN PREPARING MY REMARKS FOR TODAY, I DID A REVIEW OF SOME OF THE HEADLINES IN A PROFESSIONAL PUBLICATION WHICH I RECEIVE WEEKLY. BEAR WITH ME FOR A MOMENT AS I SHARE WITH YOU SOME OF THOSE HEADLINES:

- POLITICAL DISPUTE SIDETRACKS VOC ED AUTHORIZATION HIKE
- EDUCATION KEY TO BUSINESS COMPETITIVENESS, EXECUTIVES SAY
- 1984 FUNDING BILL WOULD CUT EMPLOYMENT AND TRAINING
- ASSOCIATION MAKES AWARDS FOR INDUSTRY-EDUCATION COOPERATION
- TRADE SCHOOLS ENROLLMENT JUMPS THIS FALL
- CORPORATE PROGRAMS GIVE JAPAN EDGE IN TECHNICAL TRAINING
- GRANTS AFFECT DECISION TO ATTEND VOCATIONAL SCHOOL-STUDY SAYS
- REHABILITATION OFFICIAL CALLS FOR IMPROVEMENTS IN TRAINING
- EMPLOYMENT EXPERT WARNS AGAINST OVER EMPHASIS ON HIGH TECH
- BUSINESS ROLE IN VOC ED HAS LIMITS-EXPERT WARNS
- COMPUTERS ALONE ARE NOT ENOUGH
- EL DEPARTMENT SITES TEN VOC ED PROGRAMS FOR EXCELLENCE
- CONGRESS EXPLORES SCOPE AND NATURE OF WORKER DISPLACEMENT
- CIVIL RIGHTS GROUPS CRITICIZE VOC ED LAYOFFS
- YOUTH EMPLOYMENT WILL NOT GO AWAY-FOUNDATION PREDICTS
- WHITE HOUSE PRODUCTIVITY CONFERENCE WILL ADDRESS TRAINING.

ALL THIS SINCE SEPTEMBER OF THIS SCHOOL YEAR.

IN ANOTHER TYPE OF REPORT, VOCATIONAL STUDENTS RESPONDED TO THE COMMISSION ON EXCELLENCE IN EDUCATION: VOCATIONAL STUDENTS, REPRESENTING OVER 275,000 STUDENT MEMBERS OF THE VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA), DELIVERED THEIR PUBLISHED RESPONSE TO A NATION AT RISK TO CONGRESSIONAL REPRESENTATIVES AND REAGAN ADMINISTRATION OFFICIALS. VICA IS THE FIRST ORGANIZATION OF STUDENTS TO RESPOND TO THE COMMISSION'S REPORT. PRESIDENT REAGAN AND SECRETARY OF EDUCATION, BELL, BOTH EXPRESSED INTEREST IN HEARING VICA STUDENTS REACTIONS TO THE REPORT WHILE ATTENDING VICA'S JUNE NATIONAL LEADERSHIP CONFERENCE.

THE STUDENT'S REPORT STATES THAT, AS VOCATIONAL STUDENTS FROM BOTH SECONDARY AND POST SECONDARY PROGRAMS, THEY VALUE THEIR VOCATIONAL TRAINING. THEY CONSIDER THE TIME THEY SPEND LEARNING AS CRUCIAL, AND ANY SHORT COMINGS IN THEIR EDUCATION WILL HAVE A DIRECT AND LASTING IMPACT ON THEIR FUTURES. THEY FULLY SUPPORT RENEWED EMPHASIS ON INSTRUCTION IN BASICS, BUT NOT AT THE EXPENSE OF THEIR VOCATIONAL TRAINING.

ON THE ISSUE OF CURRICULUM, STUDENTS RESPONDED THAT THEY NEED THE NEW BASICS FOR THEIR VOCATIONAL PROGRAMS AND FOR CONTINUING EDUCATION. THEY ALSO BELIEVE THAT THE BASICS SHOULD BE COVERED BEFORE THEY BEGIN THEIR VOCATIONAL PROGRAMS IN THE LAST TWO YEARS OF HIGH SCHOOL. SECONDARY SCHOOL STUDENTS WERE PARTICULARLY CONSIDERED THAT THEY BE IN A POSITION TO EARN A LIVING WAGE WITH THEIR VOCATIONAL SKILLS WHEN THEY GRADUATE FROM HIGH SCHOOL.

IN THE AREA OF TIME SPENT IN SCHOOL, THE CONSENSUS OF THE STUDENTS WAS THAT THE AMOUNT OF TIME WAS NOT SO MUCH THE PROBLEM AS THE COMPLETE UTILIZATION OF THAT TIME. "QUALITY IS MORE IMPORTANT THAN QUANTITY," IN THE WORDS OF THE REPORT.

THE REPORT WAS COMPILED FROM THE WRITTEN RESPONSES PREPARED BY 288 NATIONAL STUDENT DELEGATES DURING TASK FORCE MEETINGS AT THE JUNE NATIONAL LEADERSHIP CONFERENCE. THEIR RESPONSES REPRESENTED THE INPUT OF MORE THAN 2500 ELECTED DELEGATES FROM THROUGHOUT THE U.S. WHO ATTENDED THAT MEETING.

THE VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA) IS THE NATIONAL ORGANIZATION FOR STUDENTS IN TRADE, INDUSTRIAL, TECHNICAL, AND HEALTH OCCUPATIONS VOCATIONAL PROGRAMS IN PUBLIC HIGH SCHOOLS, AREA VOCATIONAL SCHOOLS, AND JUNIOR AND COMMUNITY COLLEGES.

THE CHALLENGE FOR ALL ASSOCIATED WITH VOCATIONAL EDUCATION IN ALASKA IS TO WORK TO FOSTER A CLIMATE CONDUCIVE TO INCREASING THE UNDERSTANDING AND SUPPORT FOR OCCUPATIONAL PREPARATION-SUPPORT FOR MERGING THE TEACHING OF THEORY WITH PRACTICE.

I BELIEVE THE FIRST REQUIREMENT FOR BETTER CLIMATE IS AGREEMENT ON, AND SUPPORT OF, TIME PROVEN STANDARDS FOR VOCATIONAL EDUCATION. THERE ARE ELEVEN COMMON ELEMENTS OF VOCATIONAL EDUCATION WHICH I BELIEVE REQUIRE LOCAL AND STATE QUALITY STANDARDS:

- PROGRAM PLANNING AND DEVELOPMENT
- INSTRUCTIONAL DELIVERY
- FACILITIES AND EQUIPMENT
- SCHOOL-COMMUNITY INTERFACE
- STUDENT SERVICES
- VOCATIONAL STUDENT LEADERSHIP ORGANIZATIONS
- SPECIAL NEEDS STUDENTS
- EVALUATION
- INSTRUCTIONAL STAFFING
- ADMINISTRATION
- FISCAL MANAGEMENT

EACH OF THESE FUTURE STANDARDS MUST ADDRESS CERTAIN SUBELEMENTS. I WILL ATTEMPT TO PROVIDE SOME OF THOSE SUBELEMENTS FOR EACH OF THE FOREGOING ELEVEN STANDARDS AREAS.

STANDARD ELEMENT NUMBER ONE: PROGRAM PLANNING AND DEVELOPMENT SHOULD ADDRESS SUCH ASPECTS AS A) OCCUPATIONAL TASK ANALYSIS SUPPORTING ALL VOCATIONAL CURRICULUM B) IDENTIFICATION OF ENTRY-LEVEL JOB REQUIREMENTS AND EXPECTATIONS C) ANNUAL AND LONG-RANGE LOCAL AND STATE-WIDE VOCATIONAL EDUCATION PLANS. AS AN EXAMPLE OF LOCAL PLANNING WHICH DOES CONTAIN CERTAIN SUBELEMENTS I HAVE AVAILABLE HERE TODAY A COPY OF OUR VOCATIONAL EDUCATION PLAN FOR THE FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT AND WILL BE HAPPY TO SHARE A COPY WITH ANY OF YOU WHO ARE INTERESTED. PLEASE FEEL FREE TO PICK THEM UP FOLLOWING THIS SESSION.

STANDARDS ELEMENT NUMBER TWO: INSTRUCTIONAL DELIVERY SHOULD ADDRESS SUCH ASPECTS AS A) CURRICULUM CONTENT BUILT UPON ENTRY-LEVEL JOB REQUIREMENTS B) DELIVERY UTILIZING COOPERATIVE VOCATIONAL EDUCATION WHERE APPROPRIATE C) CURRICULUM DELIVERY UTILIZING COMMUNITY RESOURCES AS INTEGRAL PARTNERS D) CURRICULUM REINFORCING THE IMPORTANCE OF BASIC SKILLS.

STANDARDS ELEMENT NUMBER THREE: FACILITIES AND EQUIPMENT SHOULD ADDRESS SUCH ASPECTS AS A) FACILITIES AND EQUIPMENT APPROPRIATE TO INDUSTRY STANDARDS B) SYSTEMATIC MAINTENANCE AND REPLACEMENT FOR EQUIPMENT C) INSURE SUPPLIES AND MATERIALS NECESSARY TO SUPPORT APPROPRIATE TRAINING.

STANDARDS ELEMENT NUMBER FOUR: SCHOOL-COMMUNITY INTERFACE SHOULD ADDRESS SUCH ASPECTS AS A) INVOLVE COMMUNITY REPRESENTATIVES IN PROGRAM PLANNING AND DEVELOPMENT B) ESTABLISH AND MAINTAIN DISTRICT-WIDE VOCATIONAL ADVISORY COUNCIL C) ESTABLISH AND MAINTAIN PROGRAM ADVISORY COMMITTEES WHERE APPROPRIATE D) PERIODIC INDUSTRY NEEDS STUDY E) ENTRY-LEVEL SKILLS STUDY AS BASIS FOR CURRICULUM AND INSTRUCTION F) UTILIZATION OF COMMUNITY AS A RESOURCE FOR PROGRAM DELIVERY.

STANDARDS ELEMENT NUMBER FIVE: STUDENT SERVICES SHOULD ADDRESS SUCH ASPECTS AS A) STUDENT CAREER INFORMATION B) STUDENT ASSESSMENT (TESTING-INTEREST, APTITUDE, ACHIEVEMENT) C) PLACEMENT D) FOLLOW UP BOTH STUDENT AND EMPLOYER E) STUDENT RECRUITMENT F) CAREER GUIDANCE.

STANDARDS ELEMENT NUMBER SIX: VOCATIONAL STUDENT LEADERSHIP ORGANIZATIONS SHOULD ADDRESS SUCH ASPECTS AS A) RECOGNITION OF THE CO-CURRICULAR NATURE AND B) PROVIDE ASSISTANCE AND RECOGNITION OF ACTIVITIES, FOR THOSE OF YOU WHO PERHAPS ARE UNFAMILIAR WITH ALASKA'S VSLO GROUPS LET ME ENUMERATE THEM FOR YOU:

1. DISTRIBUTIVE EDUCATION CLUBS OF AMERICA (DECA)
2. FUTURE FARMERS OF AMERICA (FFA)
3. FUTURE HOMEMAKERS OF AMERICA (FHA)
4. OFFICE EDUCATION ASSOCIATION (OEA)
5. VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA)

STANDARDS ELEMENT NUMBER SEVEN: SPECIAL NEEDS SHOULD ADDRESS SUCH ASPECTS AS A) HANDICAPPED B) DISADVANTAGED, BOTH ACA-

DEMIC AND ECONOMIC C) SEX EQUITY AND SEX-ROLE STEROTYPING ISSUES D) SUPPORT SUPPLEMENTAL/REMEDIAL INSTRUCTIONAL PROGRAMS.

STANDARDS ELEMENT NUMBER EIGHT: EVALUATION SHOULD ADDRESS SUCH ASPECTS AS A) UTILIZATION STUDENT PROGRAM COMPLETER FOLLOW UP DATA B) UTILIZE EMPLOYER FOLLOW UP DATA C) INVOLVE ADVISORY COUNCIL/COMMITTEE (COMMUNITY) INPUT D) INCLUDE SKILLS, ATTITUDES, AND KNOWLEDGES REQUIRED BY THE WORLD OF WORK.

STANDARDS ELEMENT NUMBER NINE: INSTRUCTIONAL STAFFING SHOULD ADDRESS SUCH ASPECTS AS A) APPROPRIATE CERTIFICATION B) SPECIFIC OCCUPATIONAL EXPERIENCE FOR THE VOCATIONAL AREA BEING TAUGHT C) TECHNICAL UPDATING REQUIRED FOR RELEVANT VOCATIONAL TRAINING.

STANDARDS ELEMENT NUMBER TEN: ADMINISTRATION SHOULD ADDRESS SUCH ASPECTS AS A) CERTIFICATION B) OCCUPATIONAL EXPERIENCE OUTSIDE OF EDUCATION C) VOCATIONAL EDUCATION TEACHING EXPERIENCE.

STANDARDS ELEMENT NUMBER ELEVEN: FISCAL MANAGEMENT SHOULD ADDRESS SUCH ASPECTS AS A) A SOUND AND CONSISTENT FUNDING BASE FOR VOCATIONAL PROGRAMS B) CATEGORICAL ACCOUNTABILITY OF AVAILABLE FUNDS C) RECOGNIZE AND SUPPORT VOCATIONAL SKILLS DELIVERY AS DIRECTLY IMPACTING ECONOMIC DEVELOPMENT FOR ALASKA.

WHAT DOES VOCATIONAL EDUCATION NEED FROM THOSE OF US PRESENT AT THIS CONFERENCE AS WELL AS OTHERS? IT NEEDS HELP AND UNDERSTANDING FROM BOTH LOCAL AND STATE POLICYMAKERS AS WELL AS PRACTITIONERS. WE NEED TO CHANGE SOCIETY'S IMAGE OF VOCATIONAL EDUCATION. WE NEED TO ADVOCATE FOR OCCUPATIONAL PREPARATION.

A GENERAL RULE OF THUMB IN THE PAST HAS BEEN THAT ROUGHLY 80% OF HIGH SCHOOL GRADUATES DO NOT COMPLETE POST SECONDARY TRAIN-

ING-ONLY PERHAPS AS MANY AS 20%. YET, AS ONE EXAMINES OUR APPROACH TO SCHOOLING--MOST OF OUR EFFORTS IN CURRICULUM, GUIDANCE, AND MONETARY RESOURCES GOES TO SUPPORT THAT 20% NEED---GO TO COLLEGE.

FOR MORE EFFORT TO GO TOWARD MATCHING THE NEEDS OF STUDENTS WITH REALISTIC OPPORTUNITY FOR EMPLOYMENT COUNSELORS AND OTHER SCHOOL OFFICIALS MUST PLACE MORE TIME, VALUE, AND EFFORT ON OCCUPATIONAL/CAREER GUIDANCE. STUDENTS MUST BE TAUGHT THERE ARE SPECIFIC STEPS TO LEARN REGARDING CAREER DECISION MAKING AND THEY NEED IN-SCHOOL PRACTICE WITH THOSE PROCESSES.

THE ESTABLISHMENT OF TENTATIVE CAREER OBJECTIVES MUST BE ENCOURAGED AND SHOULD BEGIN EARLY WITH THE INTRODUCTION OF CAREER ASSESSMENT FACTS ALONG WITH CAREER INFORMATION. THIS DOES NOT LIMIT STUDENTS, AS SOME CRITICS MIGHT SUGGEST, BUT INSTEAD BROADENS THE STUDENT BY PROVIDING A SET OF SKILLS WHICH MAY BE UTILIZED REPEATEDLY THROUGHOUT EACH INDIVIDUAL'S LIFE.

THOSE OF YOU WHO, LIKE I, HAVE CHILDREN AND IN PARTICULAR ADOLESCENCE REALIZE THAT WHAT KIDS DON'T KNOW ABOUT THEMSELVES AND THE WORLD AROUND THEM IS STAGGERING. THEY NEED TO KNOW-- AND IN FACT, HAVE A RIGHT TO KNOW: THEIR OWN INTERESTS, THEIR OWN APPTITUDES, THEIR OWN ACHIEVEMENT LEVELS, THE RANGE OF CAREERS POTENTIALLY AVAILABLE TO THEM, THE TRAINING EXPERIENCE AND EDUCATION REQUIRED TO ACCESS THOSE CAREERS, EXPERIENCE WITH THE WORLD OF WORK, AND THE SKILLS WITH WHICH TO SELL THEMSELVES TO AN EVENTUAL EMPLOYER.

MOST OF ALL, STUDENTS AND THEIR PARENTS NEED THE INFORMATION AND OPPORTUNITY TO APPROPRIATELY CHOOSE FROM THE SCHOOL'S MENU. THERE IS LITTLE NEED TO CONTINUE TO TURN OUT STUDENTS NEITHER PREPARED FOR WORK OR FURTHER EDUCATION.

QUICK FIXES SELDOM WORK AND TEND TO ENDURE OVER A VERY SHORT SPAN OF TIME. WHAT VOCATIONAL EDUCATION IN ALASKA REQUIRES IS A REDISCOVERY, THEN RETURN TO TIME-HONORED AND TIME-PROVEN QUALITY STANDARDS.

I CLOSE MY REMARKS WITH A FAVORITE QUOTE. IT'S FROM JOHN GARDNER, NOTED EDUCATOR AND GOVERNMENT OFFICIAL:

"THE SOCIETY WHICH SCORNS EXCELLENCE IN PLUMBING BECAUSE PLUMBING IS A HUMBLE ACTIVITY, AND TOLERATES SHODDINESS IN PHILOSOPHY BECAUSE IT IS AN EXALTED ACTIVITY WILL HAVE NEITHER GOOD PLUMBING NOR GOOD PHILOSOPHY. NEITHER IT'S PIPES NOR IT'S THEORIES WILL HOLD WATER."

THANK YOU FOR YOUR KIND ATTENTION THIS AFTERNOON.

Laws, Regulations and Court Decisions
December 15, 1983
Workshop A

Moderator: George Maykowskyj, Superintendent, Valdez City
Schools

Panelists: Bruce Botelho, Assistant Attorney General, State of
Alaska
Peter C. Partnow, Hellen, Partnow and Condon,
Attorney
John Patterson, General Counsel, National Education
Association, Alaska
Gary Thurlow, Manager, Matanuska-Susitna Borough,
Attorney

I'm George Maykowskyj, Superintendent of Schools in Valdez. I've been given the assignment to moderate this, which is good, which I don't have to be committal. And we can let the experts on our panel commit themselves and hopefully commit some of you in the audience.

I would like to introduce our panelists. On my immediate left is Bruce Botelho, Assistant Attorney General for the State of Alaska. And next we have Peter Partnow, from Hellen, Partnow and Condon. He represents various school districts in the State of Alaska. And we have John Patterson who is General Counsel for the National Education Association for the State of Alaska. And finally we have Gary Thurlow who is manager for the Mat-Su Borough and also an attorney in Alaska and California.

I'd like to welcome you to this session. The way we want to organize this discussion is, I have raised three separate questions that I have some comments on it. I will go through those three questions and comments and then we will have the panelists discuss and raise, make statements, raise some issues on the first question, then we'll go to the second question, then we'll go to the third question, and then we'll open it up for audience participation. If that's ok with you, fine, if not, too bad.

I would like to point out an error in the program. That error was due to me, in the printing. The second question should be "does the state system of funding for education depict an equitable formula" and then what's stated as the question should be the comment.

I'll go ahead now and go through my set of questions for those who might not have it. The first question deals in the area of school administration school boards and the local community. Are school administrators being required to hold juris doctorial degrees or higher as a part of the full time staff. Are attorneys specially trained in school related matters in order to maintain a trouble free district. The comment is that it seems that we in education are always faced with the problem of litigation, whether it be in the classroom or with our

employers. And we rely heavily upon the courts and the attorneys to make decisions that affect us in education. The comment speaks to possibly having legal schools, universities crank out teachers, administrators that have legal backgrounds to help preclude us from getting involved in those areas.

But then also the comments say that maybe we're just creating mountains out of molehills. Maybe we're getting too involved in those areas and we're too afraid in dealing in an educationally matter and being legitimate rather than worrying about all the problems within the law and the court system. I feel very strongly that if we were totally legitimate and acting with reasonableness and common sense, we wouldn't have problems with attorneys and courts. It's a nice statement but it's hard to follow, I guess. I guess we can go ahead and start with Bruce and work our way down, and then reverse that -----.

Botelho: Gary, I didn't realize you had problems with attorneys. I'd like to think that they're one of your best friends. At least from the litigation we get out of some of our districts you'd think so.

The questions, in case you're not aware of it, if you have the brochure, you'll find that there is a section in the back which has verbatim the question that George has posed to us as well as his commentary. I'm not going to tackle it all but I'll give a couple of reactions that occur to me in some of the text.

First of all, there's some assumptions in there, in the question itself and I will deal with the first portion, which talks about school administrators being required to have juris doctorate degrees. There are a couple other assumptions there and that is first of all, there are attorneys specially trained in school law. I think you'll find that if you look around and if you're trying to find somebody straight out of law school who has trained in education law to hire as your full time staff person for liberal matters, you won't find that person because by and large, from a legal education law standpoint, there is very little in the legal curriculum of most any law school that deals with education law. So there is an assumption that we just have to bring up briefly. And presuming that you do have that legal scholar, again I think it probably is too presumptuous to assume that that scholar is going to do anything to help the district maintain the trouble free atmosphere because the litigation obviously comes from decisions that are made either at the school board level, sometimes at the administrative level and most frequently what happens in the classroom. You have ---- numbers of individuals who are making decisions daily that could end up in litigation. And of course, the fighting of a suit doesn't eliminate any of the merits of it. Whether or not you have an attorney on board, really. I think is an illusion if you think it somehow or another is going to slow down the kinds of legal problems you will experience in the district.

Reacting to the comment which George has there, I'm only going to focus on one part. And that is a comment half way through which talks about if the regulations were clear and legitimate, we wouldn't have to determine their intent in the courtroom. And I think that's very important and rather accurate statement. And this is an area that I can --- I think, having worked with the Department of Education over the last several years, as well as other Departments. The problem that we have perhaps, is two sides. First of all, the Department of Education which comes up with the idea of a regulation, goes ahead, tries to get it introduced and we determine if there's fuzzy language. But, and we should catch it, but we don't always. In fact, judging from alot of litigation we have, we seldom seem to catch alot of the fuzzy language. But there are two things that any school district or any citizen can do to try to perhaps preempt some of that fuzzy language and regulations or for that matter, statutes. But especially in regulations. Every regulation which is promulgated in this state is a permanent regulation. It must provide for public input and in respect to regulations done by the Department of Education, every school district in this state receives a copy of the intent or the decision by the Board of Education to promulgate regulations and it specifically invites public comment. And frankly, very few school districts take the time in this State to comment on any of those regulations except as they specifically affect money and those tend to be the foundation questions, people, transportation, and sometimes certification of school administrators. And it's the school administrator who attends the Board of Education meetings.

The point to be made is if you're really concerned, at a local level, about the quality of regulations, then it behooves you to make sure that you review regulations being promulgated by the Department. That may be regarded as a somewhat passive role. That is simply to review something initiated by the Department of Education. One of the most seldom recognized, and even less utilized provisions of the Administrator Procedure Act which provides for public participation in the adoption of regulations by government agencies, is language which specifically allows any number of the public to initiate a regulation. And that is to say either to initiate a new one or to amend an old one or to repeal an old regulation. And all that it really requires is to request the agency to deal with the specific area. They have thirty days, by law, to act on your recommendation. By either telling you that they're not going to go ahead and do it or to actually schedule public notice and hearings on those matters. And I can tell you that in my experience, that in my seven years with the Attorney General's office, I've only seen two of those. And I worked with several state agencies. So again, in particularly, if you're concerned about do we have quality regulation, do they make sense. If they don't you have a particular mechanism to bring that to the attention of the public and if you're really truly committed to avoiding litigation, and cleaning up the mess, that's the way to do it. But that's my initial reaction.

Partnow: Good afternoon, I believe my comments on this are going to focus somewhat differently, maybe pick up on a couple little things that Bruce had said. What I did in particular for me, I was late in getting my written comments, such as they were down. But having looked at what George did and what the others did, I sort of approached it in light of what this conference was going to be about and the bottom line, being what suggestions, if any, might there be for changes in legislation. And in my point of view, I think one thing that Bruce said is very true. That if you look through the bills that get all the action in the legislature every year and the area with the most bills are introduced. In fact you look at the material which is submitted for this conference, and the vast majority of things deal with funding issues. And in some ways, that's understandable. If there's a high enough level of funding, almost all the other problems will alternatively disappear. Assuming, as many of our public officials are now saying, that that is not going to continue to be the case. that there's going to be, we're getting to the bottom of the barrel.

At some point, the way that people are going to continue to operate efficiently or effectively is going to have to be cutting costs somewhere else rather than adding it to the bottom line. And again to say that things are always spoken to that effect, money ultimately, I think in the area that most of you are dealing with. Almost everything ultimately cost money. If you are suspending a student, or having a protest over your ----- or nonretaining the teacher or anything, when you get sued, you have to pay your lawyer. Even if you don't get sued, you have to devote administrative time, perhaps expert time, consultant time, to deal with the particular problem you're dealing with. And the more open to challenge you are, the more you may end up having to spend in dealing with these things. And the more confusion that exists in terms of your knowing how to address the problems, the more likely it's going to be that these problems are going to consume time and consume money.

So the approach that I took to this and just I suppose, threw out some ideas, particularly with John Patterson coming up behind me, I'll throw him a few hanging curve balls. Various things that might deal with some of these issues, not just give us more money, or give us more money according to a different formula. And I'll just be very quick with some ideas that I had dealing with this area. And then when George comes back to the second and third items, I have a couple of other things that have been occurred to me. I also would note that whatever ideas I'm throwing out are just my own opinions and not necessarily the positions of any opinions of clients I represent.

I cited a number of areas, a number of items initially in the labor area which I think deal with all school districts either large or small have problems with. I suppose one area I think that concerns me and particularly the large districts have to do with noncertificated employees. If you'll note looking through the Alaska statutes it's a group of employees whose

existence doesn't exist. According to Alaska statutes, they're not mentioned anywhere. Particularly looking at the area of collective bargaining, the area of retention and nonretention of such individuals. As somebody who represents school boards, I of course, like to see statutes enacted that preserved as much discretion as possible for the management side in terms of dealing with those issues. But I think that both sides are probably well served in having the issue at least addressed in the first instance.

Whether people even have the right to collective bargain if there is an unfair labor practice, who deals with it. If one union tries to take over from another union, who referees the dispute, who counts the ballots, who determines what unit of employees is most associated with what other unit of employees in order to form the bargaining units. The State for its employees, has a multi-section labor relation acts deals in some detail with all these issues. For the school districts, in particularly the larger districts, you're out there on your own. And every time you deal with the unions, and every time the unions and employees deal with you, you're both in an area where the guidelines and ground rules are basically what you agree them to be. And there's nothing that directs you any further then that as far as I can see.

In the area of certificated staff, relative to the question of collective bargaining, I know obviously that there's a lot of concern going on in the legislature every year relative to the issue of right to strike, -----, interest arbitration. I have some strong opinions on that issue but without reaching that particular issue, just a minor change in the statute which might possibly be of some assistance to districts is the way our statute is set up when there is an impasse between the school district and certificated staff. The federal mediation and conciliation services is supposed to be called in to mediate the dispute and to issue a mediation report if the dispute isn't mediated. Well, basically, the FMCS is an agency of the federal government and the state law cannot compel that organization to undertake that role. As a practical matter in most cases, that I'm aware of, that role has been assumed and the individuals have done a very professional helpful job. But given the size of the staff available here, just the number of school districts, if they were the only people who these people had to deal with, there is just not the time nor the willingness to draft a detailed report saying well, the teachers wanted this and that's stupid and the school board wants that, and that's stupid. What happens is that the parties aren't brought together, the parties aren't brought together and they proceed on to the next step of negotiations without the public certainly having anybody who is in a position of being neutral defining what the issues appear to be on the bargaining table. My understanding from a number of other states, is when you have a neutral fact finder who serves in this position to say that these are the issues that in some, but in not all cases, enough public opinion could be marshalled

on specific issues in order to have the public pressure lead the parties to an agreement. And I think that one of the reasons why there might be some problem with the statute, the way it's drafted, is because the statute is not interpreted or implemented as it's drafted. And as a result, we've never had any sort of real fact finding for the school districts labor disputes in this state.

Another area that I think is worthy of some concern has to do with the whole area of termination of employees. As I'm sure all of you are aware, certificated staff have substantial rights established by the statutes and I have no qualms with those rights having been established and certain job protection and job security being there. However, a number of these statutes were adopted and have been in affect since long before such things as mandatory annual professional evaluations occurred. Before the vast majority of the certificated staff and all the school districts became unionized, before mandatory interest arbitration is mandated and all collective bargaining between school districts and their certificated staff.

And as a result of all these things, in my opinion, a lot of the ground rules have changed. I don't believe a school board or a school district can in most cases be as unilateral or high handed in dealing with people. They may still be in some occasions but I think there's a lot of safe guards that are built in that that didn't exist ten years ago. Yet there's no recognition of that in the statutes the other way. The teacher can still acquire tenure within two years, for instance. The causes for which a tenure teacher can be terminated are extremely limited and as I can note from personal experience, very difficult to prove. And the question is whether the school district should be put in a position where it takes countless man hours of their staff, countless dollars of their limited resources to deal with these issues to the point where I think almost anybody who deals in the area would concede to only in the most extreme cases where anybody resorts to this procedure in the first place. And even when they ultimately do resort to this process, it's extremely expensive, time consuming, and unpleasant, for everybody involved. No matter who wins. Added on top of that, you have the situation that our state law and our state judicial decision interpreting that law indicate that in most cases, where a teacher has lost their job, they have a right to a to know vote hearing in the superior court and basically whatever decision that the school board made is not entitled to any weight, or not even looked at essentially by the Superior Court. And one would question why or if it is worth spending tens of thousands of dollars and countless man hours in order to go through a protracted proceeding which basically you have the possibility of throwing it out and doing it all over again when you get to court. To me, it seems that it's a disservice to both the employee and the employer in terms of the number of times that this particular fire drill has to be gone through and the amount of time and money involved.

It seems to me that there some fairly simple things that could at least be considered that might improve situations regarding this area. And again, some of the things that I might throw out would be legislative change indicating when termination cases are appealed to courts from school boards that the court give some deference to the school board opinion. The school board being the publicly elected representatives of the people in that area for that purpose and presumably, although not always representing the values of the people in the community that they serve.

Secondly, that in terms of the tenure laws, that either the time that be required to obtain tenure be increased to three or four years, or alternatively in the case of individual employees whose performance is marginal but not necessarily terrible, that some sort of probationary period be established so that the school district is not faced with the decision of either having to fire or give tenure to an employee who they're not really sure of. It seems to me that the second alternative might be in the employees interest as well and give the employee the additional amount of time that might be necessary to prove that they would be a good employee.

Thirdly, it seems to me that some effort should be taken to more clearly spell out the types of procedures that are legally permissible when a hearing occurs before the school board in this situation. Again, I think most school boards, either by their own policy or by ad hoc procedures, adopt the way that they're going to proceed in individual cases, and as a result, there are many areas where so called procedural objections or potential objections are built into the proceeding and one is not sure of how those things are going to be dealt with when one ultimately gets to court. Again, it seems to me that both teacher and the employer are well served by knowing exactly what the ground rules are in all stagings of the proceedings so that these types of potential glitches and expense involved in that could be avoided.

A final point that may or may not be worthy of some consideration has to do with perhaps either broadening or at least redefining the basis for which the grounds, if you will, for termination of a tenure teacher. The example I would look now, is we have one of the grounds for terminating the teacher is immorality which is defined as a commission of a crime involving moral turpitude. I would submit to that for all intensive purposes, particularly in light of at least one judicial decision, I'm aware of that cause is essentially nonexistent in existing statutes and if somebody commits a crime of moral turpitude in terms of what most people hear I think at least believe to be a crime involving moral turpitude, you're probably not faced with a nonretention situation but rather determining the address to send the card to the person who's in jail. We are aware of a case now where an individual who's a civics teacher in a school district, and essentially somehow hotwired their electrical box to avoid the meter and thereby got thousands of dollars worth of electrical services without paying

for it. He was able to convince at least one superior court judge that that did not involve moral turpitude. That may or may not be the case, but I would leave you with the questions to whether your child, or your friend's child, or any student in your system, should be taught civics and how to be a good citizen by somebody who is going to court that afternoon to accept his sentencing for having indulged in this type of activity. In that case, John, it's all yours.

Patterson: Thanks Peter. Peter I represented a guy who was accused of that and I know he was innocent. How do we know? Mr. Partnow has gone into a lobbying effort here. I'm going to try to get back to the original question. I certainly would like to get into some of the questions that Mr. Partnow raised. First of all, I would like to agree with Mr. Maykowskyj here, that from what I observed, the administrators who in good faith, attempt to look at the regulations, look at the laws, and make a fair, good faith attempt to abide by them, generally don't have a great deal of trouble. The trouble results from administrators who attempt to stretch those regulations or just to see if they can get away with them. Just this week, a superintendent told John Straum (sp?) that he would try to do just about anything until he was told not to. And in this case, he had done something that I think had been pretty well precluded to him by a case that came down from the Supreme Court in 1972. And everyone knows about this case and he knows about it and I know his attorney knows about it because we've run it across his desk about twentyfive times.

These regulations and laws, from what I've observed the ones that Mr. Partnow has been interested in and Mr. Botelho, are laws that generally just, it's not a matter of lack of clarity, it's a matter of state that essentially does not have enough time to build up a body of laws, statutory law to fill in all the voids. If you can compare Alaska education code and laws with California, you'd see that California has a quite different approach. You can find an answer to just about everything down there. I will admit there are plenty of cases out of California which suggest that maybe that isn't the entire answer but in this case it would help. And certainly Mr. Partnow's suggestion that the procedural approach to non retention hearings might well be better addressed in the statutes is well taken. There's very little guidance there and Mr. Partnow and I participated in one this year where we were kind of an ad hoc procedure. And he's right, if we had gone to court with that thing, I would have attacked it even though I willingly participated in it. And perhaps that is unappropriate. Perhaps we should have a better procedure, a way for school boards to conduct four week nonretention hearings under some sort of a reasonable procedure. Right now we don't have it.

On the question of clarity of regulations, I would suggest that unless we're talking about some particular regulations, that this discussion isn't really all that meaningful. You can look at, an example would be the materials men's lien laws(?) in this state. The contractors, the carpenters, the laborers; they're expected to read that statute which some people who work on it for years never understand. And understand it. It's just something that occurs when you have a closely regulated area. That doesn't mean that the carpenters and the mechanics are going to have specially trained people to interpret the mechanics lien statute, it's just going to happen. When you have a statute, and you're attempting to ----- you're going to almost necessarily have a certain degree of wordiness, where you are trying to cover almost all sorts of contingency. And sometimes the confusion is more apparent than it is real. But I think that school administrators are the least put upon, cause as I understand it, most of them think it's some sort of a school law course and probably have more input into these things than certainly than the carpenter does. I'm just about real upset about the administrators and I get to read the statutes, and sorry Mr. Maykowskyj, I wish I could get into it.

Has anybody looked into the hunting regulations? I was out hunting a couple of years ago, I saw a caribou run across the road and it took me thirty minutes whether or not I could shoot that caribou. Well, it was gone, I maybe should've had a hunting expert there with me. But it's life in the fast lane, I think.

Now, Mr. Partnow, I don't know if we're ever going to get back to tenure or not and whether teachers should be terminated on a broader grounds. But just in case we don't, I'd like to make sure that I cover this and not leave Mr. Partnow's remarks uncovered. I've observed that administrators are not always interested just in terminating bad teachers. That often times their interest is in terminating that they simply decide that they want to terminate. Now we should have a system, surely in a group of fair minded people will understand that we should have a system that allows people who are competent to come in and contest it. Even in the face of somebody who has his administrative certificate saying that the teacher is incompetent. That's what the system is designed to do and that's all it does. I really don't know just where Mr. Partnow wants to expand the reasons for nonretention. We've got incompetence and the definition in the statutes and in the case for incompetence is not that narrow. We've got substantial non-compliance. Well if the teacher tells you to whatever with your regulation, if it's of major import, it's substantial noncompliance and he can go. If he tells you whatever about some regulation and if it's not of import, if he does it again, perhaps that's substantial noncompliance. But there's nothing wrong with that. There isn't anybody in this room who has obeyed every regulation, every order from a superior, in his whole life and I doubt if he's been fired about it. The standards aren't that vague, the reasons are substantial enough and in the

immorality area, I don't know what Mr. Partnow wants, but if we, I'd like to take a vote here, how many people here would like to see teachers nonretained for cohabitation? Oh yeah? Thank you.

Thurlow: I'm Gary Thurlow, Mat-Su Borough. I see Pete tried to pick a fight with John and vice versa. So to keep you guys awake, I gotta find someone to fight with. I pick Bruce here, who's with the Attorney General's office.

My enemy is pork. But you see alot of pork here in this state in the last several days, last several years. But let me tell you where the pork is. I think Governor Sheffield talked to you or some of you this morning. He said 45% of the state budget goes to education. That's true, I'm sure. It's true in most states. And I think the important thing is that 45% be spent wisely. Maybe it should be more then that 45%. I don't like the way 75% of it goes to operations, because I don't think the school foundation program is as good as it could be.

We had a good system in 1962, a model system, developed with the help of experts in education finance. The Ford Foundation paid their way here. They worked for a year. What it called for was a minimum level of educational opportunity for every Alaska school child and then the taxpayers in the State were supposed to each make a equal effort towards supporting education in their district. In those days, it required expected was 3.5 mills and then that money would go into a requirement for providing the minimal level of education. And then what was left over, the difference would be made up by the state, and that would bring it up to the minimum level. That meant that where ever you went in the State of Alaska, every taxpayer is making an equal effort to support education and the opportunity for education was not the function of the wealth of the school district. We've gotten away from that system over the years. The requirement for any particular local effort has been repealed.

Then there's alot of disparities between how much one school district gets versus another. The Mat-Su Borough, because of their very rapid growth, expect with the local share of from about 9 million this year to about 15-16 million next year. That's because all those people moving into the Borough don't pay their way. The houses they build in the valley, the assessed value of those houses isn't enough to pay for the cost of educating the children who come into those houses. So we fall behind when you don't have the tax equalization measure.

Now when I talk about pork, I'm talking about 25% of the state's education budget. Of that 25%, about half the money goes out to municipalities as 100% grants. And there's really no rhyme or reason how that money gets out. But I can tell you part of the mechanism and see what you think of it. Image a great big pie. Now Governor Sheffield has a third, the Senate has a third and the House has a third. Now assume that Governor Sheffield would try to put some school projects in his third, probably the REAA's (Regional Education Attendance Area Schools). He'd probably try to stick some of those in his third. Probably get

some money for those schools. And then what about the House's third? We got two Representatives and a Senator in the Mat-Su Borough. How would our requirements be met? We're getting about as many new kids up there each year as you're getting here in Anchorage. I assume alot of you are from Anchorage. Ok. How do you house those kids? How do make those decisions? How much money should be built to put roofs over those kids heads? Well, first you get a computer. First you decide who's the majority and who's minority. Ok. After you do that, then you figure out how much the majority gets, how much does the minority get. Well, Joe Hayes, I have part of his deposition here, he says for every dollar the minority gets, the majority is going to get nine dollars. I think that this might not be that bad. But that's what the deposition says. Ok. For that nine dollars, how do you divide that up? Well, you get this computer and you give everybody a number, each member of the majority coalition and you tell that guy or women, to plug in their secret wish into that computer and that computer will record it. There won't be a record of who put that wish in in that list but that will finally come out as the proposed budget. And all kinds of marvelous things will happen when you use that system. You'll get \$2,000 appropriated to replace a carpet in the assembly area in Tudor Elementary Area School. Now I just wonder what John Liska is doing at that time. My wife teaches at Homestead Elementary School. They have a frayed carpet. Why wasn't any attention given to that carpet? \$7,300 appropriated to high speed copier. \$153,000 appropriated to election district eleven for micro computers, that's downtown Anchorage, I think it's election district fifteen. What's wrong with election district fourteen kids? Are they just too slow mentally to handle micro computers? And then the micro computer for Roger Park Elementary School and so forth. And so you get a budget for school buildings.

What I would hope is that school buildings could be handled the same way that that school operation cost should be handled, and that's based upon need. There's plenty of cases in other parts in the U.S. where things have gone way off the track and they're usually based upon some wealthy school district getting a disproportionate amount of the pie and poor school district getting too little. The paces come out on a basis that have a system of education, you're going to have to find a way of equalizing educational opportunity. You base those cases upon provisions the state constitutes providing for a system of public education, you don't have a public system of education worth pork. And you base those cases upon the equal protection of laws provisions of those state constitutions. And you don't have equal educational opportunities unless you look at the ability to pay in these individual school districts and you look at the educational needs in these individual school districts.

We filed in court, Mat-Su borough filed in court, challenging the way the State of Alaska allocates money for capital improvements. We relay on cases primarily from state of California, New Jersey, and West Virginia. So we have high hopes

that the system will be straightened up. We have a tremendous amount at stake, because we're double shifting Iditarod Dollar School in Wasilla next school, we're double shifting Wasilla Junior High School next year we're expecting probably another 20% increase next year. We had 20% increase this year and we have to find a way of housing those children and the money isn't there under the present system to do it.

Moderator: Well that led us right into our next question, which is a nice cue. On that first question, maybe one thing that we could keep in mind for the third one. I tried to keep the first question to the local level away from the state level, to help school administrators become more competent, whether the attorneys should write the policies, etc. But maybe we could address some of those issues in the third question which deals with the state level of regulations.

Alright, second question is: does the state system of funding for education depict an equitable formula? Comment is that I think it could provide a system of area equalized funding for education which would include a cost per capital improvements for each local education agency and REAA. I think that funding should be set in some sort of a restricted account within the state and be made available for communities upon application based upon need. Definitely, local districts should be able to add to this system of funding if they wanted to and have the resources. There also would have to be possibly some type of an emergency funding set for areas that were not planned for in advanced for a rapid growth, which I still think also we should be able to take a look at two, three, four years down the future and be able to know where the high increase in population centers are and what that projected growth is to some degree. However, an emergency fund would be available for that. One of the things that I feel an account, whether it be an endowment fund, restricted account, whatever the experts and the finances determine it should be, would do would lessen the amount of dollars that the State of Alaska would spend for school construction. When you work a debt retirement program you have to pay it back with interest, and you pay back considerably more dollars for a relatively small project. If you had this in the fund, the fund would generate interest, it would grow. You would be planning ahead, and at the same time, costing the State of Alaska less money to provide for school construction. How that it affects my district, I could go to our community and our school board and say, well we want that really nice technical center for our vocational students. However, we won't be able to get that for another six years, but that's ok. We can plan real well for six years and then have it. Why don't we, Gary, you went ahead and introduced that one, so why don't we go with John?

Patterson: I'm sure that Mr. Thurlow is going to have an awful lot more to say about this than anybody. He's got himself about a 400 page brief down there on him. He's working on this.

I just don't know enough about the process for funding in schools. I know that our client has given me very little guidance here and is interested in education of all the students in Alaska. I can't tell from Mr. Thurlow's comments or what his case is trying to accomplish. Whether the result is going to be taking the money from the big schools or from the little schools. Seems to me that REAA's probably get 100% financing and that in that regard, it would be some taken from them. I have observed, this is strictly my observation, that there is quite a bit of waste in operating some of these school districts. I think that probably that's an area that should be looked at more closely. That still doesn't answer the question that's been asked here. Which is how the money should get out there initially. To answer the question directly and inclusively, I personally find a good bit of good in Mr. Maykowskyj's suggestion. I would like to see more local control, more local responsibility.

END OF TAPE 1

TAPE 11

But it would be very helpful if the districts who happen to have some political clout, because they have the guy in the legislature whos been there since 1900. Possibly wouldn't think that they could get their technical center this year, they can get their new swimming pool next year. I think it's fair. I would guess that Mr. Maykowskyj is having trouble getting funds and is not in one of the situations where he's got real heavy duty legislator. As a result of that, I think he's made a reasonable suggestion. And as far as I'm personally concerned, I would give an opportunity to vote on something like this, I would probably vote for it. That doesn't mean any aids gonna do it. Ok? Thank you.

PARTNOW (?): Like John, I think in this one we're sandwiched between two litigents in this case. So I think it makes most sense to let them fight about the existing things, in terms of the particular construction funding. It does seem to me, generally, however, that the districts in the state are best served by way of general principle, by funding system that has two features to it: One, equity, in terms of the way the money is distributed; and the other is some degree of certainty. And I think that George's suggestion is, while, I'm not sure specifically as he stated it, as something that I would

personally favor or not favor. I think there's an attempt there to have at least those two elements contained. And from my experience practicing law in the education area, in the state since 1971, where the first major piece of litigation that I came in contact with was the Molly Hootch (sp?) litigation, I think that from that time forward, it can be said that there has not been, when you weigh rural against urban, organized districts against unorganized districts, and look at both the operational funding and construction funding, that there has not been, on a continued basis, a system which has the equity and certainty which regardless of what the legal requirements might be, just from a practical operational point of view, makes sense is fear.

I think the state foundation formula has changed almost annually for the last three to four years and it strikes me to be very difficult for a district to plan their budget from one year to the next without, particularly when the statute requires that the, when you're in an organized district, that you have your budget approved by the municipal assembly or borough assembly by May 1, and the legislature is popping along in June or July and they still haven't decided what formula they are going to adopt or to what level they're going to fund that formula so you people know how much money your're going to end up having or out of whose pockets its going to be coming.

One other area, since people are talking about legal controversies that they're involved in from time to time, one area relates to the whole funding area. It's a, in terms of the total operational costs and the total construction costs, it's not as significant, but there are huge amounts of money involved and it is a funding issue and it does relate between the ----- of responsibilities between the local level and the state level, has to do with the entire level of student transportation. My belief we have a system now that basically places the operational responsibility with the local school district but places the ultimate financial responsibility and attach uncertainty at the state level. And I believe, that from my experience with various districts, it creates a great deal of uncertainty. The system tends to, because the funding that is provided differs for different types of students, it puts a certain incentive on you to try to beef up in some areas and perhaps to try to skimp in other areas. It puts a great deal of pressure, it seems to me, on the businessmen who are trying to provide the service. They're trying to make money, which is nothing wrong with that, but they also providing the services and this is an area where there's a huge capital outlay required in order to get into the area in the first instance. And again, the uncertainty that is involved from year to year or as certain contracts expire, new contracts come up, is such that I believe creates alot of problems there. I'm not sure what the answer is except is that it seems to me there should be a system whereby both the financial responsibility and the operational responsibility are tied together in a system which allows a reasonable and prudent businessman to provide a good service and make a reasonable rate

of profit, not at the expense of the safety and welfare of the students who are being transported into the detriment of the districts, whose educational programs the transportation services should meet the needs of the educational program rather than vice versa. It seems to me, that to my recollection, almost every major busing contract in the state, and almost every district which has been awarded for the past several years, has been involved in controversy. And I think the existing system is part of the cause of that problem. I think it is an area that could be looked into and hopefully a more sensible system adopted.

Thurlow: The oral argument on the Mat-Su case wasn't going to take place until January but I guess it started today. But first to echo Peter's concern about pupil transportation. I can't but help but agree with him, in part, because it seems to be that most of my legal career has been spent in pupil transportation litigation. There is definitely a problem. I think he has identified one of the real sources and that is the ----- system where the Department of Education is saying to the districts that it's your job to go out and find that person, but remember who's got the purse strings and who's got the final say. There isn't a single contract that does end up in a dispute, even between a contractor and a district, that somehow or another, the state doesn't get sucked into. And again, I think it's an area that does need a great deal of work and perhaps one of the approaches is simply. I hesitate to use the word foundation, but, I guess my own suggestion, from a state level, would be throw the money at the districts without any strings, except making sure that transportation is provided and that it be done in a safe way. And allow the districts to figure out what the most economically and safe way of providing that service is.

On to Mat-Su, I have to say that the, in part, Gary's comments reminds me of the person who is put away his pork and stored it for five years and now is complaining about everybody else that's trying to get it. In a couple respects, we have spent a little time ourselves putting together our brief. I have some statistics here, and it's amazing to me that when you look at state funding for school construction, between fiscal year 1978-1983, I take the five largest school districts and just run through here very quickly. Anchorage had a per pupil funding of \$3,731; Fairbanks North Star Borough \$3,849; Kenai \$4,194; Mat-Su \$6,812; and Juneau, for the low of \$1,990. I'm really not sure of what's my districts been doing. They're certainly down at the bottom.

But there have been some comments made about the legislative process and I think friends would know that I'm not exactly the strongest and most ardent supporter of the legislature. But on the other hand, the system is not quite as arbitrary as it appears. I think one would find that looking at either at the depositions, or the actual practice of the legislative process, would show that there is a lot more equity in the system than may first appear, basically based on the horror stories that we read

each year. And again, I think Peter's comments about equity and certainty are certainly common issues and certainly the foundation that we'd like to look for. And I think we do have by and large an equitable system. We don't have a certain system, but it's one that I don't see any real certainty coming, because that certainty is tied specifically to the money available. And that is, as we all know, varies from year to year.

We've been in a very fortunate situation, unlike any other state, that we can complain that the amount of money we got available. I mean it's incredible to see that the state has put in more than a half billion dollars into education construction since 1977 and its phenomenal investment. I think it's also significant to note, that despite all the litigation nationwide dealing with public school foundation, and we're told it's something in the neighborhood of thirty-eight states have been involved in litigation over their foundation programs, as an example. There is not a single case in the U.S. that deals with construction moneys for school construction. And I can tell you because I've already seen Gary's brief; they don't have any. And we've spent our time trying to run that down as well. And I think it also says something about the uniqueness of Alaska.

The State really has gone out of its way to fund. Has it been equitable? Again, if you look at the record, generally, you'll find number one - we've recognized that the REAA's, because they have no tax base, receive essentially 100% funding for all school construction. Taking a look on the other hand, at the large, or we'll simply call them the municipal school districts, that is city and boroughs, and again, if we look at the legislative process, I think you would find that there has been an incredible sensitivity to funding of school construction around the state, not based upon political clout.

I think generally speaking, Gary's depiction of the pie is an accurate one, in the sense that you have a Governor who insists that he have his one third. Actually I think he has to have. I was telling this to Gary, it's not that the Governor really is trying to depoliticalize the ---, simply that he wants it all himself to pass out. Of course I didn't say that, I'm a state employee.

But in any case, what you do have is this general division. But if you look to the process, particularly in the area of education construction, there's a great deal of unanimity in terms of identifying those projects that are most important. And if you look at where the contributions have come for education construction around this state, you will find, not that the Governor took care of the one third that dealt with the REAAs, instead what you will find is that the leadership of the House, the leadership of the Senate, and the Governor have all agreed on statewide priorities and that they have all contributed to that process. Similarly you will find that on an area wide basis that there has been unanimity in the large part between the House and Senate in deciding, as an example, what are the priorities in Anchorage for funding.

You will also find that there's a great deal of sensitivity about those areas where there really isn't the legislative pull. I think the Mat-Su Borough is a good example of that. And for that matter, Kenai, as well, which is involved in litigation in the same issue. As I think most of you are aware, both districts came and they indicated we are the fastest growing districts in the State. Which is true, that is, in terms of their percentage increase. Although Anchorage, actually, in absolute numbers, is by far ahead of even Mat-Su. And they said we're going to have to build new buildings. And we got to do it quickly. And the legislature, in reducing the amount of state reimbursement for bonded indebtedness made an exception this year. They said we're limited in funds, we see that, that's the prognosis, that's what we're being told we're going to reduce what we had done the previous year. That is increase it to 90% reimbursement the same year. Because of our projected revenue, we're going to reduce it to 50%. But we recognize that there are two districts in the state who can't make it. They didn't identify it in the bill but the legislative history is entirely clear. And they basically said for those two districts, we're going to allow them to continue at 90% for this year. Giving them an opportunity to put a measure in front of their respective electorates on or before October 15 to go ahead and fund those projects. That's the kind of accommodations the legislature has shown and, I think, sensitivity towards the need for equity and to accommodate the varied needs in this state.

Obviously, there may be ways of improving the system. But I think one has to look also, at the, to the extent that one argues from a municipal school district, which has taxing power, that let's see if we can't get the legislature to put the whole bill invariably. And I can't see any way out of it. You have to realize that if you make that legislative choice, you are also going to have to give up some measure of local control. In fact, that's been the real tension in this state, the battle between local control and state regulation. And at the bottom line of it all is the question of money. The state is going to pay for it. The state is going to regulate it. It's going to have to decide, I think George made reference to vocational technical center. That may very well be a high priority for a particular school district. I'll pick on Valdez for a moment here. But if you're going to decide, you know, let the State say it's going to fund 100% of the projects. It means the pie is smaller. That is the state pie is smaller and the state's going to have to be finally making the decision of whether that particular vocational technical center really is justified.

My suggestion to you is, and I think despite the fact that there are a few cases in courts in this country, which have gone along with California in striking down their foundation programs. Which by and large, what you're going to find is an oft repeated language to the effect that local taxation is the ultimate measure of local control. And that is really where you have your

stake in what's going to happen and if you give that up, you can expect, and you're gonna expect, government regulation from the state level. That's the risk.

Again, I don't stand here to defend the legislative process. Well, I will defend the legislative process. Not any given legislature, but I think, by and large, you're going to find that it does operate rather equitably. That compared with any other state, both the foundation program and the capital projects, one of the soundest in the country. And the kind of disparity that California had doesn't exist in Alaska. And the kind of disparity that took place in New Jersey, which struck down its foundation program, does not exist in Alaska. And the third case is actually out of Connecticut, as I recall, Gary. Again, we don't have the same types of problems where you have 70% of school funding being taken place at the local government level. Which was the real problem in most of those areas. We have exactly the opposite picture in Alaska. And there are only a few states that can claim that kind of credit. So that's my pitch for you folks.

Moderator: Just to comment on the intent for equity, I do believe that there is all the intent in the world for equity for our system and I think the State of Alaska has done a tremendous lot of good will and good faith for the people of Alaska. However, when you have a system where you have a priority list and you rank that priority one year and then change that priority the next year. It seems to be that we've lost a little bit of equity there where it was important and then the next year somebody else is important and is more important than---- the year before. And that's the intent of looking down the road that yes, I can realize that people don't think my vocational center is very important however, it may be six years down the road, it can be a reality, and I can accept that. Hopefully we'll get more time and get back to this.

The next question deals with rules and regulations at the local, oh, not the local level but at the state level and who makes the laws and regulations that affect education in the local communities. In other words, we have the state school board that makes regulations, we have the legislative process that makes legislation and it would seem to me that we have organizations within the State of Alaska that are very knowledgeable in education, state school board, the administrators association, the principals, teachers association, and it would seem to me that yes, we all do have the ability to comment publicly but we're all human and that we don't do it. That maybe a system would be provided that would force us to comment through the use of task force approach or something like that. In order to review those regulations, so I'll go back down the line.

Panelist: This will be the Jekyll and Hyde. As much as I can count on the one hand about fairness, perhaps in funding, I can make some other comments to indicate the other side. In terms of other education related issues, obviously the pressure points are twofold. One is the state board of education; the other, I think, probably more critically, in the long run is the legislature itself, because it sets the overall policy, leaving to the board of education and to the Department of Education staff the responsibilities of carrying out the decisions. And in that respect, I think George, your suggestion of task forces particularly limits itself to the Board of Education, where perhaps the pressure to make decisions quickly. Well, there's always that pressure, but it's not the same as the legislative process where you got sixty people who can't stand Juneau and want to get out as quickly as possible, at least that's what they tell us, they want to get out.

And education is only a small part of the big picture and for some of them, it's the last part of the big picture, and fortunately we have others who consider education to be really important. And this seems to be a critical area from a couple of standpoints, because clout then seems to play a critical role and that is, certain school boards or school districts, which have hired lobbyists, essentially are able to exercise their influence in ways which none of us entirely understand.

I remember one example which I have to relate because it's the classic as far as I'm concerned. I was involved in writing an opinion about a school district board president who was serving simultaneously on the state school board. My opinion basically said, that the, this was a conflict of interest. And it was amazing, two weeks later the legislature passed a statute which eliminated the conflict. And the statute basically now permits a member of the local school board to serve on the state school board.

That may or may not be a, maybe that's an example of how effective the legislature can be when it really has an important issue to deal with. But it does raise some concerns about the inequity, in the sense that persons, who have access to the legislature and to the legislative process, are able to exert more influence than those who have less. And I think it would be a sorry state of affairs, indeed, if one took the position that the only way you could really expect to affect the legislative process is by professional lobbyists.

Obviously, I think there has been some things done to particularly loosen it up. There's always been the opportunity for constituent communications. The teleconference system, I think has been an incredible addition to the state process. But again, I guess I'm kinda shooting from the hip on some of my reactions to it. I think the bottom line is that task forces make sense in some contexts, the overall problems, the blue ribbon commissions, properly staffed, properly directed are beneficial. But I don't see a real legislative, particularly in the Legislature, particular orientation towards that approach.

Partnow: I think I want to come back to the same thing from a somewhat different angle. This is basically, as George said, there are a number of people who deal with education on a regular basis who have expertise. Of course, each group has its particular prejudices which in sometimes may taint the way in which their expertise is presented. And perhaps not only in our system, the Legislature, the state board of education and regulatory matters has the responsibility of hopefully calling out the taint from the actual expertise in adopting that which is wisest. I'm not sure that always takes place.

But in large regards, the bottom line is that the vacuums of power do not stay vacuum very long. And if somebody doesn't make a decision, somebody else will. I think John Patterson stated very accurately, if you compare the Alaska education statutes with the California education statutes, its a readers digest excerpt of a book of the month club versus War and Peace in the original. They may well have gone too far, I think in many areas we may not have gone far enough. And ultimately, when disputes arise and the types of things that those of us on the panel get involved in, those disputes don't get resolved, get resolved by the courts. And in my belief, some of those types of disputes, I think, the courts are extremely well qualified to deal with. Issues such as procedural rights, terminated employee, perhaps expelling a student, and questions of due process, first amendment rights, things like those. Those are things which are uniquely within the expertise of courts and people who are trained in that area.

But there are a large number of educational policy type decisions that end up getting resolved by the court because nobody else either can, or is willing, to make a good faith effort at resolving them. And I think in many of those cases, the courts are perhaps the least equipped of all the players to make a decision which takes into consideration all the factors that should be considered in terms of reaching a sound decision.

I think, one example that comes to my mind, and John and I were both involved in this, would've been the case of the teachers strike that happened here a number of years ago. Ultimately, you could say the case was resolved by the court to the extent that the court enjoined the strike and ordered arbitration but the problem what lead to the strike and the aftermath of the strike certainly was not resolved by the court. And furthermore, I think that we would, John and I, would probably both agree and I think, at least, I'm on record in a brief of the Supreme Court, in suggesting that even that which the court did when it did resolve it in the fashion in which it did, was not perhaps not consistent with the way the statutes was set up. But there was a real situation and the court was there and had to do what it best could do in order to resolve an existing situation.

And I suppose, you know, my pitch in this regard, which way certain issues should be decided, is that there is a number of issues which have not been addressed that I don't believe that people who are dealing in this area should leave to the lawyers and to the courts to be decided if they can be handled through sound administrative regulations, policy making and enactment of statutes to fill in some of these voids.

Panelist: The inconsistency that Peter just mentioned that I, this is something that I think I'm sort of obliged to mention here today, is that Judge Carlson actually ordered sort of a binding arbitration in that case. Something that everybody in this room probably knows is not allowed binding interest arbitration and just something that probably nobody in this room does know, but me and Bangston and Fossey (sp?), if either one of them are here. Is that recently, another superior court judge ordered arbitration in another interest case in which we're involved and we're getting ready to start that arbitration.

I think the point of it is that the judges, they have to scratch their head and figure out how these things have to be solved, resolve to binding interest arbitration. I think that that's the way it has to go. Now everybody else has lobbied, I can lobby, right?

The question here had to do with the development of a task force. The comment, the very end of the comment by Mr. Maykowskyj, is that input of a task force should be directed to procedures, how the substantive matter that is developed through the normal input will be carried out. I don't believe that's how it works and therein lies my concern about this task force. I believe that if an ex officio, de facto official task force is developed that has some preferential place at the ear of the legislature, that we're going to have a de facto official policy making body that isn't anticipated by our system. I think that if it's not illegal to do that, that it's unwise to have such a thing.

I can image that administrators and school board people if they predominate in such a task force would use their opportunity to grind their own axes. And I really don't think that administrators and school board people always have the interest of education and the interest of children in mind when they make their suggestions. They have a lot of things that they want because it makes it easy for them, because they think they're fantastic anyway, and therefore anything they decide to do is right, therefore they should be given all the latitude in the world to do it.

I think we need a system with checks and balances and I think we have a system like that right now. The task force that's been suggested here, I think will create a weight, one way or another, and from my view, it's the wrong way. Thank you.

Panelist: I'll come at this from a different angle for a minute. What I'm proposing for school operations and school constructions is that you have two different types of approaches. You have a professional responsible approach when you're dealing with that 45% of the budget that deals with education; and then for that other 55%, I hope it's not all pork barrel, but the pork barrel's gonna be there, let it be on that side and not on the education side.

I see hope as to what might happen in the future. There is a professional review of our school operations budget by associates for education finance and planning, Stanford University, it's under 1981 legislative appropriation. They've just been lined up to do this, I think a few months ago. And they're going to look at the problems that exist in the school foundation programs.

There's lots of problems in the school foundation program. Lots of odd things. Skagway gets 108% of Juneau, Anchorage base; Haines, which next door, gets 115%; some very high cost school districts get up to 145%, which is understandable, but many weird things in that program which have to be are in doubt. They have until December 1984 to do it, a year from now.

To my knowledge, there's no thought of looking at how school construction is being handled, in ----- part of the U.S. it's a very important thing, because it's a big part of many local school districts budget. It's about a third of our budget. Just handling our school --- about a third of our taxes are raised just for that one purpose. It's a serious matter. When reimbursement for school debt in our district changes from 90% where it is now, it was 80% a couple of years ago, but when it changes from 80-90% to 50%, where it's going to be for a while, at least, we sold, leased 20 million dollar bond, which reimbursement is going to be 50%.

We're in a new world all together, a world we've never been in before and it's going to mean a much heavier load on us locally, as far as finances go. I don't agree that all of our state, all of our school districts programs were heavily subsidized by state. They always have been in the state, and always have been in the territory of Alaska. And yet I think there has been a great deal of school district independence. I don't see that increasing the state's contribution to school construction will eliminate independence of school districts. In California, that argument was made that what an opportunity poor school districts have to improve their educational programs they just tax themselves more heavily. And that was connected up with the idea that if it's on you and you don't look to the state for the money, you have much more independence in your decision making. California State Supreme Court called that a fiscal free will is a cruel illusion in the poor districts. It is. And it is in almost every district in the state. All of whom are heavily dependent on the state for school operations and school construction.

I hope that one effect is that law suit that the Mat-Su Borough has filed is that there be some sort of court overview of what the legislature does. Because I disagree that the legislature has been responsible in handling this sort of thing. I think they've been flippant and irresponsible. Just this past seven to eight months, they knew, Governor Sheffield knew, it would take about \$94 million to handle school debt reimbursements for the school districts. He put in \$49 million in the budget for that purpose and it set there to have a proposal to half fund that, half fund with what the school district would have to come up with to pay for their school bonds. Until pretty late in the session, he came up with another \$10 million for \$59 million and it wasn't until after June 15, after all the school districts in the state have put together their school budgets and their government budgets set their property tax mill levies, the legislature finally thought the matter serious enough to address. And they did eventually come up with the full \$94 million. Not the \$49 million that was put in the budget this time last year.

That's something wrong with that process, we need certainty, we need professionalism and we need to politicalize it and we need to have professionals get involved. And that includes Department of Education. You just can't let these legislators go off and make their little side deals and hope for the best. And that's what's been done to date.

Moderator: At this time, I'd like to go ahead and open up for questions from the audience to the panelists, since the moderator can't be asked any questions.

Question and answer session commenced (through the remainder of tape II, tapes III and IV). For the most part, the recording is very faint and inaudible.

Back to the Basics and the "Common Core"
December 15, 1983
Workshop B

Moderator: William Brannian, Principal, Austin E. Lathrop High School

Panelists: Senator Paul Fischer, Senate Committee on Health, Education and Social Services, Soldotna
Dr. Mary A. Francis, Curriculum Director, Lower Kuskokwim School District, Bethel
Elizabeth Hickerson, Senate Advisory Council, and attorney
Robert Peck, Principal, Career Center, Anchorage
Susan Stitham, English Department Chair, Austin E. Lathrop High School

Ladies and Gentlemen, I'd like to get started now. For your information, we seem to have a few problems during this conference. My name is Bill Brannian, I'm the principal of Lathrop High School, president-elect for the Alaska Association of Secondary School Principals. I have been appointed the moderator of this section. The secretary, or whoever put the booklet program together, did make an error, Mr. Peck was given that honor. I should maybe sit down right now and say we'll go by the program but I don't think Mr. Peck would be too appreciative of that.

First I would like to state how I would like to organize this sectional for your information. I do not believe in running a long extended meeting where we don't get a break, so these panelists will have about fifteen minutes to make a presentation, then we will take a break at that point. Will come back after fifteen minutes of that break. I ask you please to be prompt. I will have a five minute ----- for each panel to rebut what has been said, and then there will be a period for questions and answers after that. We are running behind time, we will try to go along as rapidly as possible.

I would next like to introduce the panelists. And I've asked each of them to write a brief statement for me because some of these people, it's the first time I have met them in my life is right now in these last few minutes. First, who will start off the panel is Senator Paul Fischer. He is raised in the Pennsylvania Dutch community area of Pennsylvania, he's a teacher by profession, a baker by trade. He's taught at elementary, secondary and the college level as well as experience in school administration. His political activities: he's a member of the Kenai Peninsula Borough Assembly for seven years, and is presently serving his first term in the Alaska State Senate. He's the owner of the Golden Nugget Bakery in Soldotna, Alaska. Senator Fischer.

The next panelist, and I'll introduce all at this time, is Dr. Mary Francis. She is the Curriculum Director for the Lower Kuskokwim School District in Bethel, where she supervises the district's curriculum development, implementation and assessment, Chapter One, vocational education, computer assisted instruction and community education. She is a board member of the Alaska Association of Supervision and Curriculum Development. She is a member of the Department of Education Elementary Curriculum Framework Committee. She is a former high school teacher and a university professor. And did her internship I believe, working in Fairbanks. Alright.

Our next panelists is Ms. Elizabeth Hickerson. She's a retired teacher, nine and ten, was that in Oklahoma? She is a senior advisor for the Senate Advisory Council. Is that right?

Our final panelist, or next to our last panelist, will be Mr. Bob Peck. He has twenty-one years with the Anchorage School District. He's presently principal of the Career Center. He's taught English for ten years and school administration for twelve years. He has a BA and MA from Colgate University.

Our finalist panelist today has taught in Fairbanks since 1970-67. She arrived there one week after the flood. She's past president of the Fairbanks Education Association NEA/Alaska and she makes the comment, the thing she's proudest of, that she's been elected seven times by the senior class to speak at graduation. She's an English Department teacher and Department Chairman at Lathrop High School, Sue Stitham.

To start off this panel, I want to make just a few very brief remarks. As it says in your program, this panel deals with back to basics, are we getting there or what is happening? As I see this panel, is as overall charge, is to discuss what students know at various levels of their educational experience. Who should determine the curriculum, if you reach that knowledge and how the curriculum fits the specific situations, i.e., urban rural curriculums, back to basics movement. Then you have within that, how does that fit with vocational education or with cross cultural and bilingual education?

Also questions is presented, is how does Alaska education compare with the other states? In looking at the functions of various levels of government, normally we find, ask ourself, who determines what part of the curriculum? Is it done by the state board of education, is it done by the school boards, is it done by administrators or by parent groups? I think historically, the normal way that you usually find curriculum determined, is that by particularly teachers make recommendations to administrators, who suggest it to school boards, who pass on it and therefore become the district curriculum.

Very seldom has legislature, to my knowledge in experience in education, asked the legislative curriculum. When they have, it has usually been a special interest group or very narrow group. An example, being in the state where the principal for twelve years before I came to Alaska, the legislature did a legislative piece of equipment. It stated very specifically that all teachers in the state within twenty minutes per week teaching the evils of alcohol and tobacco. That was legislated in about 1930 and I doubt if twenty minutes have been spent by all teachers since then. But that is the type of thing than can happen when you deal with that.

When we discuss the back to basic movement, a couple comments I would like to make my own, and then I would like to read from one of my favorite columnists, I think who does a great deal to put things in perspectives at times. In discussing back to basic, is it reading, writing, arithmetic? Will the definition stand up for parent whose child is to be talented? Will it stand up for a student who wants to take auto mechanics and his parents own a garage and he intends to enter the family business? I think you have to question that.

And from this, I'd like to quote from a column from one of the persons I think, that many times put a great deal to put things in perspectives for us. Ms. Erma Bombeck, her column. And I think you've heard these quite often. And this is just one thing more. Ms. _____, it says "Welcome to teaching Ms. ?. Your mission is how to teach twentysix first graders how to read. Should you decide to accept the job, you will be reinforced by every modern bit of teaching technology known to education, including visual aids, computers and teaching aids. You'll have the confidence of the parents, the support of the administration and the love of the children. You have nine months in which to accomplish this miracle. With three and one half weeks off for holidays and an occasional close of school by an Act of God. Good luck. Oh, just one more thing, you won't forget to install good nutrition habits, teach the gifted, the neurology impaired, the emotionally disturbed, and develop civic responsibility, will you? Good. And check for head lice, make sure you have they have a hot breakfast, collect milk money, and arrange their transportation to and from school. Did I mention eye testing and inoculations and instruction of first aid procedures? It goes without saying, you'll provide sex education in good taste, of course. By the way, don't forget to maintain birth information, and age certification data, be on the look out for child abuse, and collect money for the repairing of the Statute of Liberty. And you'll have to make time to build economic awareness, assist in bladder control, stress bilingual development and eliminate sex discrimination.

Just be glad, Ms. ?, you aren't in the secondary. They have to assist in career planning, money management, teach kids how to drive a car, place them in their career, place them in jobs, identifying and solve alcohol and drug abuse problems, and counsel them in pregnancies. You're fortunate, all you have is bicycle safety, training and preliminary -----, promotion of physical fitness and metrics, building self worth and respect, and installing in them a sense of patriotism. All we expect from you is giving the public what they want, a back to basic education. And with that, we'll start with Senator Fischer.

Sen. Fischer: Thank you, Mr. Chairman. A look around this room and in the halls, and I see all these people here and you start putting dollars and you wonder if we could just extend this for maybe a month, how much money the school districts would really save by leaving you folks up here and nobody's back home minding the shop. I have a real problem getting this thing together because I'm in a bakery, that this time of the year, we're usually busy. You know, making Christmas cookies. So between the cookies, I've been trying to scratch out ideas. But I do want to say one thing, whatever I say are my views, as just one Senator, not necessarily those of the whole Senate.

One of the questions that come up is what ought Alaskans students know in grade six, nine and twelve. And it's a very difficulty in even attempting to answer, so I really don't even want to attempt to do that. So I'll be honest with you. However, having eleven children of my own, and quite a few of them already going through this system, I guess you can kinda look a little bit and say what they ought to have and. At the sixth grade level, the only thing that I can really come up with is that they should have the foundation to go on. And I think that if we can do that at the sixth grade level, or up to that level, we won't have the problems in later years as far as the actual learning activities. In ninth grade, I don't think I could touch at all, everytime I look back and look at my ninth grade children, it's a period of time that is not necessarily the one to talk about when it comes to learning your, you know, everybody kinda wants to go their different ways.

But I think, what we can expect from twelfth grade students or graduates, is in one word is readiness. And I tried to identify three areas that I think they have to be ready. One area, which is the obvious, is to enter the area of post secondary institutions, whether it be college or whether it be trade schools. Another area is to enter the level of business, or whatever their occupation will be. I'll call it vocational area. And I'm talking here electricians, carpenters, or whatever.

But in this area, I find that the schools are doing a disservice many times. Kids come to us who are graduates, and they haven't over, they over emphasis what they think they know and where they should fit into the economics. In other words, they don't think they should start at the bottom of the ladder. They should start somewhere near the top.

And, just let me share two little examples at the bakery. We had a high school graduate who came to me and he wanted to work the summer before he went to college, a real smart student. And he told me he had worked in the kitchen, he really understands what goes on in a bakery. So one morning, I was kinda sleeping late and I caught him and I said, do you know how to mix a formula. He said sure. I said, ok, you mix the dough and then I'll come in and we'll cut it. This is for doughnuts. And in the bakery, those of you who are familiar, we have one panel, we use yeast, white yeast, one pound in paper containers. So I went in and he said yeah, I put three pounds of yeast in but I'm looking through this and I see little blue things. And I couldn't figure what it was and what it really was. He followed the directions, three pounds of yeast, paper and all right in the dough. So you really question, you know, sometimes, if they really have the expertise, those kinds of experiences, and I can go on. I'll leave the other one go which is another one in the bakery.

The third thing is I think the students should be able to cope successfully and survive in the world of life. And with this I include, and you may not call it curriculum but I do, and that's extracurriculum activities. I think one of the most important things that schools can do is to involve students, not necessarily as a participant, actively pursuing it, whether it's basketball or whatever, but as a spectator participant. And we don't do enough of that. And when they get out of high school they're going to be more likely sitting with a beer with somebody looking at television. And it would be neat if they had some background and be able to follow all those activities they're going to be seeing in later life. So I place alot of emphasis on extracurriculum activities.

Another thing is I don't think everybody needs twelve years of high school education. And that's why when he had asked my background, I gave it as Pennsylvania Dutch. I'm familiar with the Amish, and quite frankly the Amish need six to eight years. With their society and their culture, they don't want our lifestyles. And if you go back and look at the Pennsylvania Dutch, their emphasis is on the family. They believe there should be a mother, a father and children; they should work the farm. And they probably have the finest farms in the nation without being mechanized, they do it by hand. And they desire to maintain certain moral values. And I say there might be an implication here

to some of the cultures in the native areas, I don't know. But I guess my basic premise is that we don't all need twelve years of education. And the Amish, I get back once in a while and talk with some of them and to put it bluntly, they're not interested in getting the updates as to what's happening in New York City. They're not interested in the gay, the lesbian movement. Any of these things. They don't want their kids exposed to that. They just like it the way they are, keep their simple values.

In curriculum, who should control the curriculum. I believe the local school board should. I believe the state, whether it be the legislature, the Department of Education, they should stay out as much as they possibly can. I think local control is very important. The model procession, of course, is where you have a committee of teachers, that they work to develop it then you have the school administration who looks it over, makes some changes, possibly and recommends it to the school board. And then the school board accepts the curriculum, whatever it be, a change, revision, whatever.

But I would like to give you a couple observations that I feel needs to somehow be changed in the curriculum process. One is I think the school board members should be on that committee to begin with. Some of you may have been doing this, I don't know. But I think it's critical so that later when they are making a decision as to whether to adopt a curriculum or not, the committee isn't frustrated because they couldn't sense the direction, the direction the school board wanted to go. And I think from that basis alone they should be a part of the process. School boards need to know, I think their proper role within the school system. And I think there's many cases where this does not happen. The school boards have got to assume the directorship, the school administration if you look at the way it should be, it should be this way, too often it's this way. And granted, the elected official is part time but they are the stewards of the school system. And I think they have to start looking at it as though they are the directors. Give the direction to the administration and then let the administration run the show from that point on.

I think curriculum experimentation should be the exception rather than the rule. I grew up in an area when I get out of college, my God, the initial teaching alphabet was a thing, this was gonna save everybody. Well, it didn't really save everybody and I happen to have a child that took it. I bought the concept and we toured America for a year with our family and my kids couldn't read. Because they just didn't happen to have the same alphabet that they had. So we had a problem. The open classroom, everybody wanted that, you know, but now those teachers who really advocated that aren't here anymore. So now we're going back to structures and putting walls. Everybody doing his own

thing. I remember that period. I think we got over that error. Language labs, time out rooms, the whole works. And I think we really need to look at it a little bit more when it comes from experimentation. Far too often, the actual curriculum is decided by these kinds of people. Salesman, who comes into a good pitch, high pitch salesman comes in and gives you a story and boy that's the new curriculum you're gonna get involved with. College professors who make the circuit giving speeches, they come in, they get some, I'll call them converts. The converts, go back all excited, not saying it's right or wrong, they go back excited and then before you know it you have a change in the curriculum. Educational consultants would be in the same area. But they come in with their pet projects and when you hire a consultant, they of course come in with their preconceived ideas. I question, as a result of the last speaker how many school districts here in Alaska are going to go buy that system. I'm sure in the legislature we're going to be asked by somebody to give us a pilot study grant or a pilot grant to go through with this. And I'm not saying whether it's good or bad or whatever, but I can bet we're gonna see some district coming in, they want to adopt this kind of a system for their curriculum.

More money for teachers, that's another thing we often hear. And I'll say that more moneys for teachers does not necessarily mean an improvement in the curriculum. And I think you agree with that. For example, teachers are still going to have second jobs. I don't care what the revenue is. If you're a commercial fisherman also, you're going to do that in the summer, or when you're off. Higher wages are not going to guarantee that the teachers are going to use their prep time any better then they are right now. And I think we all know that sometimes that's not used to the best of the teachers ability. It's not going to stop the political activists who uses many times, teaching time to advance a political cause. That's still going to be within the system. But I do believe that teachers salary are not where they should be. I think they're not professional, and I think they need to be made professional. Which what I'm saying is that we need more money. But not on the basis it's going to improve the curriculum, but on the basis you are professional. Whoever teachers are here, you are professional and you should be getting that kind of money. I again believe that there are cases where teachers should make more money then the administrators. I see too often darn good teachers leaving teaching because the economic opportunities are not there, they're in administration. I think that has to change. And there's nothing wrong with a teacher making \$60,000 if they're doing the job they're supposed to be doing. And that's working with kids. That's the whole purpose of school.

We need to also look at extending the teaching, not the teaching year but the contract of the teacher. I still like the 180 days. But I think we need to start talking in terms of ten and eleven month contracts for teachers. It'll do a couple things, but one thing it will do, with the public, the public will buy increase salary if you wanted ten, eleven month contract. It also helps you because you can have pre-school opening and post school workshops. You don't have that interference while the school process is going on. So I support that very strongly.

The question, should state legislators, should they ever step into the curriculum arena and our speaker had said he doesn't know of many cases. But I think there's certain cases where you almost have to. You may not consider this curriculum but I'll just give you a point and it's a live one today. We're talking about opening Mt. Edgecombe, ok. We're talking there anywhere from \$27,000 to \$37,000 per kid. Ok. So when I heard that, I looked at that from an economic basis only. So I did some calling. I called Harvard University, I said where do you get some good students. They said, oh we get them from Phillips Academy. So I called Phillips Academy. I said what's it cost, room, board, tuition, etc. everything you can. When I took that figure and still gave the student a free ride down, a free ride back, back again after Christmas and back, it's still half the cost of what it takes to send them to Mt. Edgecombe. On another basis, that's academic, I was looking at. Now we say that oh, maybe extracurriculum activities. So I called a school in Florida who has water polo, anything you can think of, horseback riding, the whole works. The same thing, less than half. Then I thought, well maybe there's a religious implication here so I checked with a religious school, and that was one-fourth the cost, room, board and everything. So you have, oh, I did one other thing, which was amazing. I thought well, let's call a foreign country. Let's see if we can send our kids anywhere over there and still be cheaper. And I'm talking now from an economic basis. So I called a school in London, England. And after ten minutes, we both arrived at we could not understand one another. So I never did get the price. So in a case like that, I think the state legislature has to say no. And that's my opinion, you're gonna hear it tomorrow or later or another group is gonna say they think it's the greatest thing that came around.

I think the legislature also has to look at the concept of there is no free lunch. There has to be a way that everybody pays something for education, not just the incorporated boroughs. Now what I'm about to say, I'll probably get hung by areas that are not incorporated, but I maintain that we have to look at some form. And I'll just call it a boroughization and follow the regional educational areas. But they gotta have the power. Those people have to

become a borough or something so they have two powers. One is the power to tax, and the power for education. There's gotta be some local money put in some of these schools. There's too many areas that, let's face it, if I said to you what do you want, but you don't have to match it or you don't have to put up any money, you're gonna come in with the sun. Maybe you'll end up with the moon. So I think we have to look at that.

So just in conclusion, I believe we need to do alot more. I'm trying to hurry, because I know of the time, we need to do alot more with curriculum. But you can't do more with less money. And you keep hearing things. The feds are saying we want you to do more but we're not going to give you the money. And I think the State of Alaska, with the economy we have now, now we can look ahead and say, gee, ten years from now we may not have any money but I don't buy that scenario. I think the oil is gonna last us alot longer then that with the discovery of new fields. But I think we need to really look at it and increase the money then I think we'll get increase whatever else we need. Whether it be better curriculum, better educated children, whatever. So I advocate an increase.

Putting it in perspective, this year, I think there was a bill last year that came out. I don't know if you folks all know it, but you're suppose to. I think with this bill, the bill says you get the same amount of foundation money you got this year. And I think the bill said with the cost of living amount, plus an amount of money for additional students. Now I hear rumbles that maybe that cost of living won't be there, well, I think, and we're talking about \$18 million just for that cost of living. So I maintain that that is an obligation that we made to you when we passed that legislation and we have no way or no right to take that away. You need to know what you're getting next year. You also need to know in advance what money you're getting so you can plan your curriculums.

So that's real quick, I'm trying to hurry and I really appreciate being here. It's been a long time since I've had a chance to talk to alot of distinguished people. Now I don't mean that to infer that I'm a Senator and not distinguished. No, I enjoyed it thank you.

Moderator: Thank you. Next will be Dr. Mary Francis.

Francis: There were alot of questions raised by the workshop description and I didn't attempt to answer them all, so I'm focusing in on those that are nearest and dearest to my heart. Back to the basics and the common core, are we moving forward or backward? One could get motion sickness contemplating how often the pendulum has swung on this issue in the history of education. Perhaps more important than answering the question is to ask, why is

core curriculum once again in the limelight? Is it because of falling SAT scores? Is it because our children do not exit our schools with the skills they need to compete in society? Is it because our nation is at risk? Is it because revenues are declining?

There are many reasons, but the one that looms largest in my mind is that as revenues decline, we rethink the need for expensive educational frills and accountability becomes a significant issue. Parents, legislators, school officials, the state board, local school boards and other taxpayers all want to know what are we getting or not getting for our money. And we go back to the basics for solutions.

Accountability is indeed healthy. It is necessary to set goals and objectives, to have a plan for meeting those goals and to measure, at critical times, whether they were in fact met or not. Hardly anyone would disagree with such a fundamental principle of good management.

The matter begins to get murky though when we try to decide who should set the standards for accountability, and who should determine what students should be taught, at what grade, and with what proficiency expectations. If the legislature, for example, wishes educational accountability, should that body set the guidelines for school districts to follow in order to receive funds? Should the state school board? Should local boards? Should school officials? Should teachers? I believe that all these groups have a role to play in establishing curriculum. But each is a very different level of involvement.

The state board of education should be responsible for establishing the broad goals, content areas, and expected learnings for the education of Alaskan students so that their education is comparable to that of other states. These goals for education should take into account the recommendations of state and national professional associations, such as the National Council for Teachers of English. The state board's goals and objectives in turn can provide the leadership to local school district boards who then must establish their own district educational goals, which reflect the special needs of their students.

Local school officials, under the direction of their local boards should then work with teachers, principals, students and specialists to determine the specific skills and knowledge appropriate for their students. The Department of Education should be prepared to provide technical assistance in curriculum planning to those school districts that require it. The legislature's involvement should be to provide the funds to the Department of Education and local districts so that they might do effective curriculum planning.

Effective curriculum planning is expensive. It's expensive because it necessarily involves a lot of people and takes a lot of time. In the Lower Kuskokwim School District, we formed task forces of our own teachers who work together monthly over the school year to establish the scope and sequence of objectives and learner expectations for the subject area being developed. Their work is brought to a curriculum review committee for scrutiny at key points in development. The curriculum review committee is a board appointed committee with representation from all vested interests in curriculum, such as principals, advisory school board members, elementary and secondary teachers, students and so forth. When the curriculum review committee is satisfied, it recommends to the district board that the curriculum be approved and adopted.

A basic principle of curriculum planning is that if you expect it to be implemented and used, the users, that is the teachers, must be involved in its development or it will probably sit on a shelf. The same principle applies to plans made at the state level. For example, the Department of Education Elementary Curriculum Framework Committee, of which I am a member, is preparing guidelines for elementary curriculum development for the state. A crucial part of that effort is the review process in which we seek input from all the school districts and professional associations. Their feedback is an essential part of our planning. Development is only part of the picture, however, developed curriculum must be implemented, staff must be trained to work with it, student assessment must be aligned accordingly. All these activities are appropriately carried out at the local school district level.

You may be thinking, I thought she believed in accountability, but I hear her saying that the Department of Education and the legislature should provide technical assistance and money and then back off. Not really, I have two suggestions, one radical, one not so radical. I'll start with the easier, not so radical notion.

Every Alaskan school district should designate someone as responsible for curriculum development, implementation and assessment. Now I know that most districts already have done so in a nominal way, like in some assistant superintendent's description along with fifteen other duties. But I mean as a major portion of that person's job responsibilities. It can be considered a temporary appointment until the first round of development is complete. Then the need for full time involvement is indeed reduced. But I must caution that good curriculum is never finished. By definition, it is in continual need of revision and renewal.

Now my more radical suggestion. Districts should be monitored in curriculum just as they are monitored in Chapter One bilingual ed, special ed, vocation ed and so

forth. In the Lower Kuskokwim School District, for instance, we would welcome a chance to show legislators, state board members, other taxpayers, what we have done in our curriculum effort. I have always thought it out that this most critical area, the very core of the districts instructional program is not systemically tracked. The flip side of that coin though is that monitoring must come after the conditions have been set for effective curriculum planning to occur. I have been fortunate to work for a school board who set those conditions. Who put their money where their mouth is and fully supported my efforts. Many districts are unable to do the same. That's where the legislature can help.

The point of all this is that to mandate an emphasis on the basic skills, or to set competencies at the state level, would do little to change Alaskan students achievement and proficiency levels unless districts have a local curriculum in place that is theirs and that is implemented and evaluated. We need to provide the conditions for districts to plan their curriculum and then expect them to follow it.

I'd like to make a couple of comments on one of the questions raised. How does the back to basics movement accommodate cross-cultural and bilingual education goals? In rural Alaska, or at least in my district, we never left the basics. We were too busy working with second language acquisition to spend precious time in proliferal studies. As far as accommodating cross cultural or bilingual goals in basic skills instructions, bilingualism is ever present in our instructional programing. When students are truly bilingual, bicultural,; bilingual education is not an add on. It is a premise, a philosophy, an ideology that affects everything we do. Language, arts, and reading are taught utilizing SL (?) techniques in emphasizing oral language development. Predictable areas of difficulty for second language learners are identified and targeted for special works, such as reading comprehension and math concepts and application. Language, arts, math, science, and social studies all incorporate local culture and tradition into activities and resources used. Many local advisory school boards add Yupik language for arts and crafts courses to the graduation requirements but frequently extend the school day in order to include them. That is the basic skills are not compromised by bilingualism, they are enriched by it.

Moderator: Thank you Dr. Francis. And next, Elizabeth Hickerson.

Hickerson: Good afternoon. Glad to see so many here. When this symposium was first being put together, it was a great idea that Senator Josephson had and many of us sat around and talked about what do these people, you know, what do

they want to hear, what do we want to present. And I had no idea so many people would show up. Unfortunately I was unable to attend this morning but I hear that it was very exciting and very good. So it does work sometimes, a good idea does turn out well.

I'm working for the Senate Advisory Council. In that capacity, I work on a number of research projects and Senator Josephson, as well as other Senators, have been interested in the educational system we have here in the State. And particularly when the notion at risk came out and everybody went up in arms, oh God, oh God, what are we doing? People got very interested to see exactly what our requirements were here in Alaska. So I started on a project, I noticed that you all have my final copy there. And for you English teachers, I'm ready for the corrections, because I didn't expect this to go out to the public. But anyway, there are a couple of corrections. First of all I might say, what I did was, I sent out a letter, to first of all, all of the states requesting information on their curriculum requirements and I assumed that would be a very simple process. They would send me back the information. Well, as my, uh, I state on page two, nineteen states have recently revised their graduation requirements and thirteen states are in the process of revising. So I thought this would take a couple of weeks to put together, but it was constantly being revised as the schools decided that they or the states decided that they needed to upgrade their standards. So at any rate, I then sent back a, um, the attachments that you see for verification, if this was indeed what was being provided. And they responded back whether it was right or whether or not there had been changes. And I was amazed to see how many states, in this short period of time, had changed their requirements. So it's a hot item. It's going on. I had an opportunity to talk to a couple of states that just would not respond. And I had no other way but to just to get on the phone and say I got to have this information. And it's happening throughout the fifty states.

People are looking. People are deciding that the problem of our society is based on what's going on in the classroom. And in order to take the heat off of the teachers and the administrators, they're going to their state departments and saying we've got to do something. And that's not to say that improvement isn't needed. This is kind of a commentary here. It doesn't really matter what curriculum requirements you have, I don't think, being a past teacher, it's what going on in the classroom. And you all know that. You may be sitting in your classroom and the person next door may be opening up the book and saying on Monday, we read chapter one. On Tuesday, we answer the questions at the end of chapter one. On Wednesday, in class, we will grade those questions. On Thursday, we will

have a film and on Friday, we will have current event days. So it's not just what is required, but it's how the information is presented to the kids. Ok.

Then I did the same thing in Alaska and if you find mistakes, please let me know because I attempted to get the most current information within our state. Our districts are also revising their requirements. As you know, our state mandated requirements one unit of the basics, and that's it. And the locals decide what in addition will be required for high school graduation. I do not want to read to you. I assume everyone in this room can read, or know someone who can read this to them, if you're interested in it. However, there are a couple of corrections. Utah just sent me a letter and they now require a proficiency examination for graduation. Other than that, as of the end of November, these were the requirements for the fifty states, including ours. As you know, Alaska right now is presently looking at our requirements the board of education, the board voted just last month to increase the units to twentyone and also to increase the units in the individual courses. Now what will have to happen on this is it will have to go out to public hearing. Because this is in our regulations. And I encourage all of you, all of you, to attend these public hearings. To write a letter regarding the curriculum requirements that you feel are necessary and take a part in what we will ultimately have. The other handout is for the district requirements. And once again, if you find any, any particular requirements that are not so, please let me know. I tried to be as current as possible on that. During the question and answer period, if anyone has any questions about this information, don't hesitate to ask me. I feel like it kinda speaks for itself.

Now, as a retired teacher, I want to take a moment to say my personal feelings on some of these issues. And it certainly does not reflect any Senator or anyone I may work for after I get fired after this. No. I'm very concerned about what is going on in the classroom. I taught in Norman (sp?), Oklahoma, ninth and tenth grade, for three and one half years. And as Senator Fischer was saying, that's not exactly an ideal time for adolescence or parent or teacher or anyone else that's having to deal with those people. I found it very thrilling, sometimes. I am retired. And one reason I decided to get out of the teaching practice was it, at times, it was very frustrating. I had students that could not read, could barely write, if anything. Many of them that could read were not comprehending what was going on. And as you all know, you have five classes a day, I think I had a total of 125-130 give or take. Most showed up because we had mandatory attendance. Some I wish hadn't shown up. But it was very frustrating. There was not anything I could do for many of those students, because it

was too late. They were now in ninth or tenth grade, they had missed the opportunity in the first three years. I can't teach reading. I had problems with spelling myself because I moved from phonetics into memorization in the middle of the year. Broken home and oh, you know, all the problems associated with that. And it was very frustrating. But I tried and I tried. And I think I did a pretty good job, I enjoyed it. Then one day, sitting in the teachers lounge, they handed out the salary schedule. And after, if I put in twentyfive years, received my Ph.D., this was in 1974, received my Ph.D., my final year, after twentyfive years, I would be making \$25,000. And I thought, uh, there's got to be something wrong with this, because at the time, I had friends that were in what you might call unskilled jobs, already making \$25,000. And I started thinking if nobody cares, if nobody cares what a teacher is doing in the classroom enough to reward that person, then it was just too much. It was very frustrating.

I encourage you and I don't know exactly why I'm saying this, but I encourage you to stick with it. To stick with it. We have a good system here. I recently taught a short class at the university. And once again, I saw the same problems. People that, students that could not write, students that could not read and comprehend. And it was still frustrating. But those of you who are teachers, those of you who are administrators, stick it out. The kids need you. Times aren't real great in some families right now.

End of Tape I

Tape II

Peck: This has been an interesting conference for me. So far, I started out this morning as a panel member and then found out this afternoon I was a Senator. So uh, anyway, one of the privileges, I guess of being mistaken for the moderator, was that they printed remarks I had to make in the folders you received this morning. So I can't really escape by saying to you during the question and answer period that I really didn't say that. So if any of you have any questions, anyway I have the comments that are printed in there.

I guess the first thing I wanted to say is the quotation that I opened those comments with that is schools are a reflection of ourselves. And our high schools are what we have made them and they will become no more than what we wish them to be. I was trying to illustrate, for those of you who have not worked in public education for a

long time, I wanted to point out that we in education really don't do very much leading, despite of the fact that we say we do. Schools are responsive through the structure, I think that's the way it's designed, to public values, public changes in attitude. And that's the way it is. If you follow history and the history of education, each generation of Americans, consciously or not consciously, has modified the public schools system so that it better reflects the hopes and values and all that of that particular generation. And I guess, that one of the things you notice after a while is that in the system and in what you call education, things such as equity, equality, excellence and liberty are really in a constant state of movement intention.

Senator Fischer mentioned his concern with fadism in education and we tend to jump on bandwagons and you have this constant pendulum swing. And I personally agree with him. I think that's a serious problem. But if you look at these various terms, like equality, excellence you also notice that the some of these things are brought about by very real concerns, problems in society. For example, in the past two decades, the 60's and 70's, there have been massive changes in society and they have been influenced by education. For example, education, probably more then any other institution in this country, took the human rights and the racial relations and other things fairly seriously. And again, as a result of demand from concern from the public. We're all familiar with the results of some of these demands, whether they be public law 94,142, Title 9, multicultural and bilingual programs. But then what happens and what's happened as a result of these movements and the success of these movements, as a matter of fact, what happens is another movement. There is now concern, and I quote it in my paper, "equality is once an achievement to be celebrated and the degradation to be avoided".

Now what we're hearing is now that we've solved at least some of the problems, and made inroads in some of the more serious societal problems, such as racism among other things, that we now have to have standards again, as if we didn't as if we didn't have any standards in the past. But now we want different standards. We want "a return to the basics" and this is sort of a round about way of getting back to that. Basically, this is another reaction to turn to the right to a more conservative approach. And to reflect an even more conservative outlook in terms of the values and concepts of the current society. I think it's really an inevitable result of what's been happening for the past twenty years. In fact, and I've mentioned this could've been predicted, if you follow closely the PDK gallop poll every year. And for the past five years, four or five years, consistently the number one concern of the public has been lack of discipline in the schools.

Now as a result of this concern and this shift in attitude what you're probably going to see in the 90's, 80's and 90's, will be, there will be attempts, and you already see it, to bring about increasing test scores, stricter discipline, and attempts to somehow increase achievement in all areas, in both qualitatively and quantitatively. I think uh, what has to be addressed, to maybe cut down on some of these cyclical and fadish movements in education, is how can the system, or this bureaucracy, this giant bureaucracy, be modified without changing its basic structure and without restricting individuals freedoms. And I think that's critical. Now after all, as I mentioned, we have the highest, one of the highest literacy rates in the world. And probably the basic elements of the system really don't need to be changed very much.

But in an attempt to answer some of the questions posed for this panel, I would make some rather general recommendations. And these again, as how I feel what can be done about it. I do think secondary and post secondary institutions need to foster better and more extensive ties with the community and with the working world. The colleges and universities are notorious been insular in their approach to education and in many respects, many of the things that they proclaim. The secondary schools probably are also guilty of that to some extent. And I think that is a change in direction, again, I'm referring to what Senator Fischer said about making sure administrators, teachers, educators know what is going on with their graduates, how they're performing and what they need to change and be improved in, with.

Secondly, vocational planning and counseling needs to be improved and expanded in the public schools and in the post secondary institutions. I think I can say this somewhat objectively, I came from the classic liberal arts education where you took philosophy and you did all these things, but I don't know what you were supposed to do when you graduated. But anyway, what concerns me is that the people who are counseling our students, both at the secondary level and the post secondary level, have come through the academic chain and network. And they are inheritedly prejudiced. Now I don't mean that they are intentionally prejudiced, I'm not trying to insult their intelligence. What I'm saying is that they are familiar with the academic road, the academic path. Therefore, it's only natural for them to advise others in there and that is a serious problem. If you look at the students we are serving in the public schools, we are talking about, maybe at best, 20% of our graduates who will complete a four year bachelors program. What are we doing advising the other 80% and saying is that really the best way to do it is to go through the academic approach.

Number three, I think activities that some people have mentioned, I think are crucial also. Unfortunately, again we have 10-20% of the students who are doing all of the participating. We need to expand activities and diversify them to involve more of the population in the schools. Again, I would go along certainly with the increasing salaries. I cannot agree with Senator Fischer about not increasing administrators salaries but that prejudice, obviously. I think, we do need to increase standards to a certain extent, in all areas. But by increasing standards, I'm not advocating that we increase graduations requirements and restrict individuals freedoms again. I think that's a mistake. I think we have plenty of that. We need other ways to approach it. Standards in achievement are one thing but to start dictating again, more and more what students will choose and what they will choose to learn, I think it's a serious error. But I'm afraid because of the report by the nation of risk again, there's going to be this big movement to increase requirements again.

Now just briefly, as a specific questions that were asked, who should control the curriculum, the state board of education, the legislature, the teachers or the local boards? Local control is always been a sacred issue, a sacred cow, so to speak, and I don't think it's going to change very much, and I'm not even sure it should. However, I also would again, and I find myself agreeing with Senator Fischer, more then maybe I'd like to in some ways. But, the point is when the state is providing the vast majority of the resources to pay for the education, I would think they ought to be concerned about how it's being spent. And if they don't, I think something's wrong with them. And the other point is, the federal government has been in the controlling in the moderating of education for a long time. You can take anything from public law 94-142, so mandated busing. I think the most, as far as I'm concerned, the best way to handle it is to make sure you have an enlightened group of legislators who can help control in a constructive direction. But I certainly don't think you can dole out money in the amount that is required the state and the communities that get it without any kinds of controls. I think that was a serious mistake.

Number two, should standards for rural Alaska be the same as those for a larger school districts. Well, I don't know, it depends on what kind of a society the people in the rural areas wish to compete in. I think it's a mistake to say no. They don't need that or want that. One of the things that always bothered me about the Sierra Club is some of the groups Outside say that, well, we want to maintain the Alaskan bush community, the small villages in their primitive state, and in their pristine, original, whatever it is, they were in, back say in the 19th century. Well, don't they have anything to say about what they want? And

again, I think that is a question that would have to be answered by the community. But certainly, just like say, in Anchorage, we can't prepare, say in the career center only for jobs that exist in Anchorage. I think that would be a limiting thing. I guess I look at that question the same way.

What role should teachers be playing in the curriculum development. Probably, they are now working the state and local boards and advisors as consultants. Again, the question about how do they compare, the curriculum requirements compare, you have a very comprehensive study that was done. I don't need to get into that. How does the back to basic movement accomodate cross cultural and bilingual education goals. I don't think they're incompatible as they are stated. Standards can be raised and maintained at the same time to achieve all their cultural goals. What is the place of vocational education in the context in the basic curriculum. Again, I think there's probably nothing more basic for seniors and juniors in high school and even in exploratory things earlier. Again, my concern about vocational education is that probably it does need some reform at the school level, but certainly that doesn't mean getting rid of it. And I would have to say that the, again, my basic concern always for vocational education is that it's operating in a structure, in a bureaucracy, that's sort of it's enemy, in a way. But again, not in a conscious way. Anyway, that's basically what I had to say, and I'd be happy to answer questions later. Thank you.

Moderator: Thank you Bob. Next, Ms. Susan Stitham, Susan.

Stitham: Thank you. I have to confess that I begin this statement with some degree of bewilderment. I'm not exactly sure what the first part of the topic means, back to the basics. I haven't understood that phrase since it first became popular a number of years ago. As far as I can see, we never left the basics. They've just been buried under an avalanche of electives, demands from society to socialize students that used to be done by the church and the home. Work study programs, basketball trips and dance decorating. But I'd like to talk about that a little bit more later.

If I do need to define the basics, as I understand it, it would be to borrow some ideas I got from Dr. Oldes (sp?) of Alaska Pacific University, a number of years ago. When he talked about the basics of reading and writing and computation and I think, computer skills would be added to that list now, as tools. They are not ends in themselves but tools by which we get to the real basics which is the understanding of our world through the core curriculum areas. So if we mean by back to the basics, let's focus on those ends by assessing those tools as ends in themselves

with norm reference tests and some kind of arbitrary cut off lists, then I'm opposed to that. If we mean, let's focus on those tools that students need in order to move on, then we should be focusing on those tools across the curriculum, then I'm very definitely for that.

The second part of the topic I can relate to a lot easier. And that is are we moving forward or backward? I think that we're stuck with our heads in the sand and our feet waving in the air. I want to start by telling you what my perspective is on this issue, is quite clearly I am a classroom teacher. It's true that in that capacity, in a larger sense, I have been a leader, in my local professional union, in my national professional union; I've been a coach, both a basketball, softball and drama; a sponsor, I am a department head, I've worked in the curriculum leader, but I'm coming to you today straight from the classroom. And that's been the center and the heart of my professional life for these years since 1965.

I want to bring you a message from what people like to call the trenches or the front lines in a metaphor that's all too apt sometimes. The message is not very happy. I've spent the last couple of weeks talking, even more than usual, in preparation for this with my colleagues. And the word is that we're in trouble. Moral is low. People feel scapegoated and frustrated. Particularly from a federal level. And they hope very much that the State of Alaska is not going to do that but rather help us all work together to find some way out of this. It disturbs me to have to say this, because for years, this has been an evolutionary process. For years, I've been a real Pollyanna about public education, in spite of all the gloom and doom which has surrounded education, probably since I entered it in 1949, but certainly since 1965 when I became a teacher. I was positive, and I remained optimistic because in spite of all the rhetoric, I felt that I and all the colleagues I was working with were making a difference. But lately, I've had some serious doubts about that.

I'd like to tell you about Monday. I spent the weekend reading in preparation for this a number of the reports and articles. And I had a lot of ideas in my head. I came to school on Monday, I need to tell you, I teach at what I consider to be a very good school. I think it's one of the best schools in the state. Got a great faculty, a terrific staff and kids. But this is what happened to me on Monday. OK. First, I had to deal with the fact that there's a Christmas concert going on and so we had to have some mandatory practices during school time out of my classroom. Basketball team was going on a trip, they were going to then therefore miss five out of seven of my class periods because of the way the schedule was arranged. There were twelve absentees that had come back from the test they had missed on Friday. All with parental signed notes and excuses and I

had to deal with them and their makeups. I then had to deal with a colleague in my department who was totally frustrated with the fact that out of twentyfive kids, he could only get three to do their homework, even though he made parent contacts. Then I had prearranged absences to deal with, we're going to Hawaii, Florida, Mexico, my mother's in the car, could you give me my homework, will I miss anything? Some of them are not coming back until the day before the final exams, which is the second week after school starts. In the middle of all this, right, I had a conference with a student who was second highest GPA last year as a junior. She's in my advanced placement class, she's currently failing. She is taking about two college prep classes, teachers aid, something else, she is a member of five student government activities, and all the rest, decorating, selling cans, selling things. And when I said to her, what is happening here, she said I want to have fun this year, I'm a senior, it's my right. She's also making applications to colleges and she's going to be accepted. Because one of the problems that we have is that we've lost our leverage in terms of higher education because the college standards have gone down, in my judgement, and so, you know, no foreign languages and whatever else, and so, we're saying you have to have this, and they say no I don't. I don't even have to take college prep courses, I can still be accepted. And they are accepted all the time. I meet people on the University of Alaska campus, I can't believe that they're going to college. Because they did not take one single college prep class, as far as I know that we offer at our high school. And yet, there they are on that campus as part of the great, you know, whatever, the average student that we're dealing with. That was happening, while of course the omnipresent public address system and a steady flow of messengers who are summoning people to the attendance office, the counseling office, the principal's office, and the last judgement, for all I know. So, now, I want to tell you something, the point about this. We won the basketball games, we had a great concert, but something's wrong. And I am a department head, I have two preparation periods. Other teachers are dealing with that in my school without two preparation periods. And elementary teachers are dealing with even more of that as Mr. Brannian read to you today from Erma Bombeck and they don't have any preparation periods for the most part.

So, we've got a problem. And I have to respectfully disagree with Mr. Peck's statement that he so kindly mailed out in advance so I could do that. That we need not to modify the basic structure. That we need, that probably the majority of the elements of our system do not need to be changed very much. I would have agreed with that until fairly recently. But right now, I believe that we have to change at least the high school drastically if we are to effectively teach the tools necessary for a full productive life.

As a society, in particularly as a state, we have got to decide what we're all about. What do we want from schools? What do we expect them to do? Are they suppose to teach kids to drive? Are we suppose to give them entry level job skills? Are we suppose to produce a winning basketball team? Give musical concerts? Raise the SAT scores of every single student in Alaska, higher than everybody in the U.S.? We can do those things, one at a time. We could do them, if we had enough time and the facilities. But we can't do them all. And it is foolish to think that a few bandaids and some more money in the same places is gonna make any difference. It's not.

I am absolutely convinced that a free public universal educational system dedicated to excellence and equity is fundamental to our continued survival to a democratic republic. And that we need to prepare young people to take their places as productive citizens, articulate in English, competent in the other tools of learning, with a positive value for themselves and other people as human beings. But to get closer to that goal, we need radical changes. And structure even more than content.

Now Dr. Adler's core curriculum has alot of merit, I think. I do think the individual differences need to be accommodated more than what I've seen in the things that he's written about. But his recommendations include some suggestions and implications for structural changes. We don't have enough time in the right places right now to deal with that.

The most direct and comprehensive confrontation with that problem that I've read was in an article in the ----- in June that was Theodore Seizer's (sp?) article on the high school. And a new report is coming out, a full length book on his report is coming out very shortly. But in his report, he said we need to make complete and wholesale changes. (Excuse me, we also need manners. We don't get ice up in Fairbanks, we just live in it, right?) He said a number of things need to be changed. He said that probably the things that remain the same because it is impossible to change very much without changing most of everything. But some of his recommendations are to cut the distractions, consolidate the curriculum, stop trying to do so many things. Eliminate the artificial discipline breakdowns that we've got now. And this arbitrarily departmentalization, expand the time where it's appropriate for various subject areas, reduce the class load and the size, eliminate age grading, and teachers must have control over student program and schedule. He said it is unrealistic to expect change within the existing structure, trying to reform from within in is like pushing jello with a point of a pencil.

Now we can not do this alone. Donald Graves (sp?) has said that it's not that teachers are not willing to change, it's like asking someone to study navigation in the midst of

a hurricane. We need alot of help. We need not to scapegoat. Not to point fingers, but rather to identify the problems and move forward. And I'd like to say that we need, in addition to content changes, is some attitude changes.

First of all teachers need to change their attitudes, I think. We need to accept the fact that we're going to be needing to make some painful changes. We're gonna have to gird our loins again. To adapt to them and to assist and to try once again to demand more of students and put up with the flack and the hassle that we're going to get during the transition time that that takes place.

But we can't do that alone. The students themselves have got to change some attitudes. And I think that that's going to happen as a result of some of these other structural changes. They share the general flabbiness of society, as a whole. They desire quick, easy, fast results. Why shouldn't they? It's what they see on television. It's what they do in video games. It's often what they see at home and in school. We need to set up incentives, positive and also some negative consequences. The students will rise to our expectations. They're as good as they ever were, they're better in many ways. But we are not expecting enough.

It's going to be a tough transition, they're not going to like it, but we have to tough it out. But we can't do it without parents. We cannot do without the parents. The modeling is the key. We've got to have parents who are concerned enough about their kids to come to school on a regular basis, to monitor homework, to monitor student attendance, to stop signing fake absence excuses, to stop letting their kids hide that way from the real work.

There's an article by Jody Powell, in the Washington Post, and he said some pretty harsh things about parents and their role in education. I'd like to quote just one part that I think is accurate. He says that if broken homes are the most easily measured aspect of the problem, they are far from the whole of it. Whatever their marital state, parents who demand little of themselves, are apt to demand even less of their children. The idea of short term sacrifice for long term gain is not likely to be inculcated in children by parents whose lives give no evidence of it. The illusion that life and learning must be easy and fun excludes the possibility of learning the multiplication tables or English grammer. Parents who exhibit no respect for authority demand none from their children and fascination with rights to the exlusion of responsibilities, produce children who are but uneducatable and who disrupt the education of others.

It is imperative, that it seems to me, that the discipline in the schools which the --- has reflected accurately, I believe, and which President Reagan has

identified, discipline in the schools can only work if there's discipline at home. There's got to, I think you would ask parents, uh, teachers over the last five years, you would've heard that is the concern of teachers. The number one concern. There is not discipline and follow through at home.

And finally the whole of us, all of us, as society, have got to reinforce all the things that I've been saying. The Carnegie report says that schools reflect society. We get what our society is. We have to show that we care. That it's as important to be able to write clearly, as it is to be able to make some money. In fact, there's a connection between the two. We say that, but you know, who's saying that. We're saying it, English teachers are saying it. They don't believe us. They don't believe it because they don't see it. They don't hear it at home and they don't see it in society at large. We have got to do that. We have got to give that kind of modeling. Because they aren't going to believe us.

Finally, the reform will be slow and difficult but we must begin. John Goodlad (sp?) identified four factors that will affect the future of education, whether we like it or not. One is what he calls a self centered youth culture. I would say self centered culture period. Number two is a stunningly swift advance of technology. Three is the cloudy requirements of future job market. We don't know what the future job market is going to need in so many cases. And fourth, the need for a highly educated society will only increase. We must have that if we are to survive as a nation. And I want to be sure that you understand that I'm including teachers when I talk about society being flabby when I get that in there. We're all in this together. And we need not to spend time pointing our fingers but working together. We cannot afford to wait. I and my colleagues in Alaska are eager to get started and let's do it.

Moderator: I want to thank you all. Susan's from my high school by the way. I think I'll try the alternative, the alternative high school with her next Monday. Thank you though Susan. At this time, as I said, we are going to probably take, we've been here better than an hour and a half now. I think you're all probably getting just a little bit stiff, I think. Let's take ten minutes for a quick break and then we'll come back for rebuttal from the panelist. Please, just ten minutes, please be back here around a quarter after. By quarter after if you can.

Hickerson (?): ..And, the community colleges have an open door admission policy, which perhaps they should have, they should have to provide preparatory course work. I was just astonished to be eighteen years old is all it takes to walk into the university. What is that telling the student, as

Susan mentioned. It's telling the student you don't have to do anything. And that makes me very upset. Also, uh, just as kind of an additon to the report that I submitted to Senator Josephson, I was curious to see how many remedial courses are being provided at the university level. And there are alot, and why is that? It is because those students are not ready at that point to enter the university system and progress as a university student. We are playing catch up. And that is unfair, most all to those students because the system has failed them at that point. I'm not saying we cannot provide those remedial courses right now. We're stuck, we have to have something. The question is should everyone go to the university? Why aren't they prepared when they leave high school to enter an undergraduate program.

And finally, just to comment, I read in the San Francisco Examiner yesterday, an article, and as all articles in newspapers go, some of them are right, and some of them are wrong. But according to this article, and statistics provided by the U.S. Department of Education, one half of prison convicts have inadequate reading and writing skills. Maybe more, I question that one half. 85% of juveniles brought before the courts have inadequate reading and writing skills. 75% of the unemployed have inadequate reading and writing skills. 90% of the mothers receiving AFDC have inadequate reading and writing skills. In L.A., I was on a plane reading the various newspapers. In L.A., the high school dropout rate is 42%. These statistics, and I don't know what they're basing it on, but those statistics to me, are alarming. We have the money here in Alaska. If we don't put it with the kids to help them, we're going to continue to throw money through Health and Social Services, to take care of the problem.

Moderator: Thank you. Mr. Peck.

Peck: Yes, just a brief comment about Susan Stitham's remarks. I, one of the reasons, those of you who aren't in education, one of the reasons for fads in education, we go back and forth, is because most of the fads that we deal with involve curriculum and process that we can handle, that we can change and modify and that we can write a new book and then it looks new and there's something we have some control over.

The real problem that Susan's bringing up, is human behavior, values and ideals, now that is an entirely different ballgame and much more difficult to handle and control. And probably one of the main reasons we tend in education to look for these other answers, other approaches to how to change the student or modify the student or educate them, whatever you want to call it. So again, I guess I fundamentally disagree because I don't believe we

will change the behavior and ideals and the values of people to the extent to which she suggests you can do.

And then the other problem I guess, is with Miss Hickerson's comments. She is, I think, suggesting that there's a cause and effect here between either deviant behavior, whether it be criminal or whatever, and the fact that the student can or cannot read. And I think, again, if you, observing students and observing their behavior, there isn't necessarily this cause and effect. The problem may have begun much earlier and the student, as a way of getting even, say, with the systems, says you are going to fail because you are not going to be able to teach me. And I will show you you can't teach me. And there are things such as this that are a significant problem and just because many of these people can't read, it does not necessarily mean there's this cause and effect relationship. Thank you.

Moderator: Yes, finally Ms. Stitham.

Stitham: Yes, I'd like to respond to two things. First is the connection the university standards and whether or not we're preparing people. Glad that that came up. It seems to me that the University of Alaska, Juneau, is requiring it, which I just learned, is being eighteen, is very directly related to the fact that there are people there who need remedial courses. The kids are not choosing to take the college prep classes where they have that choice, in some instances. For reasons which may have to do with a million variety of things, they're not doing it. They're harder for one thing. So I would have to disagree with Mr. Peck, when he says that we need to be sure that we're going to give them, not restrict their choices. I think they have too much. Too much choice in what they choose to take. That's my concern about specific individual students over the last number of years. So that they do get to the university, walking in the door, and of course they're unprepared. We have, in my own high school and in our district, an excellent college prep program. But you have to choose to take it. Nobody's going to make you. And so that's also, by the way, my objection to the article I read in the paper about the SAT scores in Alaska.

Somebody's comment at the end was, this is important because it shows how well we're preparing students for college. Hogwash. It shows that anybody can take that test who wants to take it. If we are allowed to say who's gonna take the SAT, and if it's going to be people who had college prep programs, then you're going to test how well we're preparing kids for college. What you're testing now is, and what you're proving is, the fact that a lot of kids aren't getting that kind of training when they're choosing to take general classes. And yet everybody's allowed to take the SAT. The other point is we could raise those scores

very easily by restricting it to the top two or three kids in each school. We'd have tremendous scores here. And I know exactly who should take it this year.

The other point that I want to respond to, too, has to do with vocational education, that question. I didn't actually answer my questions, as you probably noticed. The reports, as I read them, say that traditional vocational education, the job entry skill stuff is basically not helpful, what we're doing right now. What we need to do is what Dr. Adler talked about today, briefly about the manual training and the kind of specific opportunities for people to develop, that part of their lives. Which we don't do very well now, seems to me for most kids. We need much more of that, and we need real individualized intensive career counseling, starting in the eighth grade, I think. We don't do that either. It's very hit or miss, it's a lot of lip service, it's real intermittent, this career counseling we do in most regular high schools. We have a career once a year or something, and we call that career preparation. And our counselors are overburdened with a whole lot of other things that they, they should be doing focusing on this. So traditional voc. ed., as far as job entry skills, is my personal bias is, that that's not the job of K12 system. But rather, as Dr. Adler and Goodlad (sp?) said, the best preparation for a job, especially one we aren't sure what its requirements are going to be in the future is a good general basic education. And that's what we need and we need not, in my, I guess all that New England, Protestant, Puritan, Calvinism is coming out in me, after all these years, I wish my father was here to hear that. But, he wouldn't believe it. Put, I, we're giving people too much choice, the students, and we need to take that back and to show them, I believe a structure that's going to prepare people as we're not doing now.

Moderator: Thank you Susan. The way I'd like to run the question and answer period, if it's agreeable to you, would you please identify yourself and direct your question if you prefer to a specific member of the panel. I will call on you as you raise your hands, I'll try to be somewhat in order as possible. If you want to direct the question to the panel in general, you're more than welcome to. At this time, it is available for anybody who has some questions or some clarifications they want from a panel member.

Question: I'm Ray -----and I stood on the Anchorage school districts-----I'm curious as to why the panel didn't address the question of bicultural, bilingual education in Alaska since Alaska has such a diverse ethnic background and especially with this being a problem with students -----, I'm somewhat-----Such a distinguished panel overlooked it, especially when some of

those people come from those areas. Bilingual, bicultural is a very important part of the educational system in the State as well as in the individual districts. And I'm wondering what, why is this overlooked and what the panels comments are in the way of making bicultural, bilingual courses more effective than what it is in the State, both in the bush and in the urban school districts?

Moderator: Dr. Francis has chose to respond.

Francis: I believe I did address that issue in saying that in particularly, in the Lower Kuskokwin School District, bilingual education is not an additional course, it is not an add on. It's present in everything we do. When we teach language arts, we refer to local traditional orals story telling, all sorts of. It's an infusion concept and it's there in everything that the students do. The bilingual component is there because the students are bilingual. In many cases, the only time the students speak a different language, i.e., English, and they go home and on the playground and so forth speak Yupik. So it isn't, it's a premise, a whole way of looking at the basic educational program takes into account the bilingual and bicultural nature of the student body.

Moderator: I believe we have another question.

Question: Inaudible

Hickerson: Once again, I have to say I did not know that this was going to be for public viewing. Electives are not listed on this tally sheet. And I, and so anything that dosen't add up, those are electives that people can choose. Really and truly, I ran out of room on this paper to include it and I decided that Senator Josephson and the other Senators could add and so.. But that's a good point.

Same person, another question/comment: Inaudible

Hickerson: Well, many are progressing higher and I was thinking, you know, well twentyfour units, that's not much. Even though that's high and even though we're looking toward going for twentyone, and I do agree with Susan and maybe I am getting very conservative. I agree that we have got to require so many of the core courses and to allow the kids to pick and choose. I remember when I was in high school, I went for, we had high requirements, biology and chemistry and what not, but also those electives. I went for the easiest one and alot of time it was what teacher was teaching and what they required and I went for that one. And I'm scared but that's what our kids are doing today.

Moderator: Yes, the reason I'm looking around, I don't want to miss anybody.

Question: Inaudible

Hickerson: Yes, nine through twelfth. And these units are based on, there's a statement in there as to kind of the definition. Many schools, many states are moving away from the Carnegie unit and improvising something that is similar to it. A unit is basically a course taught for 180 days, you know, generally.

Moderator: Gentleman, right over here.

Question: Inaudible

Moderator: Would anybody like to respond to that?

Stitham (?): I'm one of the people who mentioned increase time. We are on a six period day and get twentyfour, a student can get twentyfour units. So I'm not exactly sure about your particular time period. But what I'd like to propose in line with my unrealistic and radical views here, is that we should stop dividing the day into equal parts and meeting classes every day. That's what's stupid. And I'm sorry to use such Anglo-Saxon terms, but I feel that way more and more this year, in terms of the interruptive nature. It took me six days, six class days to show Hamlet, the video of Hamlet. You know, and we couldn't even talk about it. I mean in six days, this is with a group of students who have difficulty reading and writing and it's a special program for them. But how can they maintain you know, how can we get that going? It's just crazy. And there are a lot of things like labs and other things that should be done in a different kind of time sequence. And I think we need to be more creative about that and there have been opportunities and chances.

Moderator: Yes, another response.

Sen. Fischer: Just a quick comment, this doesn't alleviate, I guess what, if you look at the old parochial system has to always have been the track system. And maybe we need to get back towards that. But there is something else we need to change and that is, you know, teachers for some reason have this thing, oh I don't want a class over 25 or 30. And I think we got to start looking at what particular academic discipline we're talking about. And I've seen too many times where, we'll take social studies, the teacher lectures. I see give them 250 at one time. Because if they're going to lecture, why say the same thing five times when they can say it once. And I think we need to start

looking at that. I have no objection teaching 250 kids, you know, if it's a lecture approach. And with the age we have in the systems today, I think we can modify class size and I'm going to get hung today by teachers for that, but.

Hickerson: I just have one response. Right now we only have nine school districts that don't require at least twentyone units. I mean our districts here are very good. Our state requirement is the lowest in the nation that have that of states that set state requirement.

Moderator: I'll take the gentleman back here in the gray suit first, then I'll take you back there, sir.

Question: My name is Jeff E. Clark and I'm principal of High School out of Kuspuk Bay and I would like to comment on Susan's suggestion that I'm looking for a new model. And this is a statement rather than a question. ----- and Susan, I think if you're looking for a model, I think you should look for some of the smaller schools in the State where we do have local control and really have local control. Not only in terms of relationship with our advisor school boards and with our villages, but also ----- student body and we can identify all the students in the schools. And we can say this one needs this or this one needs that. And then we go about constructing pilot schedules and programs. If we have teams traveling for basketball, we can just turn the schedule around, if kids are always missing fifth and sixth period, we can ----- My suggestion to you is if you're looking for a model for doing some of these kinds of -----.

Moderator: Thank you sir. I'll take the gentleman back here with the brown sweater, I said you'll be next.

Question: Inaudible

Sen. Fischer: I guess my answer is if you're looking for how can you educate the legislature to think the way you do, I don't think you will. But if the question is how can we be open minded to look at things, I think we quite frankly are. I gave some of the experiences that I've had but I think that I can go further. I had mentioned, for example, time out rooms. Now I've spent alot of time with special ed. parents and they don't buy it. The educators say its marvelous, you can take the kid away, put the kid in a room, away from his peers and he'll modify his behavior. But when the parents find out about it, they don't buy that kind of concept. So if it means that I don't buy that, it doesn't mean that I'm not opened minded. It's that I have to, in the Legislature, look beyond what some theory is. I have to

look at the practicality of that theory working in a particular community. But I think the legislators as a whole are open, I really do.

Moderator: Sir, you had a question..

END OF TAPE II

TAPE III

Moderator (?): ...five high schools in Anchorage larger than mine. But I have just the opposite concern of being the principal of a large high school. I'm also sitting on the state steering committee for this finance study. My concern is if we put in a basic program, how many small high schools are we going to drive out of existence or how many small high schools are we going to require to have so many staff members to meet that basic program to be possible for them to do. I.E., I know of high schools out there that are junior, senior high schools with one teacher. That person must be a super person to teach everything that has to be taught. There are also, we know high schools out there, with maybe two teachers or three. Those must be tremendously versatile people to handle those jobs. Then in large schools, we have the resources, yes, to meet almost any requirement. I've been a principal, this is my twentieth year as a principal and I've spent twelve years Outside and I cry as much as everybody else for money. But in reality I go to bed each night thanking the Lord that I'm being spoiled all the time. I shouldn't admit that with the legislature here. Though when you come from the special education area, I mean the special levy area from the State of Washington, when one third of your budget was determined in June, I think you can appreciate where you're coming from. Any other of the panelists want to make a comment there? And then I have two gentlemen over here.

Hickerson (?): I'd like to make just a short comment. If you look at the requirements we have, particularly in the smaller communities, they are good. We are already implementing relatively good requirements based on the local boards decision. I personally think if we require more, you're just going to be taking away from the electives and putting back into basic courses that we're already offering, but not making it a requirement. Now, I may be wrong, I haven't been out there in the classroom and I haven't visited every school, and there are going to be some exceptions but overall, the basic curriculum requirements as

established by our local boards right now, I don't think will be very much affected by a change in the statewide requirement.

Moderator: Alright, one comment to the

Hickerson: their minimums anyway

Moderator: One comment to the panelist, I do have to talk to all of you after the conclusion of this meeting, please. Now we have two gentlemen over here. I'll take you sir, first.

Question: -----The biggest fad in the history of education is back to basics-----basics is important. If you go back and look into the history of education, you will find that this issue is there every decade, every twentyfive years. We gotta get back and start teaching people the way they taught while I was a kid. I would think that's something people here should remember. The other thing -----for Susan-----how different Alaska was in 1963, how poor the schools were and how much of a feeling of isolation we have from the rest of the world. I think maybe, if our schooling was worse, then it is not certainly our connections with the rest of the world in education, in the broader sense is much better today then it was twenty years ago. Television alone, for all the ignorance today, does----- . And I'd just like to see if Susan has some comment on that.

Stitham: Yeah, I'm happy to say that I wasn't there when Michael graduated in 1963. But I would agree with you, I don't know what education in Fairbanks was like in 1963, but I know that the education I had when I graduated in high school in 1961, even though we had far fewer choices, doesn't compare with what is available in Alaska now to the students who choose to take it. Those kids have got, I mean, I tell them every day. Of course, they're happy to hear it from me, like they are from you, gratuitous advice is always welcome, right? I say you are very lucky to have such a fantastic education. They really have the opportunities. And television is part of it, the media, the fact that we have been supported by the community, both locally and in the state, throughout the history of the state. But what I'm saying is there are kids who are missing, slipping through that, and there are lots of them. And they're choosing not to take that and we've got to close that, close that gap. Same message, I sound like a broken record.

Moderator: Yes, I believe there's another gentleman, right back here.

Question: ----- When I went to Fairbanks this summer for school, I was quite suprised and rather appalled the fact that there are no communications between the bush and what's going on in Fairbanks and Anchorage. Don't know what we're doing down there. People were quite suprised at the amount of work that we have ----- . If you asked us to increase the number of credits that we're offering, from twentyone to twentyfour, ----- .

Sen. Fischer: I have to take issue with you on the 250, if you recall what I said, we're talking one preparation. But the media, whether it be by television to each individual classroom or whatever, there's still one preparation. So it doesn't matter, I'm sure some of you folks have taken courses over television. There's thousands of people but one preparation. That's what I'm saying.

(Same person): Do you think that that would address the needs of our students? Do you think that we would educate them that way?

Sen. Fischer: No, I think you might be reading into it a little more than you should. I think what we're saying is that's all kinds of little segments sitting out here and you're just one little segment that could fit in a particular case. I'm not advocating every course be taught that way. But it may just well end with some kind of diversity in the curriculum or in the scheduling in the school, this just may fit the bill in some case.

(Same person): Inaudible

Hickerson: The requirement that has been voted on by the board is to increase from nineteen to twentyone not twentyfour. I believe the Florida requirement was twentyfour, maybe you misunderstood that. Another think I have to say, the members of the legislature are very busy people and some more than others. You all though have the opportunity to write them, to go to teleconferences to testify, and some of you won't be able to get through, others you will be. I would provide them with as much information as possible. I'll tell you, it's not government one that I took and taught. But it's very important for you all to take more of an active role, not just at budget time, but throughout the year. Particularly during the interim.

Moderator: We have two other people with questions, three now. We have a gentleman here and then a lady here and then there's a gentleman I guess back there. But you first, sir.

Question: Inaudible

Sen. Fischer: Sure, I think the parents have a tremendous responsibility. But I don't think you can blame everything on the parents, anymore then you can on the teachers. For, if you consider the system not to be really up to snuff or where it should be, but I think sometimes we blame everything on parents. Another thing, I think sometimes we expect too much of parents. They are not professional educators and you folks are. And maybe it takes on your part sometimes a little bit of adjusting to understand what the parents are going through. And I know some of you are parents, too. But often times the parents need some help on the how to go. You know, we can assume that, well they should help their kids with homework. A lot of times parents don't even know their students have homework. And I think maybe some correspondence between the teacher and home, just a little friendly letter, a telephone call once in a while. Hey, Johnny is doing ok, Johnny isn't doing ok, is there anything we can do. I think that communication channel has to be open between the teacher and the parent, which means more work for the teacher. But once it's open, you're going to get a parent that is going to support the program and be very assisting in helping that student learn.

(Same person): Inaudible

Sen. Fischer: But parents are a little bit awkward. You folks have gone through various courses. You know how to deal with the general public. When you have the open house or the time you come in for grades, maybe that's the time to make the initial contact. But the parents just come in to get the grades, they're kinda shy, they're not that forward. Maybe in your district you don't have that. But I think that, if I had to pinpoint who has to take the initiative, I'm going to say the teacher has to make that initial initiative.

Moderator: Miss, I believe you were next.

Question: Inaudible

Stitham (?): I think one of the information problem between the rural schools and the rest of the state is a real serious one. For example, the Lower Kuskokwim School Districts graduations requirements exceed those of Anchorage, when you, not in numbers, well I'm not sure about numbers, but in terms of designation. We have a stronger science requirement or math, I forget exactly the numbers.

But anyway, the point is we are raising our expectations in rural areas, and we're testing our students with the same kinds of standardized tests that the urban schools do and we're seeing growth, every year. I'm in charge of the testing for that district, so I track it and I know. And I think that the frustration rural people feel is that they go to summer school in Fairbanks and find out people are saying things about the rural schools that are absolutely not the case. And it's also true with the legislature. So there are good things happening out there and I think the people need to know it.

Moderator: Thank you. Excuse me, I'll take this lady here first, or are you next?

Question: Inaudible

Moderator (?): Can I respond to that sir, briefly. We did not select ourselves on this panel. I want to make that clear. Yes, we were contacted and asked to be served. Some of us because of elected positions, the Senator and myself. Others, I believe, because of their knowledge and their reputation within the state. ----- Yes, secondary dominated that sometimes, becomes a little more, next year, you can have this chair. The Senator would also like to make a comment.

Sen. Fischer: I'd like to address your comments. And this is going to sound like a cut down. But I don't mean it that way. And by cut down, I'm talking about teacher unions. Now, I've been in the legislature for one year. And I really haven't had any lobbying for the kinds of things you're talking about. Now at which time the teachers come in and they start talking about, hey, let's go lobbying for kids sake, you're gonna see alot of things happen. But it's not that way. The lobbying is more for binding arbitration and these kinds of things. But tie them together, don't come in and just ask for the goodies, come in and the kind of things you're talking about, I agree. But we don't have people coming in beating on our doors asking us for these things.

Moderator: Alright, I believe we had a young lady over here first.

Question: Inaudible

Hickerson: I'll jump right in on this. I think it's real important for teachers, whether the elementary having a problem or secondary or out in rural Alaska having a problem to take hold of it and to advocate for the needs to be a part of the decision making. We have a new Commissioner of

Education. And I believe that he will be open, if he is approached. The question is has your association approached, has your school district approached the Commissioner. I would say that that is an avenue open to possibilities for changes. The other is there are some very strong members of the legislature from the bush. Have you told them your concerns? Maybe they don't know. So I would take what is there, maybe it's not perfect what exists, but the possibilities for change do.

Moderator: Thank you. I'd like to make a comment here. This is unique. 5:00 at night, we're running overtime. We do have, I see two or three people still requesting. I'll take this gentleman here first. And then I saw a hand way back there.

Comment: Inaudible

Moderator: I have to be finished in ten minutes. Ok we will call closure 5:15 for sure. Sir.

Question: Inaudible

Hickerson: I would just like to say a comment. And that is when the hearings, the public hearings are held on the curriculum standards, be sure to take an active part in that and remember, that these requirements will only be minimums. They will not be, you probably right now have more than will be proposed. But once again, take an active role, attend teleconferences, hearings, write letters and that will be the Department of Education, that will not be the legislature. Ok.

Panelist: I'd like to make one comment about the state control, local control versus the state guidelines. Here in Anchorage, we are our own worst enemy. And probably could've used some state guidelines. For example, the size of schools, studies have been done repeatedly. The most classic was the Commissioner of Schools in New York State, about the optimum size of schools. That it's from somewhere between 800 and 1200. When you get over 1200 in the high school, your problems increase geometrically, you get all sorts of social problems. And yet, we insist in the name of efficiency or whatever, of building 3000 schools, thereby multiplying our problems, and in the long run costing the district more money in things such as vandalism, social problems, etc. I guess, the business of local control yes, I understand their concern for that but on the other hand, where do you draw the line and where do you allow these people to make mistakes that might be prevented from some sort of leadership with the, you know, the state a little bit. And I guess that's, I think there is a balance.

Moderator: Folks, I am running out of time. I'm gonna have one more response from the floor and then give the panel one minute each.

Question: Inaudible

Moderator: Panel members, I will give each of you one minute now, if you care to comment directly to this comment, fine, or something else. We'll start with Mr. Peck:

Peck: That to me is the key question. I don't know. I've been in the business twentyone years, and I think, as I've said before, I don't, we don't control what goes on. Basically we are reactive institution. And I don't think it's possible to control.

Sen. Fischer: I think you have to start somewhere, but you had mentioned day care, and just for, uh, you may be aware of it, but there is a bill that indicates, it didn't get anywhere yet, but that any public building will automatically put a day care center in that public building, providing the local community comes up with so many kids to put in the day care center. But just one quick comment about the qualifications to get in, say, the University of Alaska, Juneau, being eighteen. Sometimes, and I'm not saying this is the case, but sometimes, you sometimes you lower standards to get bodies. There is now for example \$11 million, I think in the budget for housing at the campus for Juneau. And I'm not so sure we need that, that housing. But we're going to encourage outsiders, from outside Alaska to come fill it. One other comment is at eighteen, Harvard did a study a while back, this is quite a while ago. But they took World War II veterans who were high school dropouts but because of the desire was there, they put them in Harvard. They had a higher percentage of dean, academic, you know on the Dean's list, than anybody, because the desire was there. So that's something else that has to be taken into consideration. Whether they're high school diploma or not.

Moderator: Alright, I'd like to keep going. Dr. Francis.

Francis: I'd just like to say in closing that I'm real pleased that the Senate Health, Education and Social Services Committee and the Department of Education saw fit to arrange this conference, because I think it's very important to be sharing the kinds of information that have been shared here today. I think that all of us have alot to learn from one another. It's the first time politicians and educators have come together in the same place and really talked over these issues.

Moderator: Ms. Hickerson.

Hickerson: One thing that struck me as being real strange, the whole time I was going over these numbers and my secretary was about to kill me because we were revising, revising, revising, is that we don't know exactly what children will be when they grow up. We don't know that. Except we know one thing, there is a tendency for most children to be parents and we don't require any type of, and often we even offer, any type of basic skills in being a parent. I don't know that we want to trust the schools to do that. But somebody's not doing the job that maybe they used to do and that concerns me. I don't know that I want to turn over my children, if I ever have any, to someone else to raise, but we have to face reality. Most people are working these days. How many hours of the day do the parents even see the kids? And so it's back to the schools because we have a captive audience and yet we don't even teach them the one thing we know most they'll grow up to be. And that bothers me, cause I'm also at the time working on the budgets for the Health and Social Services, and Community and Regional Affairs as a project. And I'm seeing the problems and it's scary. We can't just have a bandaid solution anymore. We got to get to solving the problems if that's possible. But somebody's gotta tell us what, how to do that. And I don't know that we have anybody that know.

Moderator: Ms. Stitham.

Stitham: Yes, I'd like to respond to Jean Ann's (?) comment, just by saying I'm not sure I know the answer either, except it's a spiral and we have to somehow turn it around and I think that Alaska has a better chance of doing that than almost any place in the country because we're small; because we have that kind of energy, and because we have some financial resources and alot of good people here and a commitment to education, I think. I'm sorry Hal left and Carol because I was going to say that not only are some of my best friends elementary teachers but my sister married one. And she even is one, and so, I'm concerned that he, I think that all my remarks would go double for what's going on in the elementary school. I'd like to say that. And finally, Senator Fischer, like Mr. Peck, I'm astonished at how much I agree with you today. And I'm not sure what that means. But you have said alot of things that I found very supportive and that I've agreed with. However, your comment about binding arbitration, I feel that I do need to say that in our minds, apparently we have not been successful in making the connection for you. But in our minds, the need for finality in resolving disagreements between school boards and employees, is directly related to what happens in the classroom and to the effectiveness that teachers have in

that classroom. And so we need to do a better lesson planning job in talking to you and explaining that to you, and you can be sure we will.

Moderator: Thank you Ms. Stitham. And one other comment. We didn't want to get into politics, Ms. Stitham. But, it is my appreciation that I am considerably older than Susan Stitham is and I am known as a traditionalist. And I hear a lot of traditional values coming back. I appreciate that very much. At this time I want to thank you people for attending the conference. It has been very interesting and entertaining and enlightening to me. We have to meet very briefly because I just found out they're going to put us on television tomorrow. So thank you folks and I have to go.

END

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Workshop C
Extracurricular Activities:
Are They Only Fun and Games,
or Are They Learning For Living?

December 15, 1983

Moderator: Robert McHenry, Superintendent, Kuspuk School District

Panelists: Robert Beau Bassett, J.D., Teacher, Service-Hanshaw High School, Anchorage
Wayne Mergler, Teacher of Language Arts and Theatre, Anchorage School District
Fred Pomeroy, Superintendent, Kenai Peninsula Borough School District

(DUE TO AN ENORMOUS AMOUNT OF STATIC ELECTRICITY,
THE TAPE FOR WORKSHOP C IS INAUDIBLE.)

The Curriculum and The Student
December 15, 1983
Workshop D

Moderator: Dr. Robert Morgan, President, Alaskan Associates
For Human Development

Panelists: Jill G. McKelvy, Acting Director, Center for
Alcohol and Addiction Studies, University of
Alaska

Betty Bender, AWAIC

Sidney R. Bergquist, Dean, School of Education,
University of Alaska, Anchorage

Dr. Harry K. Wong, Teacher/Consultant

Moderator: ...studies at the University of Alaska. Betty Bender (sp?), who sheltered a rector for AWAIC, the Women's Crisis Center, I should guess I should say. And Sidney Bergquist who is Dean of the School of Education at the University of Alaska.

We're looking at education through different windows. And I think that's pertinent to the topic because most of the problems that would fall into this category are created by diversent situations. Students are not developed to become dropouts merely as a result of their educational experience. They become dropouts because of their life experience. And as they leave the institution and they go into the community, they carry with them learnings, either negative or positive, affecting the direction they go in. And the people on this panel will be talking about some of those directions. The results of student learnings in the community and why some of them return effectively and some do not. (OK). We have two people who want to go on last and I'll have to decide which will be ----.

I think one of the things we have to consider as we sit here is that this process is not new. This convention, the things that are being discussed here are not new and the problems are not new. They've been reviewed and replayed. Some notions have been developed over the decades and for some reason, and hopefully those reasons will be discussed, we seem unable to implement the changes that we create. The proposals that are developed from these conventions.

While I was preparing for this convention, I dug up out of my files a speech that I gave in New Orleans at the APGA in 1970 and it was directed to the concept of schools in crisis. And I tell you here that that speech could be given in this convention and it would be relative. And at the time I gave that speech, I felt that indeed people were going to leave that convention and go back to their communities and create the changes that were necessary to make education more relative to the needs of the individual

student. And by doing that, create a process of learning that could lead people onto the trails of their own success and a way in which they could be contributing members of this rapidly changing world. I think that that expectation was ill founded and probably so because teachers and counselors, educators, consultants, community people are all affected by the pressures occur as change occurs.

Education has been buffeted for a hundred years by a community, by a country who sees it failing in its process, failing in its goal, that is to educate youth effectively. I submit that perhaps that's a little bit misdirected. It's not fair there is much as it is struggle to satisfy so many pressures, so many individuals, so many institutions that we sit dead in the water at times. We have excellent teachers and counselors and other individuals who are striving very very mightily to do a good job for kids, to help them grow and become what we would all like to have them become. And they are faced sometimes with inept administration, with government regulations, with lack of finances, and just the mere fact that change occurs. That's one thing we can so look forward to is change and the effect of change.

So I hope that when you leave here today, we're gonna leave here with some ideas, and I hope that you're going to take those ideas back to whatever base you come from back to your reality and implement them. Be an agent of positive change, because if you don't, if we sit back and say let George do it, I think you're going to find as we have in the past, that George isn't going to do it, and if he does do it, it isn't going to work. It's one of these things that's going to go on for a brief period of time, like a ---- and then disappear. We have to find a way to be permanent agents for change in the education process. And hopefully that's what we're going to start the process, that's what we're going to begin today. Which of you gentlemen would like to go first? I'll start with Jill McKelvy and.

McKelvy: Well I would like to talk today about something that's a little extraneous to school, but definitely affects kids in school and affects school per say, and that's drugs. And alot of my remarks come from a recent study that we did, statewide study, on the extent and nature of drug use in Alaska. And I want to pull out those things that I think are directly of concern to schools. One of the things that we ask students is whether or not they've had any problems in school or whether or not they miss school because of drugs. And we had about nine or ten percent of our students say they had. One of the things that, let me preference my remarks first by saying that this is just a guideline. We asked only students in only eight regional centers, eight different school districts that we did not ask kids in alot of the rural areas. It's just a sample that we have out of the state. We have a pretty good sample of about 3,600

students. And in some school districts we were able to ask all kids. But it can only be used as a guideline and what I'd like to suggest is that it has some information for curriculum development. And the kids did indicate that they do have some trouble and in school, out of school and missing school because of drugs.

And therefore I think that drugs are something that we have to talk about in an educational symposium. One of the main things about drugs in schools is that schools are the main contact point. And we know that drug experimentation is a lot like any other fad behavior, it rises rapidly, spreads rapidly and then tapers off. Drugs are popular at different rates. Some drugs are popular at one point and then lose popularity. And the other thing that we were interested in is what's available in the way of drugs. We asked kids if they wanted to try a drug how easy would it be for them to get it. Over half of the kids said that it would either be easy or fairly easy for them to get a drug if they wanted to try it. Now in looking at opportunity to try drugs, we ask about the specific classes of drugs because some drugs are much more available than the others. For example, if you have the opportunity to try marijuana, 50% of the kids said that had the opportunity to try that. But when it comes to heroin, only 18% of the students indicated an opportunity. So it's important, this gives us one measure of some of the things that are available to students.

But another important part of the question as to opportunity, was once we asked them if they had an opportunity to try the different kinds of drugs, we asked them if they tried each one of those drugs. And two things came out of this kind of focus, one is something as educators you all know, kids are highly experimental. Given the chance, over half of them will try most of the drugs that we had on our list. And some more than others. For marijuana, for example, if given a chance, it was about 77% will try, did try, (I'm sorry), did try when they had the opportunity. However, another point that came out of this is that students are quite selective in whether or not they're going to experiment. When it comes to heroin, those that had the opportunity to try heroin, only 30% indicated that they did try. And so the students try the different drugs at different rates. Which means, how I interpret this is they're reflecting on what they're experimenting with. They're not just experimenting with drugs. They're thinking about what they're experimenting with and making conscious decisions. And I feel that this is an important aspect for us to consider and the kind of information that these students have available.

Another thing that I'd like to just briefly tell you about, the information in the study is we asked them why they did not try drugs and also, for those who did try, and

if they stopped, why they stopped taking drugs. And again, we got different answers. For those that have never tried a drug, a major reason for not trying was the disapproval of friends. Friends became, and peer influence was very important to them. However, for students who have tried drugs and who have stopped taking them, considerations about whether or not it's harmful to their body, to their mind, concern about whether or not it causes addiction were the primary reasons. They are concerned about themselves and they are making decisions about their behavior.

This kind of information, as I mentioned, I think leads us to examine what the kids have, should have in the way of information, gives us some guidelines. When kids were asked if they thought there should be, or if there is a need for drug and alcohol education in the schools, 80% of our kids expressed a need for this kind of information. And that doesn't make any difference between whether or not they've tried drugs or have never tried drugs. Those that have tried drugs, 77% said they'd like to see this kind of information in their curriculum. And of those that had not tried drugs, 84% said they wanted to see this in their schools. But I think that the desire of young people alone to have information like this in the schools is something that we should respond to.

But I'd like to carry this idea of curriculum just a little further. One of the things that happens with putting this kind of information in school is that we think that it is somehow extraneous. And I would like to suggest that it is an integral part of any kind of system, that we expect a program to go in and do something that we don't expect of other kinds of programs. We expect it to change behavior, we ask is this program effective. And we have a vague idea of what effective is. Effective for some people is that the kid will never experiment with drugs or the kid will immediately stop trying drugs. And I think this is an unrealistic expectation for a curriculum. I think what the curriculum should be is helping youngsters with something they have to do every day. And that's process information and examine risks and make informed decisions about their lives.

In the first place, drugs are an ongoing thing. As I said, they're popular. Some drugs are popular at one time. New drugs come on all the time. It is not a one shot thing, you don't have just one workshop on drug and alcohol education. It's something that happens in their lives all throughout the time they're in school and as they leave school. Because they're going to enter an adult drug world where our adults are confronted with drug decisions all the time. Just watch our commercials and get an idea of how many decisions you have to make about the drugs that you take and everything from caffeine to cigarettes to alcohol. It's much more available to us but it's that kind of a

society that they're moving into. Another thing is that in this decision making our curriculum should address that, that this is exactly what it is for them. And that they should be given alternatives and ways of getting what they're looking for in drugs in a variety of ways.

When we ask kids what are some of the reasons they take drugs, the answers are the same that you'd probably give if I asked you. You know, to make you feel better, to help you cope with things, sometimes calm you down, help to relax, to be sociable, they're all the same reasons. There are a variety of ways that we've all learned to get these things and I think kids should be learned, to be helped to look at these alternatives as well.

And the last thing that I think should be part of the curriculum and learning is to make kids aware of the pressures that they're facing. I think that we are not really as open about all of the pressures that we get. We say that they're pressured by peers to take drugs. But they're pressured by their family and by the media, by television, by the world around them. They're pressured by the things they read and they are concerned about the world around them. And I think this should be also part of the curriculum that addresses this.

So I think that, in my perspective and from the perspective of the information that we've got on kids and drugs in the schools, and this is grade seven through twelve by the way, that we ask. I think curriculum has to incorporate this world very much into the schools because it's already in the schools. Thank you.

Moderator: We're going to follow the procedure of hearing from each speaker and then the panel will then change and very quickly we'll open to the audience for discussion. We're going to make this a workshop rather than a sit and listen process and I hope you will all participate with us. So while the speakers are going through their presentation, make notes and be prepared to throw some questions to the panel. Thank you. Betty has been kind enough, in short notice, to replace one of our speakers and I want to thank her for doing it and I want to present Betty Bender.

Bender: LoAnn Larson, my colleague ----- so I felt that it would be a great value to me to be among the legislators again and I taught for a number of years in California secondary school system. As a matter of fact ----- I don't know why I still consider myself an educator. Many of the persons that I'm involved in at AWAIC working with as staff are ex teachers. Every job announcement results in many ex teachers applying for the jobs.

The teachers have a great deal to offer to the AWAIC program. There are a number of parallels. We're involved

in education every day with women and their children. It's a process of unlearning behaviors developed from past experiences.

Replacing these behaviors with more positive ways of coping, problem solving. In this process of problem solving and coping, of course many of the women, and I must say also their children, have become involved in drugs. I consider the problem of drugs primary in my teaching years as well as my work now at the shelter. I believe that the skills are a great aid in women being able to pick up with their lives again in a more positive way. Improving the quality of not only of their lives but those of their children, the next generation. In a way, they have dropped out, not only in school, in many instances it is school, but also of life, for a short brief period.

Reentry, I find the schools, the curriculum very important. The women will pick up again if they left before high school diploma with a GED. Perhaps getting a college degree, others going on for a Masters and some are even at the Ph. D. level. The role of the schools and the curriculum is partially, I believe to break the isolation which is an intrinsic element of each abusive relationship. Communication, not only with peers, but also through the curriculum with ideas. Ideas for problem solving skills, coping, coming out of themselves, out of the abusive relationship and then after a brief time at the shelter, picking up again and going back to living in a much more positive way.

AWAIC is not only concerned with women and their children, there are two components. One is the male awareness program which deals with the abusers and learning skills to cope with anger which basically is the cause of domestic violence, lack of anger control. Because of the isolation that both the women and the men have worked themselves into, they've not been able to see, understand, feel, listen while they are at school. Therefore when they return, their attitudes many times, many times have changed dramatically.

The AWAIC staff often goes out to the schools in the community, ACC, UAA. We have practicum students working for their masters, doing their research at the shelter. We go to the elementary schools. The secondary schools in Anchorage have started in service training for teachers recognizing abused children, developing protocol to bring the children, recognizing first the children from abusive homes and then being able to do something about it. As yet, there is not anything in the curriculum, at any level, directed to an understanding of what is domestic violence, what is the relationship. However, one thing that I would like to see, and I think it could be used vitally by a number of people in the schools, we estimate that perhaps one out of every four families is involved in a domestic

violence relationship. So that an understanding, learning facts will help, not only to break the generational cycle but to help people who are already in it to learn problem solving skills how to get out of it. They're not alone and yet many of them feel that they really are. And I feel that educators play a very important role in improving the quality of life for men, women and their children.

Moderator: Thank you Betty. The problems of drugs, the problem of abused child, the people that through their experience grow to be disenfranchised adults and effective parents. The problems of looking at all of these situations and deciding then what sort of curriculum should exist in the schools and what kind of people should be available to teach those curriculums, to perform the role of classroom teacher and even more importantly, the administrative school system is a problem faced by the schools of education in this country. Sort of in the fore front, in most cases, should be in the fore front of change. Dean Bergquist is in a enviable position in the University of Alaska, in a state that has a chance to profit from the mistakes of the Lower Fortyeight and to develop here a new and vital process that perhaps might serve as a model for that lower part of the United States. Dean Bergquist.

Bergquist: Well, enviable or not, I'm in the position, I guess you might say. Also I have to confess I have only just fairly recently arrived here in Alaska. Been here since July. And I'm finding that if anything, the diversity of the problem, the problem statement and so forth isn't getting clearer, but rather getting a bit more difficult to understand as time goes on. I would like to give you some idea though of the sort of approach that I think perhaps would be a profit to consider thinking about when we try to deal with the student who is somehow or another just not managing in school. This is not a problem, first of all that I think we need to lay entirely at the foot, at the foot of the student, but rather we need to accept that there are considerably wider responsibilities. Beyond, far beyond just what that student does and what he or she may feel and express to us through acting out behavior, through perhaps the unacceptable behavior at times, and perhaps too, particularly that most unacceptable of behaviors, that is complete rejection of us as educators. We need to consider that the student who has at this point decided I won't have much to do with school anymore, has in effect said to us we've not entirely managed to do what we at least said we would try to do when we went out to educate. Also this student is telling us often in somewhat silent but very loud silent ways, I want help. I'm not telling you anything that you don't know, I'm sure. But let's get this kind of out at the beginning.

The pressures that are placed on all of us are contributory to this process that we see, that we call dropping out, stopping out, going out, turning off, or whatever kind of jargon we would prefer to use. It is not however, only the child, the student or the faculty member of the school, it is society's problem to a major degree as well. As indicated by our previous two presentations, we are talking about something that is symptomatic of a rather substantial segment of our society, not something that occurs just to individual students and in the schools. We see dropping out, we see the person, the adult, stopping working as often, as perhaps, in more distressing ways than we see this happen to students. We see for example, in many instances the adult who tries first one job, then another, then another, and finally at some point gives up trying and simply drifts from one situation to another. If this were not the case, we would not need such things as, in these days and times, breadlines or other kinds of compensatory support services for all segments of our society. So what we are seeing in the schools, I believe is a shared problem but it is also a very wide, wide problem and we are simply seeing that perhaps, for us, for us as school oriented people, the most heartrending symptoms of that problem.

Let's take a look now, for a minute, at some of the things that are happening. As a shared problem, I'd like you to also consider that what is happening to the student is not all that is of concern here. We've heard presentations earlier today that indicate for example, there might be a good deal that we need to look at in what is happening to teachers. That may in fact then result in certain symptoms somewhat removed in children's or students behavior. For example, if we continue to have a situation where a teacher feels very much under pressure, feels that he or she is not being rewarded for the efforts put into the job, that is at best demanding, at certain times is frantic, then what is one of the possible outcomes on children. The pressure will be translated to the children. They in turn, will have to figure out some way to cope with that pressure.

The pressures that we're talking about here are such things as, teachers perhaps not demanding, as Mr. Wong may very rightly say, not demanding the appropriate kinds of behavior, or perhaps demanding behaviors that are entirely inappropriate for a given situation. Take the situation, a teacher comes into a classroom and sits around and shuffles papers for awhile and then finally says well, I guess we got to do something today, so what do you want to do. That situation might seem, on the surface of it, to place the child in sort of a relaxed laissez faire kind of a relationship with the teacher. As a matter of fact, to the contrary, for many students asking what do you want to do places almost intolerable kinds of pressures upon them.

What do I say, how can I respond, if I say something will it be acceptable.

Those are the kinds of things that we perhaps need to look at and be concerned about when we talk about the pressures placed upon teachers and students. The sources of those pressures are, of course, multiple. As I indicated, society has an agenda, it is out there, it impinges on all of us. Whether or not we cope with it is, of course, one of the concerns that we have in talking about students who give up and teachers, likewise who perhaps give up. These types of pressures, of course, are translated into the behaviors that we talked about, or our previous speakers have mentioned such as drug abuse, truancy, dropping out.

But perhaps the most important and insidious of any of these effects of this kind of pressure is the student, who in effect, still maintains attendance but simply stops doing much of anything. In one sense those are the ones I worry about the most. Those are the ones who often appear to be sitting there in the classroom somewhat articulate perhaps at times, but only when stirred by some sort of passion or other. They're the ones who also perhaps may simply defy you and say, I dare you to try to teach me something. You've seen them, I'm sure if you worked in a classroom for more than a few days, or perhaps just one day would take care of that.

We're talking about all ranges of turning off and not participating in the system. But we're also talking about a set of problems that I believe, has some source or some possibility for solution. I'd like to suggest at least a few, perhaps in outline form, so that we can consider them, and if you like, come back and discuss them in somewhat detail, somewhat more in detail later on. Number one, as a person working principally in teacher education, one of the first things I'll say is, I think that we have responsibilities, from my perspective, to work with teachers, to help teachers develop the appropriate kinds of skills to deal with exactly what we are talking about here. The pressures, the kinds of behaviors, the responses that they get from in the educational setting that are obviously inappropriate. The things such as the drug use, the stopping out, etc. We need to spend some time perhaps prior to teaching, perhaps during the teaching process, I'm fairly certain, likely at both instances, to help teachers develop what are otherwise generally called coping skills. How to, for example, cope with the problem of overloaded classes, of students who appear to come and go, almost at will and a number of different kinds of situations of this sort.

When we send a student teacher out, I'm often struck by one of the things that happens within the first week or so for some of them, they come back a little bit wild eyed, a little bit some of them put down and say you never told me it was like this, you never told me about the reality of

schools and schoolrooms. I think perhaps we have, as teacher educators, more responsibility to prepare people for this kind of, well I won't call it difficult work so much as it is challenging work.

Another kind of thing that I want to stress here, too. Students, who inspite of finding themselves in very stressful, very difficult home or other situation, who inspite of those kinds of those entirely negative conditions, do somehow find their way through to a successful conclusion of the high school experience and perhaps even, you might say successful transition, into adulthood. Students of this kind have been studied and we, no certain things occur in their day to day lives, and in their lives in school. One of the things that we know is they are very adapt at finding good models for their behavior. That is that one of the things we need to, in by extension, work with teachers long at all levels, pre service, in service, and so on, is to help them become good models for the kind of things that we want students to do. It's not going to happen, as I suggested the teacher coming in, sitting, shuffling papers and then saying what do you want to do. That's not particularly good modeling behavior for the student who's kind of on the edge of things and ready to drop out. That'll perhaps, if anything, push the student over the edge. What we want is a teacher who will be able to do some of the things that Mr. Wong mentioned earlier today. Come in and present the students with clear alternatives, making choices, making decisions, he would not use that term I know, but making decisions that are influential on the ultimate behavior of the individual, both the teacher and the student.

Another characteristic that we know exists in students, who inspite of all the risks, bad risks, and bad indicators, that would say that they are not going to make it in life. Those students and children, who inspite of all those problems, are successful. Another thing that we know is that they seem to at some point or another, have a recourse to what we might call a strong positive experience with some individual. Frequently it is in a situation where we're talking about a battered child, the other parent or another relative or someone else who's able to step in and form some kind of a positive relationship with that child. If we're talking about the child in school who is failing, falling, dropping out, frequently the ones who manage, inspite of all of those problems, to pull it out and succeed academically or at least make the situation work for them, they find one of the best sources for that kind of positive relationship is with a teacher.

I would suggest that one of the things then that maybe we need to do is to acknowledge that teaching is not all just a matter of presenting the information. It often has a great deal more to do with being able to recognize when a

student has a difficulty and being able to, at the appropriate moment, say a kind word. Being able to indicate that things will work out. Being in a sense, that source of a positive situation, a positive experience within the classroom that then can be used as a basis upon which the trouble student can call for some emotional or other support to see them through, to get to the end, to be successful.

I think there is also another kind of possible area of solution to consider too. And that is we need to be very candid with students themselves about the nature and concerns that they are facing. The nature of the problems and the concerns that they are facing. I think too frequently we tend to push the problems aside and say well, if we don't acknowledge them they'll go away. That isn't the way to deal with difficulties, particularly with high school age students who are perhaps, in many instances, at the point that they understand better the nature of the problems than we do as educators. The suggestion I'm making here is that we acknowledge a good deal more candidly with students the problems, the risks, the concerns in such programs as programs to focus on drug education, on stress management, coping skills, and that type of thing. Not so much at the level of a curriculum per say, but rather in the service operations of a school. If we can provide the clear indication to students that we acknowledge that there are problems and that, furthermore, we're willing to work with them on the problems. That often is the major step towards the solution of those problems.

I submit that these things again, are not matters that fall entirely to the student, they are not matters of concern that fall entirely as a responsibility for teachers or for administrators or for parents. They are a shared responsibility that has to be dealt with in a collaborative, a collective kind of fashion. When we have the mechanisms for doing that, I think we will probably see significant reduction in such symptoms as the drop out, the person who does not care, the person who doesn't pay attention, the one who in the long run is the educational failure that we, of course, never want to see come through our hands. Thank you.

Moderator: I think Dr. Bergquist is suggesting that we can't have standardized programs until we have standardized children. That's the educational process, it is a sharing process and that we need communication and product advertising perhaps.

Wong: Did you know, did you know that the absolute worst lunch you can have is one that is high in protein and meat? What every person should know is that the best lunch you could have is salad and vegetable. Did you notice I had two salads today and I'm the most wide person in this room? Oh

it's so nice to see my fifth period class right now. Everybody's falling asleep. And it's not due to the three panel members, they're delightful people. Therefore, as every good teacher knows, I want everyone to stand up and say wake up! Wake up! Breath deeply, stretch your arms!

End of Tape I

Tape II

What I do is not as important as who I am and I tried to share with you this morning who I am. But nonetheless, lots of people came up to me during the lunch, and in a sense, wanted to know who I am. Ok. I am a classroom teacher who has taught for the past twenty-eight years in a town, a city, a suburb south of San Francisco, thirty minutes south of San Francisco called Minelo (sp?) Park, where I taught at a high school and now in a junior high school. But what's more important is that for well over half of my career I have been teaching what are called basic students. And some of you who know me know that that has been my challenge. And I've enjoyed it.

In fact, much of what I have learned from teaching has been learned from teaching what I call basic students. You don't learn much from teaching college bound kids. You learn a whole lot from teaching kids of the type you have just heard today. And I have grown as a result of teaching those kinds of students. In the State of Colorado they are called basic skills students and that's where I will be going next month to work with those teachers. I am often called to Ontario, Canada to work with what are called general level students. We're all talking about the same kid. That's the kid who comes to school and sits there and dares you to teach him. The kid's not a dreamolodial. Runs around the school doing everything straight As, pom pom girls, cheerleaders, sings in the church choir, work at McDonald's. Monday he comes in the school and says hey, Mr. Wong, I got some free time, got a project for me to do? I don't want to talk about that kid today. I don't want to talk about the kids going to college. I call the ulceroidal, worried about SAT scores, Friday's examination. Don't want to talk about those kids.

I would like to talk about those wonderful kids who come to school, sit there and dare you to teach him. That kid's not a dreamolodial, that kid's not ulceroidal, that kid's hemorrhoidal. Now we can turn that kid on so he doesn't drop out of school. We have accomplished everything we wanted to accomplish in terms of equal opportunities in a democratic society for everyone.

Now let's just clarify something. Last year 47,000 students dropped out of our high schools, all of whom had As and Bs. Alright. Now you see the thing is we come in here and talk about dropouts. Oh, dropouts Harry Wong! Oh, you mean minority kids. You mean disadvantaged kids. You mean rural kids. You mean deprived kids. You mean slow learners. You mean dumb kids. You see, that's our image, right? Turn off dropout kids. Until you that 47,000 kids dropped out of our American high schools last year. Every single one of those 47,000, that's a group, had straight As and Bs. Ok? So they're not all drug problems, they're not all alcohol problems, they're not all abused problems. They are all kinds of kids, and you find them in all kinds of schools.

Now, just think about that one as background. Now let me give you something else as background before I go into my presentation on how we can prevent dropouts. Here's some more statistics I would like to share with you as to what a good job we are doing. Thanks to drop out prevention programs, 92% of the students currently enrolled in public schools are actually attending classes as opposed to 1969 when only 70% of the kids were attending school. So you see, we're not doing that bad a job. But the fact that we are sitting in here today worried about the other 8% tells us what a good job we are doing. That's fantastic. Enrollment in colleges and universities was 6.4 million in 1966 and the figure is now well over 11 million. So we're not doing such a bad job. The number of students graduated from college and universities tripled from 1955 to 1977, from 286,000 to 900,000. In 1900, 11.3% of U.S. population was illiterate. In 1970, according to the Education Commission of the States it was down to 1.2. And the last one I would like to share with you is that the United States has more of it's 15-18 year olds enrolled in school today than any other country in the entire world. So again I say to you, my fellow teachers, we aren't doing such a bad job, in fact I say we are doing a very, very good job. But we can always do better.

And so the question today is how do we prevent even more dropouts? Well what I want to do now is simply share with you what I as a teacher do. Now please, that's what I do best. I can't do it any other way. I'm not a college professor, I can't do what Dean Bergquist does, you see. I am not skilled in working with alcoholic, drug people, kids and abuse. I'm a class room teacher. And so they're the experts. All I know how to do is teach school. I'm sorry, that's all I know how to do.

And so what I want to do today is simply share with you how one crazy teacher has never had a single dropout in the past fifteen years, honest. Not only have I not had one single dropout, the kids line up, the parents beat the counselors to death if they do not assign their kid to my

class. And Harry Wong teaches according to the general public, the toughest subject in the entire curriculum. Now, that's to the general public, but not to me. You see, Harry Wong teaches science and everyone hates science. I don't know why, there's no reason for you to hate science. But I teach science, that's my credibility. I teach science and have absolutely no dropouts and yet they line up at the door. And so what is it that you and I can be doing. We can all do it. I'm not that good. I just am simply doing what the good professors have taught me. I'm simply doing what the researchers told me as a classroom teacher to do. And I would be pleased to share it with you right now for a few minutes. Now please, I'm not here to tell you what to do. I'm an Outsider. Ok. I'm from the Lower 48s. I have never been in the bush. I almost made it. When I was in Dillingham they promised to take me to some villages en route to Bethel but I got fogged out. So you're the experts, not me. All I can do is to simply share with you what I have done. And if you like what I do, please steal. Please steal. Please copy, please record. On the other hand, if you don't like what I do, that's ok. You go mumbling out of here today at 5:00 saying to yourself three million Wongs in the world and I haven't heard one right yet. Uh.

Largest family name in the world. More Wongs in this world than Smith. That's right. Check the San Francisco phone book. Nineteen columns of Wongs in the San Francisco phone book, only fifteen columns of Smiths. We outnumber the Smiths by four columns. But you know what the Smiths tell me. Sure, Harry there may be more Wongs than Smiths but the Smiths, we have you beat, we come in more different colors. Half a column alone of Harry Wongs in the San Francisco phone book, my students never call me at night for help. If they tried it, they'd probably end up ringing the wrong Wong.

It is the first day of school, the kids are coming down the hall looking for my room and my room is all ready for instruction. Why? Because the research says a classroom must have a positive classroom climate. That's where you begin by preventing dropouts. Your classroom is got to be ready. Common sense. How would you like it today when this whole educational symposium is over at 5:00. We all get up and go downtown to Anchorage to go have a dinner. You walk into a restaurant and the maitre'd says ah, welcome educators, please come to my restaurant to eat but by the way, I'm not ready. Seven of you help me set the tables. How long do you think that restaurant would be in business? That business would be bankrupt in two weeks due to what? Customer dropout. How would you like it if you walked down the street to Nordstroms to shop and they were not ready for you to shop. Nordstroms would be bankrupt in two weeks due to customer dropout.

Is your room ready for your customers when the kids walk in. My room is ready. Oh my God is it ready! I've already called the local senior citizens club. Alright. And I've got five paraprofessional volunteers to help me and they've got my room all decorated. The bulletin boards are up, the mimeographs are run off, the desks are polished. The room is ready when the kids walk in.

Point number one, the classroom has got to be ready, it's got to have a positive happy climate when the kids walk in. And the students walk into my class and, as I said this morning, they are given an assignment and they are told to sit in a certain chair. But they're not just told, they find their chair. And they sit down. And Harry Wong says hi everybody, it's so good to see you this year. 1983-84, welcome to my class, our class. That's right, welcome, welcome. I hope you all had a good summer. I had a fantastic summer and I'm looking forward to this school year. That's right.

This is going to be my twentyninth year of teaching school. That's right kids. I have twentyeight years of experience. I know what I am doing. That's important to prevent dropouts, you see. They want that security of knowing that you are competent. I have twentyeight years of experience and not only that, I am competent. I mean, kids, if you've done something for twentyeight years, you oughta know what you're doing, right? Yeah, yeah, Mr. Wong, you oughta know what you're doing. So kids, relax, you're in good hands. I not only know what I'm doing and I'm competent, I enjoy teaching. I love to teach school. That's right. And so kids, relax. Do you know what I'm talking about.

Do you know what I'm talking about, do you know why people drop out? Because they do not perceive you as being competent, my fellow classroom teachers. They do not perceive you as someone who enjoys or who loves to teach. Have you ever told a class that you're competent? Have you ever told a class that you love to teach school? Have you ever told a class how nice it is to see them? Have you ever told a class, relax I know what I'm doing, you're in good hands? You see, I do it.

And why do I do it? Have you walked into a doctor's office lately? You ever notice what the doctor's hang up on his or her wall? Framed, in neat columns. The doctor's diplomas, internship, residencies. I'm in a dentist office, my mouth is open, he or she is coming towards me with a drill. I look up on the wall immediately. I want to see lots of diplomas hanging on the wall. You go down the street, you walk into a travel agency, notice what the travel agent has hanging up on his or her wall. United Airline qualifies them for this, American Airline qualifies them for that. Go into a business person's office and notice what they have hanging up on their wall. Junior

Chamber of Commerce, Executive of the Year; Rotary Club, Young Person of the Year; United Way, Chairman of the Year. They proudly hang up their achievements. Even the mechanics proudly hang up their mister goodwrench certificates.

But you walk into a classroom and you don't find any diplomas hanging on the wall. I hang up my diplomas. You see. My kids see my diploma hanging on the wall. And I say, kids, I'm qualified, so just relax. That's important to a kid. Very important that the kid have some security that you are qualified and they relax. And the second they relax, and what is this whole thing taking me, less than a minute, wack! I hit them with the discipline plan.

The research says a teacher will have discipline problems if he or she does not have a discipline plan. Do you have a discipline plan? I have a discipline plan that takes one minute to tell them.

Let me explain what I'm talking about. Have you ever noticed that the airlines do not have any discipline problems. Why? Because all the airlines have a discipline plan. And you don't even know what it is, huh? You have got it memorized and watch, you have got it memorized, that's right. You get on an airline, they shut the door and they say welcome to the friendly skies of United. Rule number one, now they don't say rule number one, but there are five rules of behavior on an airline and they are as follows: 1. put out your cigarette; 2. put your lap tray up; 3. put your seat back up; 4. put all your luggage underneath the seat in front of you; and everyone in here in unison, I want a class recitation, what is rule number five? (Put your seat belt on). Whoa! What a class!

So discipline, walk into my classroom tomorrow, tap some kid on the shoulder and say, recite from memory Mr. Wong's five rules of behavior and the kids will be able to tell you what they are from memory. That's right. Please I'm not an ogre, I'm not a tyrant. I mean United Airlines is not an ogre, they are not a tyrant. They are just rules. My kids will be able to recite to you from memory. Phase number one of Harry Wong's prevention dropout program, important. You got to have discipline in the classroom. Ok? Number one, they recite the five rules of behavior.

Number two, the kid will be able to tell you from memory, exactly what will happen to him or her should they choose to break one of the rules. They'll be able to tell you the eight things that will be done to that kid, of which Harry Wong will do four and the principal will do the other four. Now what am I explaining to you? What I'm saying to you is I hear lots of teachers, beautiful colleagues say, Harry Wong I get no backing from the administration. Have you all heard that one? Well buddies, I won't back a whole bunch of you guys up either. If all you do when the kid missed the As is throw the kid out of the room, send the kid down to the office and expect somebody downtown to take care

of the kids. Not me. I go down to the office, I sit down with the principal and I say principal, I would like to work out with you a mutually agreeable discipline plan, of which I will be responsible for half the plan, and I would like you to be responsible for the other half. And so the principal knows, that when the principal finally gets one of my kids, Harry Wong has exhausted his four steps. And when I send a kid to the office, I know exactly what the office will do. And I get backing. And the whole plan is duplicated, is sent to the house, the kid gets a copy.

But the part I like to talk about is phase number three of Harry Wong's discipline plan. You say to the kid, now what if you behave? What will happen to you and the kid will just smile. Will tell you what will happen to the entire class on Friday as their reward. It's a three stage plan. And it is told to the kids all within the first two minutes of the first day. I said told. I do not discuss, we do not brainstorm. I mean could you image United Airlines saying, passengers, I got some bad news for you. The plan is about to crash in thirteen seconds, could we all gather around the cockpit and brainstorm what we ought to do in this situation? I sit in my chair and say put emergency plan into action. Where you see where the kids misbehave in your classroom you got to have a plan. So you see, if I see misbehavior in my classroom, ok. I see misbehavior. Verdall is acting up. And I say put plan into action. You see that's all I do. I don't get mad, I don't get angry, my blood pressure does not go up. Wong says, uhuh, put plan into action. And that's the most beautiful thing about stewardesses, flight attendants, and pilots, you ever notice that? I mean, you really, when you fly in an airplane you have full confidence that you will get there safely and that should there be some kind of an emergency they know how to take care of it. And that's exactly what I'm talking about.

These are some of the things I do to prevent dropout. Two minutes have gone by, that's all. One, I'm competent. Two, here are the discipline plan. And the kids don't fight it. Welcome to my class again. Who is sitting in seat A1 please. Hopefully only one hand goes up. The kid sitting in the first chair in the first row, the first column, I say what is your name please. And the kid tells me his or her name. Sidney Bergquist. Did I pronounce it right? Thank you sir. I do not pronounce any names on the first day of school. Do not destroy the beauty and dignity of any human being by mispronouncing their name at any time, much less the first day of school. So you see, some of us unfortunately have created potential dropouts within the first minute by not telling the kids what the discipline plan is, by not telling the kids that you are competent, and worse yet we mispronounce their names by reading the roll book or the registration cards or the computer printout.

Hey, all of you in here, you have a name and you don't like it when someone mispronounces your name, why? Because you are God's greatest creation, nature's most magnificent invention, there's never been another human being like you in this world, and you don't like it when someone mispronounces your name. You are important. So on the first day I go A1, A2, A3, A4, what is your name please. Thank you, thank you, thank you. And what else do you do? Oh, I work at McDonalds, you know I sing in the church choir, oh class, Sidney Bergquist, you know, straight A student, sings in the church choir, works in McDonalds, welcome to class. I go to my transparency machine. My seating chart's projected on the machine and in space A1, I write in Sidney Bergquist and then I stop and give every single student in my class a seating chart. Harry Wong, why didn't I think of that before?

You walk into most class rooms in America and who's the only person with a seating chart? Who? The teacher. Why? Because that's the way it's always been done, Harry Wong. I mean when I went to school the only people with seating charts were my teachers and now that I'm a teacher I look up and down the hall and the only other people with seating charts are the other teachers, since that's the way it's always been done. And everybody's doing it that way now, I do it too. Monkey see, monkey do. Not Harry Wong.

I choose to give everyone a seating chart. Why? Two reasons. The first one is the research on cooperative learning. Their names are David and Roger Johnson, University of Minnesota, Minneapolis, Minnesota. They have written four books on the subject and if you don't buy into it, write to them, they'll send you a bibliography that right now exceeds 625 pieces of research that says teach kids in groups where they can help each other and four things will happen: 1. higher achievement, now you realize that higher achievement means less dropouts; 2. more homework is turned in, and you realize that when more homework is turned in, you get fewer dropouts; 3. they will like school more, and you realize that when the kids like school more, they won't drop out; and most important, 4. they will like you and I, my fellow classroom teachers, even more. And when the kids like you, they will not drop out of school.

Cooperative learning is better than what other method? Ready for the shock of the day cause here it comes. It is much better except for gifted children than self pace individualized instruction which died fifteen years ago, and if you don't believe me pick up the spring edition, one of the spring issues of Educational Leadership, the official magazine of ASCD and you will find a giant article in there officially pronouncing the death of self paced instruction. Notice what I said now. I said self paced instruction. I did not say individualized instruction. I mean anyone who

stands in the door greets the kids, alright, tells them they are God's greatest creation, does not mispronounce their names, must believe in the individual dignity of human beings. Individualized instruction is not dead. Individualized instruction means the more different ways you know how to teach, and the more different ways you know how to reach kids, the more individualized you are. But unfortunately many teachers don't realize that, many teachers think that individualized instruction means you give everyone, everyone the same program. That's right. Everyone gets the same book. Everyone gets the same worksheet, everyone gets the same program, and the only variable is what? Rate of speed. Do it at your own rate of speed. Jill, I know you don't like liver and onions, but everybody at this dinner table tonight gets liver and onions. I know you're a slow eater, so eat it at your own rate of speed. And Jill is sitting there saying no Harry Wong, I want a Big Mac. See Jill's an individual but what we do is we give everyone in class liver and onions, please liver and onions is good. Alright. But that's what we do, we give everyone the same lesson. And it's rate of speed.

Now how do we get caught up in rate of speed? Well rate of speed is the great all American free enterprise virtue, isn't it? That's right. And until you realize that there are other cultures, there are other peoples who do not operate by self pacing. That's right. I would hypothesize that native Alaskans are not self paced. Why do I know that? Because I know Asian culture. I know Spanish, American, Hispanic, Latino culture because I'm from California. I know how a Korean child thinks. I have been brought up in a family situation. And when you put me into a classroom situation and says kid, go sit in a study carrel all by yourself, and consume a lesson, all by yourself. Do you realize you are threatening me and you are causing me to drop out of school?

And yet we've all been brought up thinking the best way to teach kids is at their own rate of speed, huh? And that died fifteen years ago. How do I know that? In common layman's language, when's the last time you and I, my fellow Americans, heard the term do your own thing? That died years ago, right? In fact, my fellow Americans, what have we been saying for well over five years? Reach out and touch someone.

The biggest word in American democracy right now is not do your own thing. The biggest word in the computer field is what? Networking. Haven't you people been noticing that? That's the biggest word in computers, networking. And what does networking mean? It means that someday all of us are going to have a computer of our own. It's even going to be in our own home. And we are going to plug it into the phone line and that's why she's called AT&T information services. Ma Bell's no dummy. She can't wait for this day

when we all plug into her phone lines and use her own phone lines because we need to network and access and retrieve from each other's computers. For those of you into the computers you know about networking.

And so to teach a kid to sit in a study carrel all by himself or herself to consume at their own rate of speed, first, you are not teaching the kid how to survive in the information world. But secondly, you are violating all the rules of good education which says, which says that the most, the most insecure time for any human being is childhood.

You know they say that adults, senior citizens are lonely. Senior citizens are not the loneliness age, because of their age and their wise wisdom in years of living, they know how to cope with loneliness. The loneliness age, according to psychiatrists, is young age. And what do we do with these young people? We put them in study carrels all by themselves and frame them to death. Do you know that alcoholics have a support group? Do you know that drug addicts have a support group? Do you know that abused people have a support group, thanks to these wonderful people who provide these support groups? Do you know that cancer patients have support groups? Do you know that battered wives have support groups? Do you know that widows and widowers have support groups? Do you know that fat, overweight people have support groups? Do you know that women in business who aspired to preeminence have support groups? We have support groups all over America. Have you ever thought about it? I know of one group that does not have a networking support group. And who are those? Kids. Kids do not have a support group.

And what do we do with these kids in school? We put them in study carrels all by themselves and separate them from each other. And we wonder why we have dropouts at school. In my school, my kids work. Ala David and Roger Johnson, in groups, helping each other out.

Oh, I know what you're thinking. I know what you're thinking. You know, we've been so --- in American, do your own thing, Yankee spirit. That you think that the only way to preeminence is do your own thing, Yankee individualism spirit. Until I point out to you, that who is probably the most preeminent group in America, in the world right now. Who makes all of our TV sets? Cars? God, I get sick and tired about those people. That's right. The Japanese. And have you looked at Japanese education? Have you looked at Japanese culture? It's not do your own thing, it's called quality circles. That's right. Management works hand in hand with labor. You hear that? Labor and management works hand in hand with government. You hear that Senator Josephson? We all work together in Japan for the common good in a cooperative spirit and as a result of working together in a cooperative spirit, they have achieved preeminence.

So don't tell me that the only way you achieve preeminence is to work by yourself in a carrel consuming at your own rate of speed. And the reason it died fifteen years ago is smart educators realized that what we were doing was not teaching kids subject matter, we were teaching the kids how to consume, consume, consume, consume. That's right. And when they were not able to consume enough, they went elsewhere to look for other things to consume and dropped out of our schools.

But in my classroom situation everyone is given a seating chart and everyone is introduced to each other. I know what you're thinking from the bush, but Harry Wong, we don't have to give kids seating charts in the bush. The kids all know each other in the village. ---- Right? I teach in a small village where everyone knows each other.

I would like to read May 20, 1983. I just got this, less than six months ago. I was at a university class lecturing to a class of student teachers. At the end of the school year, these student teachers have been teaching with a master teacher all year, all year, nine months. And I gave them a lecture on how to reach kids, prevent dropouts and have high excellence in the classroom. And I got a thank you letter from a college professor who said Dear Harry, one girl even tried something in her classroom to test out one of your ideas. She handed out a blank seating chart to her ninth grade class and asked all of her students to fill in the seating chart, giving first and last names. Only about 80% of the students seemed to have two thirds of the names correct. Many of them only knew first names and there were even a few students who could only name six or eight student sitting around them out of a class of thirtyfive.

Please do not assume that just because you teach in a small village that everyone knows each other. I discovered years ago that these kids do not know each other. They may know each other by name but they do not know each other.

And this is why in my class, each Friday two students are selected to do what I call, I want to introduce my friend. It takes fifteen weeks to take place in my class of thirty. And this is the way it operates. I say I'm going to pair everybody off in this class and once a week, on Friday, we will take five minutes, and for two and a half minutes I want you to introduce each other to class. And so, on Friday, Fred and Larry, it's your turn to introduce each other. So interview each other. And on Friday you will be given an opportunity to introduce each other to class. And so Friday comes, Fred and Larry sit up here, alright. And I say class, this is what we're going to do. Larry, I want you to introduce Fred as if Fred was the keynote speaker at this convention. Preeminent heart surgeon to address 6,000 medical doctors. And Larry, I want you to introduce Fred. And so Larry stands up and

introduces Fred. And when that's all over the class goes clap, clap, clap, clap, clap. And then Larry sits down and Fred stands up and introduces Larry. And they go clap, clap, clap, clap, clap. What did my class hear for five minutes? Positive words said about what? Each other. And this goes on for fifteen weeks. And after fifteen weeks, thirty kids have heard positive words about each other including their teacher, because if I had twenty nine kids, I am one of the thirty kids. I get to introduce Sidney, Sidney gets to introduce me. Cause I'm a human being too. And so these are some of the things that I do in my classroom. Ok. 4:00 we are going to stop, in a little while.

Now, let me share something else with you, one more minute. I have in my hand, a list of some of the things that I do in my classroom to prevent dropout. For instance, these are some of the things that I do. 1. I base my entire educational program on research. I do not blindly copy on what other people are doing. 2. I diagnosis learning style, I wish I had more time to do that, maybe we can do that in the one hour remaining. I diagnosis learning style. I understand learning style. You see, potential dropouts have a unique learning style. 3. I prescribe to proper instruction to match my teaching style to their learning style. I'd like to talk about that one. How you match teaching style to learning style because the more you match the style, the greater that you will prevent dropouts. 4.5. Invitation. I invite people. I give them a seating chart, a discipline plan, a calendar plan, a storage plan, a safety plan. I wish I had time to talk about my study plan where the kids are given a check list that tells them exactly what they are going to do at any moment to help them succeed in my classroom etc. etc.

And in the thirty seconds remaining, I'd just simply want to read something off to you. Dear and dear. You know what happens when you prevent dropouts, when you prevent a kid from dropping out? This is what may happen to you. You get presents. Have you ever gotten presents from kids, especially at Christmas time? Because when you get a present from a kid, what is the kid telling you? You've done a very good job. I love you. Thank you for keeping me in school and not only that, thank you for making school enjoyable.

And I got one one day, dear Mr. Wong, I just want to take this time to thank you for how much your life has taught me. It encourages me to see how open and friendly you are to our class. You have helped me by the words you say. I just want you to know that I appreciate you. The class loves you even though it may not show it at times. Your life makes us smile, Mr. Wong. Thanks again for being you. And the word you is underlined seven times.

And all I wanted to say is, right now in conclusion is this. The kids do not come to school to take a class that's third grade. The kids do not come to take biology. The kids do not come to school to take history. Don't you know that? The kids come to school to take a class from you. You can make or break a class. You can decide whether kids will drop out of school or stay in school. They come to take a class from you. Don't you know this? You ever listen to kids down the hall? They don't say, hey what are you taking this year? They say I got Mrs. Murphy, yucko. Or they say, I'm taking home economics this year. There are four home economics teachers and the computer gave me Mrs. Brown, the best one in the school, how lucky I am. The kids are coming to take a class from you. And you can decide whether kids will stay in school or dropout of school. Thank you.

Moderator: Is there anyone here who would be bored in Harry Wong's class? Is there anyone here who would go to sleep in his class? I don't think I'd even want to miss one day, frankly. I think we continue the process, the learning process, hopefully, and then going to then, to now, turn it over to the panel and to the audience in combination. To discuss what we've discussed, to explore it and to continue the process of discovery, but let's go.

Bergquist: I'm sure that one of the questions that a number of you want to ask, I'll ask it perhaps for you. What are those five rules of discipline?

Wong: We have a very very wise lady sitting in the audience who said he really didn't want to tell us. That's right. I really don't want to tell you. And there's a reason. Ok. Playing devil's advocate and I thank you for doing this, Dr. Bergquist.

If you have to ask me what are the five rules for discipline in your classroom, what you're really saying to me is you don't know what you want the kids to do to behave. That's right. Because if you cannot spell out exactly what it is you want the kids to do, to have a discipline class, and you have to ask me, you don't have a discipline plan. However, we're not here to make fun of you, so I will be happy to tell you.

Please do not use these five rules. You must decide what are your five rules. But before I give you the five rules, hold it. See, the rules are only one third of the plan. I said I have a discipline plan. I didn't say I have rules, I have a discipline plan of which part of the plan is to have rules. Just because you have rules is no guarantee that you'll have discipline in the classroom. You got to have the whole plan. And do me a favor, Dr. Bergquist, don't ask me to explain the whole plan. It takes a whole long period of time to explain.

But my five rules are very simple. Number one, follow directions the first time they are given. You like that one, huh, teachers. I never get, would you repeat that again sir? I didn't hear you. What did you say Mr. Wong? I say it once and they do it. That's it. Rule number two, do not leave your seat unless permission is given. Rule number three, do not speak unless permission is given. Rule number four, do not touch another student with your hands, feet or any other object. And number five, no cussing, swearing or profanity.

Please, you have your own rules. But there's more to it than that. See, the most difficult part of this whole plan, and that's where I need to coach you is not the rules. The most difficult plan is the minute the kid breaks one of the rules, what do you do? You see. I would love to spend an hour with a small group of you people and I mean coach you people. Coach you. I didn't say on a workshop. I said coach. By the way, sorry to take up so much time. We've been hearing this word all day long.

All day long we've been hearing coaching, coaching, coaching. First I threw it out this morning, then Mortimer Adler threw it out this morning, and I'm not assuming you don't know what the term means, but I think I should share with you, for those of you who do not, how this all of a sudden came to foreign education in the last year or two. It happened, I would say three years ago when a man by the name of Bruce Joyce (sp?) who wrote, by the way, Models of Teaching. Wrote a paper on coaching. And this is what Bruce Joyce said. Bring the people into the Sheraton Anchorage Hotel, serve them steak for lunch, have them in a nice ambiance environment, wine and dine them, cheese and crackers, bring in hot shot speakers, have them go back to the bush, and one year later see how many of the ideas they have picked up today, from all of the people here on the program that they have permanently put into their repertoire. And according to Bruce Joyce, you're ready for the shock of your life, five percent. He said phase number one, it's called awareness. This is an awareness conference. Five percent is all that will materialize out of this meeting.

He said step number two, bring the people back next year to the Sheraton Anchorage Hotel, wine and dine them, prime rib with yorkshire pudding. Lay it out thick, make them comfortable and phase number two, make them aware, hot shot speakers and then have the people demonstrate, that's right. I should be standing up here, they should be demonstrating what they do at their centers, their skill, they should be showing you so you can watch how they interact. Phase number two you sit here and you watch these wonderful people deal with their clients, you watch the demonstration. You go back, one year later we come to the village and we observe you and you know what Bruce Joyce

discovered? How much you have added to your repertoire if you watch these people deal with their clients or watch me teach or Dr. Bergquist teach? Five percent.

Phase number three, Bruce Joyce says bring them back, you know. Put them through the sessions, demonstrate and

End of Tape II

END

WORKSHOP E

Alaska's Program for School Finances Whither the Foundation Program?

Moderator: E.E. (Gene) Davis, E.D., Superintendent, Anchorage School District

Panelist: Jay Chambers, Associates of Education, Finance and Planning, Stanford, California
Sen. Don Gilman, Kenai, former School Superintendent and teacher
Dr. Spike Jorgensen, Superintendent of Schools, Alaska Gateway School District
Hon. Peter B. McDowell, Director, Office of Management and Budget, Office of the Governor
William D. Thomson, Director, Management, Law and Finance, Alaska Department of Education

As a reminder, (inaudible) that you are in Workshop E. This is supposed to be the Kuskokwim Room and the title of the program is Alaska's Program for School Finances--Whither the Foundation Program? My name is Gene Davis and my job is to provide some introductory remarks and to permit you an opportunity to listen to a number of presenters today who might just highlight the introduction very briefly and then to get us moving through the program. This particular sectional is to last no longer than 5:00 p.m., and what we will try to do is catch a break somewhere in the middle of that. I know that some of the gentlemen here have to leave by 4:30 for other commitments, so we may get through a little bit earlier than 5:00, but hopefully provide a sufficient amount of time for you to ask questions after each one of these individuals has made a presentation.

On the panel today we have Jay Chambers, who is president of AEFD, Incorporated, and he is senior economist at the Institute for Research of Educational Finance and Government, Stanford University. Jay do you want to put something in the air. Stand up, if you would.

Another individual we have is Dr. Spike Jorgensen, Superintendent of Schools, Alaska Gateway School District. Some of you who know that as true, he is over at the far end. Backing up a little bit, Jay will be talking, of course, on some of the prospectives of the issues in school finance and also the (inaudible) that gets underway that's been financed by the legislature (inaudible). Dr. Jorgensen will be speaking relative to the general issue of finance but also from rural school prospective.

We also have Senator Don Gilman from Kenai, Alaska. Don is, of course, has experience in education. He is from Senate District D, Mayor of Kenai Peninsula Borough 1975 to 80. School

superintendent and principal, as I said, from 1962 to 1970, and he's been (inaudible) for some time.

Another panel member we have is William B. Thompson. He has been in the past involved in educational financing. He is currently again involved with the Alaska Department of Education. He is director of management law and finance for the Department of Education. (inaudible)

Another individual we have is Mr. Peter McDowell, who is the director for Governor Sheffield's Office of Management and Budget. Peter has had continued interest in school finance. In addition to that, in his current job, and some of you may be aware, familiar with his work in 1981. (inaudible)...the work that he did and his support staff for the legislative audit, budget and audit committee.

And we have a late substitute, but none the less, a very qualified individual who has had experience on the local board of education and who is now a member of the house of representatives, Mr. Walt Furnace from Anchorage. He's been an Anchorage resident for 19 years. He served on the Anchorage School Board for 3½ years. He was elected to the State House in 1982, is Chairman of the House Labor and Commerce Committee and a member of the Finance Subcommittee on Education.

What Senator Josephson and Dr. Reynolds staff are trying to do is put together individuals who obviously have a continuing and current interest in financing education in the state of Alaska and who have a variety of roles to play all the way from managing the finances at a local district level to managing the financing issues at a state level, both in the Department of Education and out of the Governor's office and through the legislature so we can get a much better prospective from all the individuals involved. Briefly, I want to introduce some of the areas that we will be talking about, and obviously it is the prerogative of each panel member to throw any other side issues in that they wish to throw in, and we will provide you an opportunity, as I said during the conversation, during the panel discussion, to raise questions (inaudible) completed their presentations.

Basically, to consider the subject of Alaska School Foundation Program appropriately, we need to, of course, look at the overall copy of this entire symposium and place this workshop in its proper prospective. Essentially, Alaska Schools and Public Policy. Where are we now? How did we get here? And Where are we Going? And in this particular instance, it relates to the financing of education. All of the various things that you and I have heard the last day and one half at this particular point, the wonderful things that can go on in the classroom in order to be considerate, obviously have to be paid for. And that's why the group that put this particular seminar and panel

discussion together felt that it was important that the issue of financing education be brought to bear in this symposium. As the school district's budget provides the description of the that district's instructional program, so does Alaska's financial support of the school indicate public policy toward education. These schools require substantial financial support. We've heard that in the past. We heard it most recently at noon at the luncheon, and I suspect that as we move forward in our discussion throughout the state of Alaska on the 27 different proposal for educational reform in the secondary schools, that someone is obviously going to ask the question about how are we going to finance it. So one of the questions is how does Alaska support the cost of public schools. Where are we now and how do we get there?

Most of you, I'm sure, are aware of the (inaudible) of statehood in 1959, just 29, 25 years ago. Statistically January 3. It was obvious that a new plan was needed to promote reimbursement for public education. By 1962, an approach had been adopted that provided reimbursement for future salaries, attendance center and (inaudible). Local effort, obviously, was required. However, in 1969, the local effort provision was eliminated and the state made laws that provided the state that 'the amount of state aid is for basic need' resulting in a significant increase in the state share of school operating costs. The public school foundation program as we know it today resulted from a study, conducted at that particular time by Stanford University, and was implemented in 1970. However, it provided a financial base for only the 31 borough of city school districts. District One, (inaudible) towards funding.

Since then, many people would state that there has been a patchwork approach at funding of education in the State of Alaska by the continual adding of programs such as vocational education, professional education, bilingual education, and on and on and on, to the point where we have our potforri of methods whereby we fund public education and the special programs. In addition to that, in 1975, of course, the (inaudible) was resolved, and the creation of 21 new rural education attendance areas caused the traditional kind of problems for (inaudible) related to public education. Currently, the proposal for operating Mount Edgecomb at the state budget high school has raised other state financial questions. In equities in many peoples minds, has resulted. Sometimes these are more prestige and real, but as as we all know, working in public light that the perceptions sometimes is a great problem. Nevertheless, even though a state financial study is underway now, there are a number of people that believe that the current plan for funding public education, is that we somewhat bothered and somewhat confused. As an example, most of us in this room that work on a day to day basis that have the

luxury over the previous five to six years, maybe longer, of having an airing in the school finance legislation called forward funding. We all know that in education that one of the prerequisites for a successful classroom or successful school and performance in that classroom, is stability in terms of the membership of that particular classroom.

One of the characteristics of the state of Alaska financial program has been, until recently, its stability. We plan a year in advance a year in advance for what we are going to get in funding. Now there were those that didn't agree always with the percentage of increase, which was always debatable. But nevertheless, if it was no increase of three percent or ten percent, you knew one year in advance, and like a classroom teacher and like anyone else in an economic situation, when stability plays a great role and was a major factor, it enables you to plan more effectively and basically to establish better leadership. Today, I think most of us would agree, if not one of us would, myself, and that is that lack of stability is a major problem because today most of us are planning budgets for the 1984-85 school year, essentially having absolutely no idea other than best guess, what our financial base from the state would be or (inaudible). So that is why the issue is at times confusing. Where are we going now with state funding of public education and as indicated by the workshop panel.

Today a new study is financed for Alaska schools is in progress. On June 1, a contract was awarded to the associates for education finance and planning of Stanford, California, and Jay Chambers is a member of this panel. It is my understanding that Jay can direct me when he gets...but this study is supposed to be completed, I believe, in December, 1984. The question is, obviously, how will this new study effect public school financing in Alaska. That is the significant question for this particular panel. How should school construction cost, including debt service, be financed is another subcategory for this particular panel, and I think for all of us here because its some information I will give you in just a few moments, this particular state has had a great (inaudible) population. It has had a significant need over the last five to seven years for capital construction, and there has been a good deal of controversy how certain types of school districts get capital construction funds verses other types of school districts, and whether or not they are equitable. Essentially, it is provided directly by legislation, but the construction cost are usually funded at 100%, and in some cases, there is no det. service. Borough and city school districts often must bond, as we know, with the potential reimbursement now or constructions beyond October of this year of 50% or less. And some of you are very much aware that there are no guarantee on that 50% just like

there wasn't a guarantee on the 90%. (inaudible) In addition to that, REAA has direct appropriation for school buildings, but that isn't as easy as it sounds. I'm sure some of the superintendents will say that they feel they have to go through a good deal of justification and have to address their own audiences. Like those that must bond those that (inaudible)...that's convincing them that your needs are sufficient to warrant laying out the funds. In addition to that your total modifications, repairs, and initial constructions should be a part of the state's capital budget. It should be prioritized statewide by the Department of Education or project by project basis, or should specific allocations be made on a area basis, similar to the areas differential that we now have in some of our day to day projects. So there are a number of issues that can crop up, some of which I tried to point out here. I'm sure that the panel members will point out others. And I guess we are probably going though, in my mind in the area of school finance, somewhat (inaudible)...to the futurist in the curriculum movement and the reformers.

In the futurist, basically if you've read (inaudible)...and listened to some of the futurist talk, it's kinda everybody do your own thing. Looking at what's called participatory democracy. Looking at the structure of the school house and the learning process not being as we know it now. And eventually some of the people would suggest that they will be, students will be staying at home and will be punching the buttons and will be learning off of computers. The opposite of that, of course, are reformist who have written the 27 or plus proposals for educational reform, who say there needs to be strong central control, that school boards, superintendents, and building principals need to have a significant amount of authority and specific objectives must be laid out that specific sense of monitoring tools must be used to look at the achievement of those objectives and that a districtwide or statewide prospective or national prospective must be given to education. That's in the curriculum movement--the reform movement I would suggest would be asking some of the same broad questions in the area of school financing. How much should the strong central government, i.e. the state of Alaska, be (inaudible)...funds for public education. Since the state of Illinois, the state of Alaska also has the charge in its constitution for providing public education. If there is going to be a lasting of state financing or a charge that you at the local level should be willing to pick up some of the cost. How many should be expected and if you will, under what guidelines should that local cost be paid for or taken care of. So I would suggest that like all the reform movements that are going on in the United States and the discussions between the futurists and the reformers, that we have somewhat the same

issues in school finance. It is not as simple as either or, but at least that will give you two inches or continue to look at in terms of discussion. I would hope that Jay would update us a little bit more, but basically I had an opportunity to pick up some recent information at the Northwest Land about city expenditure analysis, and essentially, there are significant differences between the state expenditures for public education in the pacific northwest and Hawaii and the cause for those expenditures, than there are nationally.

Let me give you some examples. And I would also like to say some similarities. The national analyses found that the largest percentage increase recently in expenditures have been in the area of six charges and maintenance and operation. In the northwest, five of the six states experience similar large increases but with a specific emphasis on fix charges. Maintenance and operation expenditures increase faster than the rate of inflation in all the pacific northwest states as well as in the nation as a whole is some of the similarities. One of the areas that was different was the amount of money spent on instructional cost, direct instructional cost and, of course, the paper pointed out that with the tremendous increase in population in the pacific northwest and Hawaii, that it was to be expected, or should have been expected, that instructional cost would increase more significantly because in many, many other states, and regions of the United States, they are declining...and we are getting most of their students in Alaska and, perhaps, in Hawaii. Well, we continue a little bit further by pointing out some things, and this is as recent as Wednesday. Some of the concerns with the current review of the state finance. And I am indebted to that policy group that met Wednesday to talk (inaudible)...that one of my assistant superintendents who identified some of the concerns, and I will just give you a sample. From the state school board, one of the things that they are very concerned about is whatever financial system comes up, is exactly how that particular financing of education is going to directly benefit students whether they are in rural Alaska or urban Alaska, and whether or not there can be, in effect, what we all agree upon as a balance in the state or if there are simply going to be some proceed inequities because, as some might say, it does cost more out there to do it. They are concerned about state control, relative to quality. They are concerned about transportation cost and the local effort, and if you have been around Anchorage in the last few weeks, there are some of us who are concerned about transportation costs and there are some others that are just green with our concern about transportation cost.

In Anchorage, for example, special ed routes costs \$402.00 to operate our own and the highest cost contracted out is

\$251.00. It gives you par when you look at whether you want to operate your own bus system or let someone else do it. And the larger question is why am I being asked to get them to school anyhow. It's the parent's responsibility.(inaudible)...secondary principles, one of the things they wanted to know is where are they at in terms of the next year. Their number one concern was forward funding.

Secondly, secondary principals indicated that they want to stay away from, as much as possible, categorical funding. In other words, they wanted the kids to come into the building, they wanted to have the money to fund them, and I'm assuming, I'm taking some license, that they wanted to reduce as much of the paperwork of justifying who they were and why they got identified that way, as possible. They are not alone, I'm sure. Elementary principals, forward funding, was the number one issue. What are we going to have next year if we are not going to have as much as we have this year, at least give us more than July through September, to plan for that. If you can, give us a year ahead of time to plan for that. The school board association was concerned about the pressure of local communities, if there is going to be a reduction in state funding and a state funding--study comes out and says we ought to maintain or continue categorical funding. Some would say that there will be a big clang of the cymbals if, in fact, locals are expected to pick up increasing cost for special education, for example, and in order to do that we need to take money away from the regular students. And that clang, some would suggest, would ring all the way to the Governor's office. So there is some pressure on that.

Certainly, funding was another issue that the school board association raised. They wanted to be able to find a way to meet the individual needs of students through alternative programs and not be denied adequate funding for that. Superintendents' Association, number one, was consistent, predictable, funding base. In other words, forward funding. Planning so that you could make adequate decision. NEA, as I understood it, supported full funding of the instructional unit and also came in with forward funding. So here is some of the latest news, hot of the pressure, if you will of those individuals who are members of the policy group that met with the state department and looked at the current study that is being conducted while financing education. And this is just the birdside view of what some of those people felt for some of the primary concerns. There are about five sheets here--I don't have enough copies to go around, but I am sure that that information would be available from the State Park (inaudible) if you would ask for it. With that, I would described how we are going to handle the panel. We are going to give each individual of the panel no more than 20 minutes. Hopefully, 12 to 15, 15 being a good round number, and asked them

to present their points of view from their prospective on financing of education in Alaska. We will move through those panels. We'll take a break about half-way through. We will come back. We will have ample time for questions, not only between panel members, but from you in the audience. With that, I would like to introduce a second time our, one of our resident non-resident experts, Jay Chambers, who is heading up, uh, the finance study from Stanford University. Jay? I think your mike works right from there. If not, your free to come up here.

Chambers: Thank you Gene. As Gene pointed out, I am going to be trying to give you some kind of an overview of the school finance study and what we have been up to and the general philosophical prospective of what we are trying to accomplish. Clearly, the cry throughout the nation, and Alaska is no exception is to try to get more education (inaudible)...and Alaska being one of the, in fact, the high' t spending, at least in nominal dollars in education. That ~~con~~ of utmost importance. In addition, the very large role the state plays in providing education in this state and in fact, increasing role the states are playing in providing education, suggest an increasing responsibility for trying to establish standards and equitable means of distributing resources to those districts. You were taught that responsibility. And as I say, Alaska is among the highest in terms of the proportion of aid to those districts coming from the state.

The need then, as we see it and as our approach emphasizes, is a joining of forces to provide a strong rationale for educational appropriations. Why are we allocating X number of dollars to educational services, to local districts, and why do each, how much should each of the districts get throughout the state. This is primarily the focus of the Alaska school finance study, one of the major components of that study, beginning to feel that they face. Before I proceed to describe a little bit more specifically the nature of the study and go into the analysis that we are going to be doing in the study, I think it is important to put it in historical prospective to realize that what we are doing has precedence and had been asked for over a long period of time in this state, and not just this state but other states around the country. All through school.....All state school finance systems are predicated upon some basic level of support. What is the basic level of education? What is the appropriate or (inaudible). That word adequate or appropriate is in dandy developed a good deal in the professional literature, in state law, and in school finance circles for years. But few have made any significant attempt to define precisely what they mean by adequate or appropriate. More recently, there has been some attempts to provide more precise definitions as to what that

means, what adequacy is. But I think the important thing is to recognize what I think is a fairly obvious point. That adequacy is not some kind of objective concept. It is a subjective concept. Moreover, adequacy, because it is a subjective concept, is not something that is going to remain the same. Adequacy in India and in Alaska....many different things. Adequacy today in education means something different than it did 20, 30 or 50 years ago, which I recognize is a dynamic process. (inaudible)

The issue that we are going to be trying to deal with is deterring (inaudible)...what inadequate and appropriate level of education is for the state of Alaska. And actually I should clarify that. We are not going to be doing that. You are. (Inaudible...) towards what you think and Alaskans were providing educational service. What are job is done, the second issue that has to be addressed is the formula. That is, how much, who shares, who pays, what portion of that comes from the state, what is the responsibility of the local districts. That is the responsibility and in fact, it is going to be an issue that is going to be addressed by the housing committee that he referred to, but not by...I just wanted to say our part is really focused to try to determine what does it cost to try to provide an appropriate level of education. Our study, as you well know, is the latest in a series of studies going on and reports that are provided on the subject.

In 1956, there was a report to the Commissioner (inaudible)...in determination of a, of the minimum yet adequate educational program for each district in the state. In 1969, another study recommended that the state adopt amendments of determining the state's share of a basic program, all good recommendations, good questions that need to be addressed, and in 1977, the University of Alaska report precluded, and I would like to quote "that the most fundamental weapon (inaudible)...of the fact that the current formula, is only a proxy for the most ideal solution which (inaudible)...a real education study, including a definition of basic needs in terms of the program rather than dollars. (Inaudible)...to define basic programs being funded means that the audit accounts of school districts show parts of a basic program and only through most general form. To put it in another way, the state knows what it is willing to pay, but does not know what it is buying. There is s a critical issue of concern and focus for the work that we are doing in the state.

In 1981, a report by Homan and McDowell and by (inaudible)...first tackled the problem of trying to cost out what is the existing patterns of educational services in the state. What districts actually spent. Our study, we believe, takes it to the next step that needs to be made in order to determine appropriate level of funding for educational services for any state, and that is to begin by understanding as Homan and

McDowell has tried to do, understanding what are the factors that exist. What are the current factors that cause variations in educational spending. And then we go from there to begin to attempt to isolate those components in observed spending patterns that are beyond or outside local spending control. It is those components that are beyond local control that form the basis for understanding difference in cost. What are the components?

Basically, very simply stated they require differences in pupil needs on a school-by school basis, they reflect differences in the scales of operation, and they reflect differences in the prices that you have to pay probable resources in different localities across the state. So our study then involves two basic elements. One, something that has been referred to as a program cost model and second, which is focused on resource cost analysis. The program cost model is focused, or has emphasis on determining part of these resources in relation to pupil and programmatic needs and community size, that is the scale of pupil need issues. And the cost of education composed of the resource cost analysis is focused on determining prices of comparable resources, but is insuring that local districts have access to similar kinds of school resources for providing programs. The program cost model (inaudible). It is a process that, on one hand, is billed on the power of political participation and the other is utilizing the power of computer technology. The political participation component means supporting of a coalition of Alaska educators and policy makers and other interested and relevant constituencies, and trying to establish educational standards. What is the appropriate level of service for Alaskans in different communities? In the very real sense, this is an attempt to try to tie closer together the fiscal and budgetary decision making with curricular and instructional decision making. Something that is not very often done in education either in the state or the local level.

Indeed, the entire process--the technical part of the process is one that is similar, in many respects, to the process that districts go through in trying to build the budget. It is an attempt to identify the resources required to provide classroom, courses, programs. What does a third-grade, self-contained classroom look like? What does the basic course in English, ninth grade, look like? What does it look like in different school situations, small schools where you have six, ten, or twenty children ranging from grade K to 12? How does delivery systems differ across local districts and local schools an industries?

The computer technology that we have developed into this facilitates the comparisons and policy analysis that must be done, that is, it allows you to ask a whole series of what if questions. What if we were to increase our standards in terms of

decreasing class sizes. What if we were to add aids or subtract aids in different locations and so on and so forth. Almost immediately back, and the ability of a policy makers at all levels ask some very serious questions about resource allocation and to gather very critical data in making determinations about what our appropriate educational allocation budgeting system looks like. Decisions and projects that we have been going through involve two basic components. First stage has been primarily informational in training that we have been doing as the department and outside the Department of Education. This, in fact, this presentation today is an example of some of the kind of informational gatherings that we have spoken to. We have spoken to the superintendents, school boards associations, the principal association, the State Board of Education, the Annual Conference of Alaska Association of School Board Members, and we have been in a number of workshops, both inside and outside of the department that have not only provided information, but have been involved or directed to train the individuals that they are going to be involved in the process.

The next stage has been developing the structure that is the series of committees representing the diverse elements of the Alaskan school community, to begin to establish the standards, the educational standards, (inaudible). We organized what we have called program category committee, which involves committees focusing on regular elementary, regular secondary, special education, vocational education, and I'm sure I've missed some...adult education, community education and so on, that are focusing on deriving or developing resource specifications for the various kinds of course, classes, and services that are provided, both instructional related services as well as administrative and support services. We are going to be later on during the the project reconvening a program review committee, which will be reviewing these initial specifications to make sure that there has been some consistency in the approach for establishing standards, educational standards, and passing the information along to the national committee, which is a resource cost model committee that is involved with the RCA committee. Which begins to bring in other non-education components--legislative bureau of the budget, the Governor's office, representatives into the process so that they can give part of the process, they can understand what the educational committee has gone through in specifying programs, the level of details involved, and be able to review some of the information along with the educators in order to determine some recommendations.

Over arching this entire process is the policy committee, which has just been convened that Gene referred to in his remarks. It is going to be looking at a wide range of issues,

not only related to what we are doing but related to how what we are doing will be implemented and how it will interface with any distribution formula that might be considered, as well as a number of other critical policy issues related to school finance. We have, as I suggested, diverse representation from across the state, something that we have recommended at the offset and, I think, finally thorough experience, recognized the importance of greater and more diverse representation across the state. More importantly, we need to develop networks. That we don't just have a small series of programs (inaudible)...of these review panels, but that we hope that those committees being representatives of people out in the field, will go back as they have to their own district, own schools and explain what we are doing, draw on the information of the people who are the experts. The people who deliver the services. One thing I want to emphasize is that we come here not with answers, but with questions. You have the answers. All we have is the structure that is intended to facilitate--organizing the information on the data you have into intelligible and useful way for funding schools in the state.

I might add that as centralized as that process sounds, that first, it does represent diverse elements of the community, but it is more decentralized than you might first imagine. And secondly, it is primarily done to develop a funding base that is the systematic way so that we can determine an equitable institution of funds from the state to the local districts. There is nothing in what we are doing that suggests that any district or any school is necessarily going to be required to provide services exactly as they are specified on these worksheets and programs and figurations that I have referred to. I am not sure that we would even recommend such an approach. But local districts can respond more quickly, more easily if there were changes in most conditions and they were aware of it much more quickly than the state is. Local control, I think, is the critical element for success of this kind of system. The third part is that we are going to be conducting analysis of alternative policy standards. That is, once you establish these standards, they are not (inaudible). These standards are for you to change and consider and reevaluate from year to year, and you will have the tools, both of process and of computer technology in place to do exactly that. So we hope that it will be a process of continued growth and refinement of what we will present you with at the end of this study. It is not something that we presented you the final data, and we want you to use this data from on and on and on. It's something that you can use for your own purposes for now.

The other component, briefly, the department of education analysis is going to be combined with the program cost model

analysis. That is, it is important, in Alaska of all places recognizes this probably better than any other state in the country, it is important to insure equal purchasing power of educational dollars. A dollar spent in Barrow and Juneau and Anchorage does not buy the same thing. With the same salary, different teacher and individuals show up at the door, you end up with different degrees of heating in the building as well as difference in level of supplies and materials and so on. Because of the difference in the prices that you have to pay for these items and transporting these items to local sites. The critical issue here is comparability in access to resources. As you establish standards, that is with (inaudible)...now you have to say what is the difference between prices that you have to pay in each different locals to get access to these resources in order to provide these programs. That is the focus of our cost of education index analysis and it is very much similar in context, although different in analysis and methodology to your area cost differential. We will be examining the full range of factors that underlie variations in expenditures for resources. I guess you size that word expenditures, because expenditures are different than costs.

Expenditures involve two components. One of them, only one of them is cost. The other one is discretion. And our focus will be on isolating that component of expenditure variations that is beyond local control. That will be the foundation for developing a series of cost (inaudible). It will be used in connection with the program cost allowances to develop school by school, district by district. We will be looking at factors related to the cost of living, the attractiveness of the communities and places to work and live, access to medical facilities, crime rates, shopping facilities and so on. As you well know, it differs considerably throughout the state. We will be looking at access to shipping methods and center...we'll be looking at differences in climate and the impact that that has on energy usage. We will be looking at the different sources of energy being used and differences in densities of population (inaudible)...and the transportation of students. In conclusion, the current study we view (tape ends here. Turned to side 2).....through participation and activity to pursue a common goal. Educators can no longer be going to the legislature and saying 'we want 50 million dollars more' and when asked why, say 'it seems like we need more money'--they will be going saying 'we need 50 million dollars more because we have the following groups of programs that we need to provide and if you don't provide 50 million dollars,.....(inaudible) It's your future in education and we think that the potential is there for something better in education and this is an opportunity to take advantage of it. (inaudible).....(end of Jay Chamber's speech)

Davis: Thank you, Jay. Before we move on to the next panel member, I would just like to give you some ideas for thought (inaudible).... The whole issue of the consumer price index and without getting too technical, how we are going to take into account the fact that the last quarterly report or last report says its 4% and the electricity costs in certain districts are going to go up a minimum of 18%. Supplies costs are going to go up at least nine, and we start taking a look at that and those of us who are not experts in finance begin to wonder about humanizing the consumer price index as any meaningful instrument, and you might want to address that in terms of your basis of study when you get to it. Networking, I guess one of the things I thought about was that networking, I think, is important within the educational community. I think it is very important throughout the state.

One of the things I get concerned about is the networking between the state board and the finance study and an agency called the Public Facility Commission. Again, relative to interim rate increases and these kinds of things. So, I, maybe you can address one of the issues that some may have and that is how will the networking be spread out. The division to the educational community to other agencies that have an impact, when I get a light bill and its 50% interim increase and I have some concern that that group hasn't been network into the fact that we are only being allowed X number of dollars in percentage utility cost. Also, I was glad that you addressed the issue of delivery mode because, as I am sure the state board of education will (inaudible)...it's one thing to identify the curriculum content, its another to get into the area of delivery mode. And the delivery mode in some school districts in the state of Alaska, of course, is substantially different than others. So those are some of the things I thought of that you were (inaudible).

With that, I would like to introduce another practicing administrator, Dr. Spike Jorgensen who is the Superintendent of Alaska Gateway District, and I believe you are going to (inaudible)

(THE REST OF THE TAPES FOR WORKSHOP E ARE INAUDIBLE DUE TO STATIC ELECTRICITY PICKED UP IN THE RECORDING.)

100-2
100-7

WORKSHOP F
Retaining Alaska's Teachers
Keeping the Best and the Brightest
December 16, 1983

Moderator: Michael Adams, Superintendent, City and Borough of
Juneau School District

Panelists: Sondra D. Dexter, Teacher, Wendler Junior High
School
Gayle Pierce, State President, National Education
Association, Juneau
Don Renfroe, Superintendent, North Slope Borough
School District
Carl Rose, President, Association of Alaska School
Boards, Skagway
Vi Evans, President, Alaska PTA, Kodiak
Dr. Kenneth S. Burnley, Superintendent, Fairbanks
North Star Borough School District

Adams: Well, yeah, somebody may have to put up there hand a second time. Does that get it started? How about administrators? Okay. School board members? Wonderful. University folks? Okay. I know there are a whole lot of parents here, but let's say, parents who are here because they are parents. How many parents here? Community members? Wonderful. Okay. I just like to briefly mention some ground rules that we would like to ask you to consider. Um, we'd like to discuss the issues of attracting our brightest and best, and I think that we have an outstanding group of people here to talk about the issues. But we would also like to provide an opportunity for the panel to interact with the group and so we have broken our general topic into seven subtopics, which I will identify a little later. Can you all hear me? It went out? Is that alright? Okay.

We've broken our major topic into seven subtopics, and I will identify those for you a little later. As we discuss each of the subtopics and bring closure to our discussion, we'd like to provide an opportunity for your to interact by asking questions of members of the panel. So what we'll do is proceed on that with the first part of our presentation and if it works fine, and if it doesn't, we'll switch that ground rule midstream. Before we get into our topic, I'd like to address the issue of educational reform from a perspective that perhaps you've not talked about up to this point in the conference today. And I'd like to quote from a statement that is noted in the Nation At

Risk report, a statement made by President Reagan regarding educational concerns. And what he is quoted as saying is 'this public awareness and, I hope, action is long overdue. This country is built on American respect for public education. Our challenge now is to create a resurgence of that thirst for education that typifies this nation's history'. At a recent conference of university presidents, Ernest Boyer, who's president of the Carnegie Foundation for Advancement of Teaching lamented this clarion call for action with a very clearly stated exemption of federal responsibility for the implementation of such actions.

At the same meeting, Stanford University's president, Don Kennedy likened President Reagan's elevation of our school problems to a national crisis as announcing the third world war and then asking anyone for tennis. The current situation, Stanford President Kennedy said, leaves it unclear as to whether the nation is experiencing, in fact, a great educational reform or a probable operation, a media blitz, or a combination of all three. The interest in reform, he said, is a mile wide and an inch deep. He concluded by warning that unless the reforms are well directed, the support for change in education could evaporate as quickly as it exploded. I think that is an important perception for us to keep in mind, and as we leave here with our ideas on how we can proceed in our districts and our communities and in the state of Alaska towards educational reforms, that we look to the decision makers for commitments to change.

I indicated that I thought that we had five outstanding, er, six outstanding people on our panel, and I would like to acquaint you with these people and begin by introducing at the far right, Sondra Dexter, who is currently a junior high school teacher at Wendler school here in Anchorage, has been at that school since 1971, she teaches Science and Mathematics, and last year was honored with being granted the presidential award for excellence in Science and Mathematics teachers. She was one of two people so honored from Alaska and traveled to Washington, visited the White House where she was presented with her award.

Next to her, is Don Renfroe, he is currently superintendent of the North Slope District, was a classroom teacher for 15 years, both at the elementary and secondary levels, served two years as a high school principal, and two years as an elementary school principal. Then he came to Alaska and for the last seven years has been serving as superintendent for the North Slope District. Next to Don is Carl Rose. He's past president of the Alaska School Board Association, has served two terms as the board of education president in Skagway, and he and his wife have two children. He is a business man there and currently is serving as the president of the Skagway Chamber of Commerce.

At my immediate left is Ken Burnley. He is the superintendent of the Fairbanks District and came to us three years ago from Langsing, Michigan, where he was the deputy superintendent. He served in virtually every management role that has ever been identified in public school organizations. He is a science teacher and a coach, and is also taught at the university level.

Next to Ken is Vi Evans. She is currently president of the Alaska Parent Teachers Association, and serves as a member of the National PTA Board of Directors and its educational committee. She began her dedication to education in public schools and her PTA work in the state of Washington. She now lives in Kodiak where the youngest of her four children is a high school senior. She is an honorary life PTA member at both the state and national levels.

And to my far left is Gayle Pierce. Currently, Gayle is kept busy throughout the state of Alaska as president of NEA Alaska. She has taught nine years in the Fairbanks district, four years at the junior high school and five years at the alternative high school. She has extensive experience in negotiations and working teacher rights issues and is considered an expert in teacher evaluation programs and processes.

Our topic, how can we attract and retain the most qualified teachers in the state of Alaska, the brightest and best. I think one of the most important decisions that we make as educators and school board members is who we bring into the profession. And it presents a significant challenge for us, especially in light of traditional problems that existed in public education and in society for the past 20 to 25 years. Because traditionally, as Ruth Love pointed out at noon today, we have paid lower salaries than other professions and the fact that public education has not enjoyed the confidence and support of the general public. It is becoming increasingly difficult for us to attract folks to the profession. Teacher training institutions has significantly reduced their output in this past decade, and I am confident that there is a teacher shortage immediately in our future with significant numbers of people leaving our profession because of retirement and the need is not going to be met by the teacher training programs that are currently in operation. So this by way of introducing our topic, I would like to ask Ken if he would outline as he did in written form and is contained in the packet of materials that we received, the issue of attracting the best and the brightest. Ken?

Burnley: Thank you Mike, It is certainly a pleasure to be here. As a lead into this overall panel, I would like to share with you a story, for many of you it will be very poignant, those of you who are teachers and administrators, about a teacher giving a test in class. Previous to this particular test, he had

found pretty much half the class cheated. So when he passed out the test, he also passed out a form and it said that please sign at the bottom at the form. And the statement above it said, I have received no assistance on this exam. Well, he passed it out and, you know, how sharp students are so, anyway, he began to monitor the exam and students begin to pass the papers in. One particular student, you know there is always a smart alec, walked up to the teacher and handed him his paper and then turns around to walk away. Teacher said, 'wait a minute, wait a minute. Where is the form that you are supposed to sign indicating that you didn't get any help'? He said "well, sir, I can't sign that form. He said 'well, why not'? He said, 'well, during the entire examination, I prayed to the lord for help'? Well, the teacher said he would go along with the little game. So he put his glasses on, pulled them down and started to examine this paper. Looked back at the student after a couple of minutes and said 'well, hey, I think it is okay for you to go ahead and sign the form, because it's clear to me that you didn't receive any help. And a little lesson that I think we all have learned as we come this way is that the Lord tends to help those who help themselves. I think we have a fantastic opportunity right now in education to help ourselves, and I think that if we take advantage of that, and we have heard many people speak about that in the last two days, no telling what we can do.

The title of our panel is Keeping the Best and the Brightest. Perhaps we might retittle that to say Gaining, Motivating and Retraining, rather, Retaining the Best and the Brightest, because we have heard many of us tell us in the last two days that perhaps we are not attracting some of the very best, in addition to holding on to those that we feel are very talented. I think there are a couple of other additional questions, and I tried to outline them for you when we put together response to the topic that I think we need to ask ourselves. Do we really want to get the best and when we get them, do we really want to hold on to them. And if so, we have a substantial amount of research and perical information that allows us to understand what motivates people in their work. We can use all kind of different theories or research that has given us this frame of reference.

I shared with you some of Herdberg's research, and he broke it essentially into two factors: hygiene factors and motivation factors. And he referred to hygiene factors in a fairly extensive list and I provided some for you. Basically, salaries would be in the hygiene area. Essentially, how much we make is very, very important to us. In addition to that, he referred to policies, rules, procedures, co-workers and on and on and on. All of these things taken together seem to create levels of unhappiness if they are well presented, people essentially are not at all unhappy and very pleased but will return next year for

more money, improved rules, more say so in policy, so forth and so on. So he goes to the next step. His research seems to indicate that people only get excited when they can move on to another continuum that talks about how pleased they are with the work itself. and with that same regard, the chances they have for recognition, achievement, advancement and responsibility. Now, if we accept that research, and there is much more to substantiate that, and Maslow's work says much of the same kind of thing if you examine it closely. Hersley and Blanchard and many others say the same kinds of things. If we accept that basic set of information on those basic premises, then is what we are doing in the field of education consistent with those beliefs. And I submit to you, I don't think so. Because essentially, what we do does not allow a lot of our teachers, most of our teachers, that outstanding chance for responsibility, achievement, advancement, recognition and a joy for the work itself. Except for what comes on an basis from each of those individual people. Or, except as they might consider moving into an administrative position, but there are many that don't want to do that and that is not necessarily what they are best at.

So with that in mind, I think there are a couple of other basic principals that we need to consider. What sort of public image do we project? What attention do we pay to all of the many things that we do well? What kind of an opportunity do we take to market what it is that we are about. And that is a business term and we will be talking more about application of the private sector to the public sector, but essentially marketing is nothing more than an exchange process. And if we understand that, the only way you really know or find out what people want is to go ask them. If we don't do a particularly good job in our profession of knowing for sure what it is that our public wants for us and then accessing our ability to meet those needs and essentially assessing where we will go from there. So I submit that while we may consider Hersberg's work, some of the theories and work of Maslow, while we may want to strive to do our very best, we've got to do a better job of marketing what it is we do. If we are concerned about gaining the best, then I don't think there is any other, there is no better way than word of mouth in order to help people perceive what it is that our profession is about. We know ourselves that teachers talk to other teachers, to people they live with in their communities. Students do the same. And while we may talk about educational reforms, unless we begin, as a nation, to talk highly of our profession, we're not going to attract those who might consider it if they felt we paid more money, if they felt it was a better chance for achievement, recognition, advancement, responsibility, etc. So it seems to me we've got to do a better job of marketing what it is that we are about. As we begin to make those improvements, we've got to be in contact with the public. We've got to share with them what we

do. Now (inaudible)...in addition to the reforms that we may strive to make.

So I forward you that challenge. Another major piece that we may need to consider that will have an impact on the overall approach is planning and evaluation and having imperical knowledge of what it is we are doing well and what improvements we can make and, likewise, communicate that. So as we said a few seconds ago, a few minutes ago, the Lord helps those who help themselves, and we indeed to not want to find ourselves in the position of the students who receive no help. Now I would like to turn it back to Mike.

Adams: Thank you Ken. Is there a panel member that would want to add to the issue as it has been outlined by Ken. If not, then I would like to identify the seven subtopics that we will be addressing in a very general way within this topic. The first deals with incentives programs and we'll begin, at least, to focus in upon the concepts inherit and merit pay, or merit schools as the case may be. The second deals with the professional training of teachers. The formal training that teachers receive in college and universities. The third is teacher burn-out. I don't know that I need to elaborate on that. The fourth is staff development, staff training. Fifth, includes teacher evaluations. And then in Sixth, teacher involvement in decision making. Those are the subtopics that we will be addressing.

I would like to start first with the incentive programs, some of which were mentioned by Ruth Love, but let's start with merit pay. This topic, the last seven or eight months, has received more attention from the press and politicians than any other educational program since the 60's. Some states have already committed two plans of merit pay, one being considered in California and one in Florida, to name two. The president, his democratic opponents, the Governors' Association, have all embraced the concepts of merit pay. Columnists and editorial writers have kept the topic in the public's eye and under other circumstances, one would think that the conditions should be proficuous for this reform and yet we know that it is a hot issue. One tenant of the advocates for merit pay, as a reform approach, is that the current pay system prevailing in public education today, reflects its obsession with equality at the expense of excellence. So our question is if merit pay is not the answer, how do we address the challenge. And we'd like to start first, and I am going to ask Ken to kind of get us started on this by, again, providing a framework for the issue of merit pay and incentive programs.

Burnley: Ron Phillips, coach of the, former coach of the Houston Oilers and now the New Orlean Saints, said there are two types of

people that he doesn't like. Those who don't do what they are told and those who do nothing more than they are told. And there we might find a definition or at least a beginning or a portion of a definition for a master teacher, because for sure a master teacher does a great deal more than the job description requires and does it exceptionally well. So before we move too much further along, let's talk about this whole notion of teacher incentives by providing the definition to some of the more accepted labels for those particular areas. First, the course is merit pay. I think most of us understand that what we are talking about here is rewarding people on a salary basis for the work that they do, and often times, that to performance. (inaudible). And on the basis of that those who are found meritorious receive more money than those who are found to be average.

Differentiated staffing is another term that we often talk about in this area. Differentiated staffing might best be defined as, through an example. Instead of rewarding people for the whole notion of you get paid to teach during the school day and then you get paid a stipend for coaching and a stipend to have a debate, those would all be woven into various jobs and instead of being hired only to do the teaching, you might be hired as a combination of teacher, coach and other activity. And that would be rolled into one salary and the person would be hired to fulfill that job. And that would be an example of differentiated staffing because it would be lots of different jobs and job descriptions. Master teacher we've talked about already. Master teacher might be defined as that person, who after some determined years of experience and demonstrated excellence, would be considered above their peers in terms of their performance, might be rated by peers or combination of peers and administrators and as such, would be paid accordingly.

Another term is the career ladder. Career ladder might include some of the other principles that we have already talked about. It might include the master teacher somewhere in that career ladder. It might include differentiated staffing, but substantially a person entering the teaching profession could remain in the classroom and expect to go up the ladder in terms of career options that would not be reward on the basis of one more year seniority, but instead might qualify for various supervisory positions within the classroom context where the master teacher position, etc.

Another major definition is incentive pay or incentive bonuses. Many school districts will give an incentive to teachers willing to teach in one building because it might be considered to be a tougher teaching setting than another. Or there may be an incentive for outstanding performance in the classroom, but those are given in the ways of stipends and bonuses, not necessarily at all built into the salary. And then

another major one is one we pretty much follow now, and that is the step approach. So many steps on the bachelor's programs, so many steps on the masters program and beyond. And then every combination that you can imagine and then some things that I have not thrown out.

Let's talk a little bit now about the facts around the whole issue of merit pay. In practice, we seem to have some 4% of the nation schools that right now have some kind of teacher incentive in operation. This is not a new wheel; it is not a new invention. Merit pay has been tried in this country many, many years ago, but in many cases it's found to be a failure for two major reasons. One, finances, and two, staff dissatisfaction with how it is implemented. We have right now some plans in operation in Charlotte-Mecklenburg. We have a career advancement program or differentiated staffing program rather than merit pay. In Houston Second Mile School District they use incentive grants and tie them to student performance. In Westside Community Schools in Omaha, they combine differentiated staffing, general incentives, merit pay and steps. So they essentially use all four approaches in that school district. The national school board survey results, published in September of 1983, came up with some interesting information about merit pay. When they queried nationwide teachers on a sample research basis, they found that those teachers associated with the NEA, some 61.5% were in favor of merit pay. Those associated with the AF of T, they found some 62.1% in favor of merit pay. And for those teachers not associated with a union of any kind, they found that number to go as high as 76.4% in favor of merit pay. However we come back to the qualifications. One, how the plan is implemented and developed to begin with is a very important concern, so they expanded the survey and asked the following questions: who should evaluate a person who might be receiving merit pay? The response was 39% felt the principal should; 15% felt the department head should; 12.1% felt that a combination of the administration and peers should; 5.5% felt that a curriculum specialist should; and 25.4% felt that it should be a combination of peers.

Another question was asked how do we determine the whole notion of merit pay? Well, 41% felt it should be tied to student performance. That is not often popular, but 41% of the people felt that it should be. Seniority and credibility, 17% felt it ought to be tied to those two. And it goes on. We essentially, I was in Washington, D.C. last week and had an opportunity to talk to leaders in both AF of T and NEA and asked them their position and stance on merit pay and in both cases, the general response was we don't want to consider it as a single source issue. We don't want it to predominate our discussions of educational reform, but we are willing to talk and we think it does have merit. We are most concerned about how it is developed, how it is implemented and who basically is in charge

of the process. Well, AASA, American Association School of Administrators likewise conducted a study with superintendents. They surveyed some 2,222 superintendents of which 1,200+ responded. Some 54% responded and of that number, 68 were from the rural areas, 26 were from suburban areas, and 7% were from large urban areas. So we had a good cross section there. Eighty percent of them were in favor of merit pay. Again, we are looking at merit pay as a much more broad in terms of incentive. Six percent knew of some successes in our country where merit pay or incentive systems were in place. As in the rest of the groups, road blocks, unsatisfactory evaluation method, and staff decention.

So essentially, regardless as to whom we speak, we are getting pretty much the same information. And the whole question of incentives, one of the major problems, of course, is salary. We have a survey that was conducted of 28 school districts in the country and they took a look at the whole question of starting salary and salary of the teaching profession as compared to comparable salaries in other professions. We used the term market sensitive to determine that motion. They said let's find a market sensitive salary for teachers. Okay, and to do that they said we will find those people with bachelors degrees in other fields, find out what (inaudible)...and compared to teachers, and what they found was the average teacher salary in the nation--\$13,853.00. The average salary outside of the teaching profession--\$18,720.00, a differential of 35%. On the average teacher salary, they found after time in the profession, the average teacher salary--\$20,813.00, and the average salary of people outside of our business--\$27,617, so what started out as a disparity is widened over time. They also costed out some of the other kinds of notions such as the longer school day or 200 day school year. In all cases, what they found is it takes more money. In fact, just in those two areas alone, the salary and the school day they found, the school districts across the country would have to increase their budget, at least those 28 as a sample, 26.96% just to implement those two reforms alone.

So what does that all mean to us? Well, I think it means several things. One, what ought we be doing in this whole area of teacher incentives? And right now we have three organizations that have sponsored a rather major study. The National Association of School Principals, the National Association of Elementary School Principals and the American Association of School Administrators have gone together and commissioned CMP, Cressor, McCormick and Padgett in Washington, D.C., to do a substantial study in the whole area of teacher incentives. And essentially what they are going to ask are what are the most promising approaches to enhance the school's ability to attract, motivate and train superior teachers through improvements in compensations, rewards and other incentive systems? What types

of rewards and incentives are most effective? What should teacher performance, or how should it be evaluated? Should teachers be rewarded on the basis of individual or group performance, etc.? Have effective employee incentive systems been implemented in non-educational organizations so they will compare what goes on in both the public and the private sector and ask some additional questions in that area. Should teachers' salaries reflect variations in the quality of their performance? How should desired outcome and behaviors be defined and by whom? Who should conduct performance appraisals? How can objectivity, reliability and validity be obtained? Another major area, the variations in market conditions and job requirements across subject areas or grade levels require differentiated salary structures, and if so, in which areas are the demands greater? How can constructed efforts of performance based salaries and rewards be placed in their optimum perspective? Will adequate resources be available to support increases in teacher pay?

We have some exciting things happening. This report will be delivered and available some time in February or March for school districts throughout the nation to begin to examine and to apply to themselves. Mike?

Adams: Thank you Ken. Other comments? Panel Members? Don?

Renfro: I think Ken gives, gave a very global account, probably the most prevalent account of teacher incentives that exists, but I would like to bring it more to a local level. Can I, is everyone hearing me? Louder? I guess I would like to bring it more to a local level, as it applies to our district. When our panel met briefly before lunch to talk about what we were going to talk about, the question came up how do you define a master teacher.

My buddy Rose here said that he had figured it out, but he couldn't really define it, but it was based on the same principal that one of the supreme court judges in commenting about whether or not pornography, a particular instance was pornography or not. The judge said, I cannot define pornography, but I know it when I see it. And that is the way he sees master teachers. I guess you just know one when you see one. At my particular district, we doubt very seriously whether merit pay, or incentive pay, would change much. I am on the north slope. Basically, our teachers and generally our teachers come to us without permanency in mind. They are not coming necessarily for money. I think we found that they come more for a challenge, something different, a chance to live and work in a unique environment, probably questioning whether or not they even have the physical and mental capabilities of doing so. And so I think they come to us as kind of a different breed of cat. And I have heard lots of teachers around the state say, you couldn't pay me enough to work up there. I think that's true and even though our teachers make

probably more than most across the state, I don't think that's what makes them stay. But I think in order to keep them longer, that is what we are considering more than anything else is how do you keep the best teachers longer than you are keeping them now, and we've got several plans in mind and we are using some of those, and I will show you in a minute how that may be working against us.

One plan is to, we set up savings, kind of a savings account where they put up can put up as much as 6% in the savings account and the district matches 3% of their salary, and if they stay five years then they get to keep that 3% that the district puts up. If they don't then they lose that. So by staying five years, that is a significant incentive, I think, to cause someone to not quit after four but to stay one more. Now that may or may not be good in all cases. Another plan is an insurance plan which gives them paid up life insurance policy equal to their salary if they stay ten years. So there are incentives along the way to try to get them to stay longer, but I don't think very many of them, even if they had the opportunity, and I'm not sure that they do all the time, some do, some don't, to purchase property and build a home. I'm not sure how many would do that if they could do that. They are working among a group of people who have elected, who have chosen to live and die in the Arctic and they have not, they've only elected to live and work in the Arctic and eventually plan to leave, most of them. So I think, in my particular case, we are not looking at merit pay for the purpose of rewarding performance as much as we are creating incentives to stay.

Adams: Thank you Don. Comments from any other panel members?

Panelist: The programs for incentives that Ken mentioned are, all have the feature of being tied to pay and to performance criteria and evaluation. I think that the thing that I distrust the most about those kinds of programs are that they are essentially competitive and that in a school atmosphere, among the faculty, a very important feature is cooperation and collaboration. If these kind of pay programs that are tied to what an individual can accomplish or tied to an individual's evaluation, means that a teacher is paid not to share what he or she knows, not to collaborate and it is also a very powerful tool on the part of the irresponsible principal or administrator, to reward behavior that is not necessarily, has anything to do with good teaching and to punish behavior that is not appreciated on the part of the supervisor. And those are, I think, fundamental flaws in the concepts of merit pay as the kinds of programs that can describe. And I think that that flaw is illustrated not by the statistics when people are asked do you support a concept that would reward a person who performs better than another, but

rather are illustrated in the statistics that Ken quoted that has to do with how should we implement these kinds of programs. There isn't concensus about implementation because there is a real fear about undermining the fundamental feature of education which is cooperation.

I think that there are a number of other kinds of incentive programs. Don has talked about two programs that are used on the North Slope. Dr. Love mentioned the program of minigrams. There are recognition programs for teachers. There are opportunities in staff development, which we will touch upon later. And I think that those kinds of incentives are much more powerful and meaningful and also incentives for cooperation.

Adams: Any other comments by panel members? Don?

Renfro: I would like to say one more thing. Working.... (inaudible) One of the things that permanancy also creates some other problems. Where we have staff, let's say we have three elementary teachers and three high school teachers, secondary teachers in a small setting, and the secondary teachers pick up the kids at the seventh grade and then three teachers, or two teachers have 13 kids for the seventh grade, eighth grade, ninth grade, tenth grade, eleventh grade, twelfth grade, and finally everybody says 'wait, we are sick and tired of each other'. It's the teachers get tired of the kids and the kids get tired of the teachers and seems like no matter how good they are, that is going to happen. So we have another now just this last year, started with a new set of problems. We thought we were solving a bunch, but I guess in solving, we created some. So now we have to look at teacher transfer because the village has said they are beautiful, fine teachers, but we don't want them. The teacher doesn't particularly want to move, so you have a real problem.

Panelist: I think possibly you might have another problem. Parents. The word merit pay is circulating around the United States quite strongly, and as the PTA president here in Alaska, we are circulating it around quite strongly through our PTA unit. And parents are wanting to know more about merit pay. As I sit here and listen to the panelist, I understand after several years of mingling with administrators or with school people that we have parents who do not understand, and they have a hard time getting up enough nerve to walk through the door of the superintendent or the principal's office and say, 'I am a parent. Would you please explain something in our schools'. Now I realize that we have many parents that do that and sometimes they are overpowering. But I feel like that on some of these topics if you school people could possibly, either through a bulletin, a hand out or some way of communication, and some do have those

kinds of things in the schools, please keep parents informed. We look to the newspapers for information.

I noticed in a paper that came out here in Anchorage about three or four weeks ago, a large spread from Dr. Davis explaining what was going on in his school district for the last couple of three months. This is what parents are looking for and I urge on this merit pay. I don't know if we have merit pay on any school district in Alaska. Some one else will have to answer that. But it is a concern of parents because we are hearing it. We are getting it from other sources other than our schools, and we would appreciate information funneled down through the grass roots, which happen to be the parents which you are teaching our children. So I would like very much to see a little more coop...not cooperation but maybe involvement with parents and students and then our schools because you are teaching our children.

END OF TAPE I, SIDE A

TAPE I, SIDE B

Adams:provide them experiences they could serve as aids in the classrooms, these kinds of things. If linked with the university, the potential for establishing a six-year educational program leading to a bachelor's degree and entry into a state supported master's program to complete training. I think these kinds of concepts are such that need to be discussed and possibly implemented if, in fact, we are going to compete with other professions for our top students. The second, is perhaps a way which we can attract people from the private sector to come into the profession for a limited period time, is something like a teacher core. Similar to what Ruth Love described that is taking place in Chicago this morning, but perhaps a more extended period of time and with the kind of rewards that we see, for example in the peace corps. So I mention those briefly in that they were discussed this morning by the panel.

Now what I would like to do is to ask if there are any of your that have questions that you would like to direct to the panel at this time on the subject of incentive programs. Yes?

Question: (inaudible)

Adams: Thanks Sarah. Anyone want to respond to Sarah's points? Okay, any other questions of the panel?

Question: (inaudible)

Adams: Ah, let me repeat the question. Has anyone asked the best and the brightest to consider the concepts of merit pay and come up with recommendations for such as program to be considered by the board of education? Okay, Sondra?

Dexter: I would like to say that I think that is an excellent suggestion. When I was in Washington, D.C. this October to receive my award, one of our days activities was to gather into groups and to address some of the same issues or similar issues that this conference is addressing. And it was mentioned a few moments ago that it is very difficult to define the characteristics of a master teacher. That was one of the things that a committee that I served on addressed, and we did come up with a list of characteristics that we felt were those of a master teacher. It was a very enlightening experience to sit in a group of 104 people who had been selected as the nations best science and mathematics teachers and to feel surrounding by such dedication, intelligence and logic and all of those positive qualities and I feel that that kind of group could probably do a very excellent job of coming together with good suggestions for merit pay. If any of you are interested in, I don't want to read this whole list to you in that these were just notes that were taken, but there have been committees like that that have worked and wrestled with this idea.

Adams: Okay, any more questions? If not, then we would like to move to our second subtopic and that deals with the professional preparation of teachers. The Nation At Risk report indicates in its findings that academically able students are not being attracted to teaching and that teacher education programs need to be improved. And then there are two major points that are made in those findings relative to the preparation of teachers. The first is that too many teachers are being drawn from the bottom quarter of graduating high school and college students, and secondly that teacher preparation curriculum is heavily weighted with 'methods, course'. The commissions corresponding recommendations in this area is (1) persons preparing to teach should meet high educational standards and demonstrate an aptitude for teaching and secondly that persons preparing to teach should demonstrate competence in an academic discipline. The other point that is made in those recommendations is that teacher training institutions should be judged on how well their graduate students meet the above-stated criteria. I would like to mention, I want to bring this into focus, mention the results of a study that was recently conducted in North Carolina with colleges and universities that train teachers. And that study yielded results that I think are, perhaps, applicable to most of the states in our nation. First of all, make the point that our financial constrainings in public education are not limited to

the K-12 segment. That reduced fiscal support is being very keenly felt at the college and university level. This particular study in North Carolina analyzed in declines in colleges and universities over the last decade.

The study found that those institutions that had maintained high standards were suffering the declining enrollments and, therefore, a reduction in fiscal support, while conversely those colleges and universities training teachers that lowered their standards were able to maintain or increase their share of that market. With this paradox in mind, panel, where do we stand with improving teacher training programs?

Evans: Well, as far as PTA is concerned, we feel like that if the basic, we go back basically to the basics in high school and talk to our students about going on to college. As I have moved around the state and talked with different presidents, this does not seem to be the trend with our youth today. They are not talking about college, persay, but we did find out that close to 60% are talking about going on to something, and most of them have, it's been more vocational schooling, possibly they will try a community college. But to talk about four years of schools, we are not quite feeling that here in Alaska, and I feel that it starts at home. We as parents can also talk and encourage our young people to go on to school. But the youth, I am finding even in my own area, the high school students are not taking the basics. They are taking the electives because they are tired of school, this is their senior year, so they are not going to take any English, Math, foreign language or anything like that. We feel like that this needs to be tightened and that we need to prepare our students more for college because so many are falling out. They'll go maybe their first year and they can't hack it and it's because it wasn't started in the lower grade.

Panelist: I will have to speak from experience since I don't know any statistics on this, but I would bet that many of us in this room who are teachers are teaching today because some teacher in our past encouraged us and told us that we might be good at it and we should consider it as a career. And I have begun recently to think about myself in that role as the person who comes in contact with youth at a very impressionable age and at an age at which they are beginning to consider career options. I have not been encouraging my students to enter the profession, and I begun to think why. Would I make the same choice now if I had it to do over again. I have been awarded and rewarded and have felt successful at what I am doing. But I think we need to look at making this whole profession more attractive in order to have youngsters want to get into an education training program, and then once into a professional training program. And then

once into a professional training program for education, I feel there are some very specific needs that needs to be addressed.

One was mentioned yesterday and that is that we, in our education training, are told that we should teach through the discovery method, that we should have hands on activity centers, science and mathematics. That we should set up learning centers. That there should be a variety of techniques. We are told this through lectures, taking notes, and being tested on the text book. I think it is time for the teacher training institutions to start practicing what they preach. And maybe the way to do that is to develop a cadre of successful teachers to become the trainers of those new persons who are coming along in education. I also feel that it is very important at the high school level and on into college, as Vi said, for teachers to have a very strong background, multitude of subject areas. It bothers me tremendously to hear my fellows at a junior high say, 'oh, I could just not possibly teach social studies'. If you are unable as a college graduate to teach junior high social studies, something is wrong. And granted, some of us are more inclined towards mathematics or towards science, or towards language arts or whatever, but I feel that we tend to get too specialized in the junior high and high school areas. I don't think the problem has been so much that there are too many methods, courses or too much time in methods course, but rather that every methods course was an echo of the one you had just completed. I think that whole system of methods courses needs to be revamped, with a greater emphasis on what research is shown to be effective in teaching. I am hearing things all the time. Research tells us this, research tells us that. Where was all this research twenty years ago. I am sure that some of it was available at that time, and yet I don't remember being exposed to it and I feel that I had a superior teacher training experience compared to that of other people that I know.

Mike alluded to a program in which youngsters would be involved much earlier in actual classroom experiences to help them get a feel for whether or not they want to be an educator. I think we need to commend the education training programs in Alaska for instituting that sort of thing. I know I often have visitors to my class and I know visitors to Wendler. and these are people of all ages, not just the 18 year old freshmen, but lots of people who are beginning to get into educational training and are getting into the classrooms and beginning to see what it's really like from the other side of the desk.

Burnley: Well, just as Sondra says, it becomes so critical if we were to just, in dead quarry, the students are on the panel today. How many were there and heard the four students speak? I think you would be disappointed to find out that none of the four plan to go into education and for those in my school district, as

an example, who are members of the National Honor Society, we continue to find that one or two percent of them would even consider teaching. Those are the best and the brightest. and the questions becomes would we even get a shot at training them because they're not expressing the interest in our profession. That's how severe it is.

A couple of programs that have worked that I've seen in operation, one involves teacher training after the bachelor level where the universities are doing research and although those teachers who are not research experts or evaluation personnel, they are some of the best people to help put the data in the form that teachers and the public can understand and see that information is decimated. And I'm familiar with programs connected with university that will have teacher programs and evaluation in research where they have three teachers up for, semester at a time, to help put that research in information form that we can all handle and then they return back to the classroom. Another program is one where students entering the university on a five-year program, and they are screened into this particular program and guaranteed a teaching position at the end of the fifth year, or in fact, during the fifth year. And they are involved in the school every year up until that fifth year. In other words, they start with observation and practical experiences all year long, all five years, with exit opportunities if they should change their mind and say this is not something that I want to do. After the fifth year, they are paid guaranteed starting teacher salary--half of that money goes. a third of the money goes to the administration program. The rest is given to the student, and at the end of that fifth year, they are guaranteed a second step position in that particular school district and in addition, given an opportunity to already have their master's degree. This kind of a program was exciting and there never was a shortage of teachers who were interested in that particular program.

In a third area, of course, is the whole notion of grants. We have specific areas in education where we have had a shortage of people and therefore have given special grants to encourage people to go onto those teaching fields. What about grants to go into teaching period, as Don has indicated earlier and some opportunity not to have to pay that back or to have it reduced with continued use and service. That is very much similar to the U.S. program that they had for years and years.

Adams: Any other comments? Don?

Renfroe: Yes I like the idea of possibly forgiving loans for students who go into education. I heard some statistics this morning. There are 10,000 graduates, I didn't believe there would be that many, but 10,000 high school graduates out of

Alaska this year. I wonder how many of those are going to remain in the state. I would like to know how many of those are going to return to the teaching profession? I suggest there is not enough. I think the best training program for teachers is teaching, and I think they get some basics and any teacher, good teacher program. I think that until you learn, or until you've worked in a classroom and actually apply those concepts and tried things that work and tried those and keep those that do and so on, you finally become a good teacher. And because our district does not have to replace retiring teachers with beginning teachers because of budgets, we have set and always tried to hire people who have at least three years teaching experience. That's because I like to take advantage of your training programs. So if you have any teachers who have been at it for three or four years, I would like to talk to them. But I don't want to talk to the ones right out of college.

Adams: Any other comments from panel members? Questions regarding this particular topic that you have for the panel? Yes?

Question: (inaudible)

Dexter: Well, the point that I was trying to make is that I feel it is important for teachers to have a very broad background in all areas, in that if you have not had some science courses, then your total education is lacking. If you have not had social studies, your total education is lacking and that particularly at the...I would call prespecialization levels, elementary and junior high...that you should feel a modicum of comfort in teaching most subject areas. Now granted, I wouldn't want to go into high school and teach calculus. I couldn't, or some of the, you know, advance science classes because I have not kept current on those. But my references to the junior high level, specifically, and my major point being that I feel that a broad, liberal arts background is important for all teachers.

Question: (inaudible)

Adams: Is there a question back there? Yes?

Question: (inaudible)

Dexter: I've been asked and debated in college are teachers made or born. I think teachers are made but not in teachers' colleges. I guess it is a combination of many things. I had a seventh grade teacher who had me teach social studies lesson, Vi, and she encouraged me a great deal to become a teacher, and I think it is just a combination of high expectations from my

family, from my success in school and feeling school about, that school is a comfortable place for me to be and maybe that is the place that I could develop a career. Education was regarded highly in my family. I was the first person to go to college in my family, and a teacher was a high status symbol to my family. My own personality, I think, has helped me be successful. My students and I laugh alot. I crack a lot of jokes with them. It would be difficult. It's like when somebody says 'well why did you get this award'? You don't want to say 'because I'm so wonderful', but you do have to have a combination. I think it is your personality, you have to have a lot of native intelligence and have developed that and have something that Harry Wong talked about and that's discipline along with organization. I guess the things that I was asked once what characterized me. I'm fair, I'm firm, I'm friendly, and I'm funnv, and I think those four things sum it up.

Adams: The four F's (laugh)

Dexter: Of course, right now I am sharing the classroom with a first year teacher and I feel that I have been able to help her quite a bit and we have developed a good friendship because I have been able to share some things with her. I had a teacher once come to me and say 'would you come to my class during your conference and watch me teach and evaluate me', and that was one of the greatest honors that I've ever had. That a peer.....

Question: (inaudible)

Dexter: I met the President. I don't think he would listen to that (laugh)

Adams: Okay, we will take two more questions on this subject before moving along. You had your hand up? Yes. And then I'll take yours.

Question: (inaudible)

Adams: Question, then, for Sondra is.....how we train teachers to handle multi-subject assignments in our small rural settings.

Renfro: Mike, If I could respond to that. When we found a solution to that and that this the students who vacilated in college, who change their major four or five times and finally ended up in education. It's as simple as that. You get your general that way.

Adams: Yes, go ahead.

Question: (inaudible)

Mike: Any more response from panel members on that? Thank you. Last question. Well, he covered the question. I will take one more in the back of the wrong.

Question: (inaudible)

Adams: He has Harry Wong's thing in his hand. (laugh) Congratulations. That was a wild Wong.

Question continued: (inaudible)

Adams: Thank you for that. Now I would like to move into the next area and it is one that the panel spent a considerable time discussing this morning and we feel it is one of the major reform issues, and it deals with staff development. But before I introduce the topic, let me say that they have directed me to kind of play the heavy role and use the two by four approach, so I may say some things that will raise the hackles, but that is really intended to get us into discussing the subject matter. So I would like to start by making a personal observation regarding, and again, it is a generalization, but it is a reaction that I've had from staffs since I became a teacher some 23 years ago. That is that many staff development experiences with certificated people lack sufficient focus and they are not related to the major goals of the organization, they lack sufficient scope and depth and rarely include sufficient follow-up to sustain any change in attitude or behavior as a result.

Now with that condemnation, let me follow by saying that we would advocate that every school have as part of its internal operation, the opportunity for continuous and ongoing staff development that focuses in upon improving the instructional process and that everything else in terms of staff development experience is established through support that effort. With that, I would like to open to the panel for discussion.

Dexter: Yes, Mike. I believe that staff development is absolutely critical to retaining good teachers in the classroom. It has to do with learning and sharing and teaching, which are things that motivate teachers, and also in Alaska it is so critical because isolation is a very fundamental problem both in rural Alaska and in the urban areas. Right now, there are several Department of Education programs that deal with staff development, and I think everyone in this room is undoubtedly familiar with inservice days. There are a potential of ten provided each year to each school district. In 1983, there were

... districts or two districts are planning to use the ten days. One of those districts by the way, is Juneau. There are eight districts that will use six or more days of inservice and there are twelve districts that will use no inservice days whatsoever this year. There are only five districts that utilize individual inservice days and the North Slope is one of those districts and utilizes 35 individual days of inservice. However, there are 28 districts that use no days of inservice time.

The department has another staff development program which is the talent bank, and that is a system whereby teachers, with recognize expertise who have been nominated by their peers, are placed in a talent bank and can be funded upon request to go to districts in Alaska to participate in inservice programs as trainers. Last year, the talent bank was funded at a level of \$40,500. And in 1984, for FY 1984, that funding has been cut to 27,000. I don't know what the funding is projected for 1985, but I would guess that it is going to be less than the \$27,000. The department has a program which it sponsors which is the writing project. It is a consortium and has several features that I think are important to mention. It is a, it emphasizes the bay area writing method, it is four teachers, it is a participation program during the summer where teachers teach other teachers and share with each other. Teachers receive district support to participate in the program and then they make a commitment to provide inservice in the following year and many of those people who have participated in the writing project are now into the talent bank.

I wanted to mention back on the talent bank, too, that there are only 20 districts that participate in the talent bank last year, and only 15 districts which talent bank members come from. The state, several years ago, used to have a subatical leave program. That legislation is in regulation....still on the books, but it hasn't been funded in a number of years. There are several districts that have innovative staff development programs. Kodiak is a district that provides two teachers in a school for two years to work half time. Half of their assignment is their teaching assignment and the other half of the assignment is in training support for other classroom teachers. The teachers request the support of the teachers and those teachers will either come in and provide development materials for them or take over their classes while they have an opportunity to do additional planning or to gain experiences that will enhance what it is that they are teaching. Don told us earlier today that the North Slope supports teachers to attend the Madeline Hunter Education Program in Los Angeles. I know that Ketchikan has a program that, again, allows teachers to explore opportunities to explore opportunities for experiences within the community and provides release time for curriculum development and planning. Fairbanks this year granted two subatical leaves, and there are a

few districts, I believe, that do support a district subatrical leave, and I believe that this is a really critical staff development program that can be a very meaningful incentive. There are other provisions for staff development in the way of professional leave, opportunities to participate in professional organizations, classroom based research, foreign exchange opportunities, and other professional activities, curriculum development, participation in conferences like this. There are many districts that provided professional need to attend this conference. There should be opportunities for experimentation, for publishing. The problem is that there isn't, staff development doesn't seem to have a high enough priority to provide the money and consistency that is necessary for the follow through that Mike was talking about.

I think another problem is that sometimes the staff development programs are sometimes criticized because they take teachers out of the classrooms.

Adams: One model that we've been discussing as a possibility to address this issue based upon the premise that, again, staff development should be in or goal ongoing part of a school's operation. As we find in the private sector, and the while idea of continuing staff development is one that the business and industry has found essential to maintaining effectiveness and deficiency. And it is important in education and the sooner we buy that notion and begin to support it, the better off we are going to be.

One model that we've found exciting in terms of how we might approach this is establishing a laboratory school in a district in which staff development could take place on a continuing basis, in a setting where you are actually working with students. Within that laboratory school, then a development center would be established and the curriculum that we've identified in this case focuses mainly upon that research base that Madeline Hunter addresses. And so staff then would be released to come into that center, receive instruction and orientation on the concepts in, say a two week segment, with the first week in the staff development, the second week with the development staff out in the schools working with the teachers in their own classrooms, and reinforcing and coaching on those concepts that were addressed. In such an approach, you could develop a cadre of trainers amongst the instructional staff and then provide release time as theand provide opportunities then for the instructional staff to provide peer training. Any other comments in this area? Carl?

Rose: I thought I would stand up and stretch my legs. Staff development. A very important part of my local district. I'm from Skagway. Some very definite considerations that need to be

made and many of them are fiscal. I submit to you that business puts a lot of money into staff training and I think education is getting around to the point where they are ready. It is a local control issue. I believe that very strongly and I believe if you are not being served by local control in your local districts, then it is about time you started getting involved. The reason I bring this up is that financing differs from district to district and so do needs.

In our local district, we had the opportunity to combine our resources with a neighboring district in Haines. We got together and invited Madeline Hunter to come up and visit Skagway in one of her trips to Juneau. These kinds of things can be done. It can be accomplished. I don't know that you want to tie into to talent banks totally, but I think that you want to go as far as you can with the dollars that you have to expend. So I think it is very important that you are constantly on the lookout for opportunities that you can take advantage of. And most importantly, you constantly assist what the needs of your districts are. It's been our experience we have devoted a lot of time into our curriculum. We use all our staff development to try to enhance a curriculum study. It is an ongoing study and as priorities change, as needs change, we try to use days and appropriate days and dollars to satisfy the needs of our community, and that is local control.

Renfroe: We are also looking at the Madeline Hunter theory and the practice type approach, but on a little bit different basis, and the reason I will tell you, is that the system that Mike's contemplating in setting up a teacher training center involves a commitment of funds as well as a commitment by the teachers. One of the things that I've learned as a superintendent. The hardest thing to implement is something that comes from me. Teacher resist anything, I think, from the top down. At least they question it and begin to become a little paranoid about those things. I know when I got to the North Slope, they were heavy into Wisconsin design. As you well know, a management type system for teachers. And this had been imposed by the tie. You will use Wisconsin design. Well, the superintendent that I worked with when I first went up there threw Wisconsin design out of the window and imposed Fountain Valley, which is a good system but because he said you will use Fountain Valley, most teachers went through the motions but the heart wasn't really in it, I think.

And so and over the past 6 or 8 years as I've tried to encourage teachers to do certain things, I've found certain resistance there. I get good feedback because my wife is in the classroom so she tells me when I've done wrong. This time, though, in trying to impose Madeline Hunter's theory in the practice model on the staff, we considered such things as going

to a teacher and saying we'd like for you to take a leadership role in becoming involved with the Madeline Hunter model, and we'd like for you to go to certain conferences and so on, and you come back and kinda get the staff into the whole project and we're going to start it from the teachers' viewpoint'. Well, the first thing the teacher did was to be honest with me and tell me that that won't work because, they said, 'Mr. Renfroe, your first..every time you approach teachers with that premise, you're telling them that they are not okay, that they need improving. And teachers, by nature, thing that they are the best teacher, if they are a good teacher, they think that they are okay already, and they don't need Madeline Hunter's approach to education to become better'. And so, I do my best thinking about 2:30 in the morning when I wake up and can't go back to sleep, and I decide that the way to do it is to give all of them an opportunity to go to the Madeline Hunter School this summer, and I offered to pay their salary, you know, there is a two-week approach, and a four-week approach in her school, and then I fully expected three or four teachers to join that, go simply because it's in the area and because they get two weeks extra pay, but it is just not what happened. A third of the staff elected to go and so then I'm looking at 50, 60, or 70 thousand dollars. So when the school board confronts me with that large expenditure I've decided, and by the way, one or two or three of them are here and some of them are teachers, I'm going to say that the teacher center approach was considered and it was, but I would of had to staff it with a couple of people that would of cost me that much and almost any other approach that I used.

Bringing Madeline Hunter to Barrow and to the North Slope and reaching all of our teachers would have cost that much. This way, a teacher volunteers to take, to improve themselves. I didn't force anybody to do it and so they are saying then that I can go to Madeline Hunter workshop and feel okay, and I, the superintendent hasn't told me that I'm not okay before it starts.

(END OF SIDE 2, TAPE I)

(TAPE II, SIDE 1)

Question: (inaudible)

Adams: Challenging question. You want a member of the.....any members of the panel want to respond? Don, you're probably in the best position.

Renfroe: I don't know why, but I can say that the way the law is structured in Alaska, if you don't take advantage of the nontenure law early on, then you are never going to make it. So without proper evaluation and without fortitude to carry that

out, then it won't work. Someone said this morning that, and I think it was Ms. Love, said that no one dislikes a bad teacher more than a good teacher. We don't want that kind in the profession, I don't think, so I think that if you made a mistake, ask NEA to allow you to correct it.

Adams: You can tell when Don's feeling a tough question, he stays seated. (laugh). I'm going to exercise the perogotive of the moderator now and suggest that we, we have three other topics to discuss. I doubt whether we are going to be able to cover all three. But right now, I would like to ask you all to stand and stretch. (Pause) Okay, we are ready to get going again. I'm going to be....Dr. Demmert, would you find a chair, please? We lost three people. The next topic that we would like to talk about it teacher burnout. It has been getting a lot of attention in the last five or six years, so I'd like to ask the panel to tell us what constitute teacher burnout and how do we deal with it. Who wants to start? Sondra?

Dexter: I think we are all concerned about that person who enters the profession and has the potential to be an excellent teacher and burns out quickly and leaves it. I think Harry Wong yesterday said the average is 2.8 years. But I'm more concerned about that teacher who sticks with it and smolders for 10, 15, 20 years and then realizes that they have burned out and has so much time invested that they have to stick it out. I think that is a great problem and I can only speak from my own personal perspective and that of my colleagues and identifying some of the aspects of burnout and some possible solutions as I see them. These are just my own personal opinions.

One aspect, I think, is the difficulty of a teacher who is working at their job to pursue an advanced degree or to get training above and beyond what they already have. I know for myself, getting my master's degree and going to school several nights a week and trying to teach full-time was a real chore. Trying to pursue it in summers, is often not possible for various reasons. I would like to see a vigorous and well planned subatical leave program throughout the state. When I first came to Alaska, there was a subatical leave program and I thought, oh boy some day I'll be.....(inaudible) I really think that would be a wonderful opportunity for the state to improve its cadre of teachers.

I think also teachers sometime become bored with the particular area, subject matter, or grade level that they are teaching and needs to have an opportunity to move to some new area and something still related to their field that is not administration and is not teaching either, and perhaps some of these career ladder proposals that we've been hearing mentioned, will provide that. I've yet to see anything real specific on

that, so I'm withholding judgment. A lot of people are bored with their assignment and are stimed at times within their district from moving to a new school because of the policies of transfer, are discouraged from changing grades within their own building or going into a new subject area. And that of course is an administrative problem that I think could be pretty readily remedied with some communication about that problem.

We heard today about some of Chicago's specialty schools. In Saint Louis they call them magnet schools. That might be another kind of opportunity for the teacher who wants to teach with a certain emphasis, and it would also provide some educational opportunities for students that do not already exist. Teachers today are expected to teach all the subject areas while having students pulled from their classes for a variety of reasons. This is particularly true with the elementary level. And I talked to a friend of mine last night. She teaches here in Anchorage, fifth grade, and asked her to tell me all of the things for which students leave her room each week. They leave her for instrumental music, for Indian education, for Chapter I reading instruction, for Chapter I mathematics instruction, for bilingual education. I'm just catching my breath. They leave her for speech therapy, they leave her for gifted education, they leave her for special education resource, and they leave her to serve food in the cafeteria. I think, that school I know, has done some things with their scheduling to alleviate the problem. This year, she has all her students in her room for one time for 2/3 of the total instructional week. That is a vast improvement over last year because the school faculty got together with their administrator and did some planning about they could better use and utilize the time, for example, having several activities pulling kids at the same time.

I also think that some, a look at what the priorities are. Are the kids there to serve food in the cafeteria or do we need to allot some more money so that people can be hired to serve in that position? I thought often about what school was like when I went there. And even though my students think that was somewhere between the Stone Age and the Bronze Age, many of you are my peer age wise and, I don't know about you, but I didn't have multicultural education and we didn't do much with career integration. I didn't have hands on science. As a matter of fact, you didn't put your hands on anything that wasn't yours. There was no drug education or alcohol education. Sex education, not until high school and then, you know, 3,000 of us in one room looking at a chart ahead about a mile on the stage. But so many more areas are added to the basics and they are all important. I don't deny that. They are all necessary. I think they are proper functions of schools, in most cases. But I do believe we are going to need to look at lengthening the school year, and I am adamantly opposed to lengthening the school day. I am

frazzled as it is, and I don't want an extra hour with students or an extra hour to do anything related to my job. I barely get my job done the way it is now. But I would be in favor of investigating lengthening school years.

I think teachers burnout because they feel so frustrated by incomplete reporting of standardized tests scores. The headline of an article that appeared this week tells us that Alaska students scores decline. Well, they can just tear that out and use it over and over again, because that is always the headlines. Yet when you get into the article, the article does do a fairly good job of pointing out some of the possible reasons for the decline, in that more students are taking the ASVATC and the SAT and that we are educating more students who are planning to go on to college. The general public may not read those details, and not only does the media not give a thorough analysis of test scores, some times our own districts do not do so. And we are not told these are the areas where the strengths show and these are the areas where the weaknesses show. That does happen sometimes and I know it happened at my own school, and we identified some areas of weakness and we found improvements in those scores. That was a good feelings. I don't think that happens for enough people. We often feel a lack of support from the students and the parents in regards to the standards that we want to set. It is one thing to set high standards to say we are going to require more graduation credits, but as Dr. Love talked about today, it is very difficult to force parents to do that. I've been reading lately, though, some programs that have been tried where a contract has been written and parents are asked to voluntarily sign this contract and what it does is outline some good parenting skills and some concrete ways in which parents, especially that one that says 'I just don't know what to do' some concrete suggestions for how they can assist their child in completing homework, having time on task, and making school seem important at home as well as it is at school.

Of course, seeing your contemporaries advance financially and gain prestige is another part of burnout and I think the gentleman in back eluded previously to there being no substitute for salary commensurate with the amount of education that we have and the time we spend on our job and the degree and importance of our job. And I think there should be more opportunities for teachers excellence to be recognized.

Adams: Thank you. Are there any other comments.

Panelist: Just to say that I think in the elementary schools, something that would help toward alleviating teacher burnout is a prep period.

Adams: One thing that was not noted but I think maybe contributes to this, and it is a natural lead in to our next topic, and that is just how involved are teachers in the decision-making process? And one of the findings that's very explicit in the Nation at Risk report is the contention that professional working life of teachers is on the hold on acceptable in that individual teachers have little influence on critical professional decisions. And, I don't know, I tend to think that, in part, this is a function of the traditional vertical line and staff organization of management that exists in our school organization today and, by the way, an organization that was ushered in an organizational approach that was ushered in with the beginnings of the industrial age. And it served public education extremely well during that period, but we are in a different age now and there are other forms of organizational structures that are being tried and tested in the private sector that I think have merit or consideration in public education. Rather than the traditional vertical, they are horizontal in nature and they do provide for a great deal of involvement and participation in the decision-making processes. And I'll mention the quality circles approach as one.

The other is I think as we really bring about instructional leadership on the part of principals, I think that we will see principals and teachers more involved in like activities. And use the commissioner's analogy that the term principal really means master teacher. And I think that the commitment of the state department has made, in starting with this academy program, that both teachers from the Juneau district, as well as administrators, are participating in is a step in the right direction in this area. But in that, we are in to this topic of teacher involvement and decision making, I would like to invite the panel to respond to this topic.

Rose: Once again, I am Carl Rose and I am on the school board in Skagway, Alaska. I feel it is fair that I bring that out right now because some of my comments may be somewhat bias in that regard. And I think that the number of you by a show of hands in here in the teaching profession, as far as administrators are concerned, will probably draw me back into order real quick. But, I'm in business, small business, and I am sort of intrigued with organization, decision-making processes and those kinds of things. The process that I use in my own business is really quite simple. I am the grievance procedure and I....that things work quite well. I stand accountable for what I do and so much for that. But, now we are dealing in public sector, and I have some comments on that dealing with private and public sector and organization, as I think our Governor is finding out now.

Probably most importantly what I would like to shed some light on....before we get into this, the actual topic that we are

involved with in this symposium is Alaska Schools and Public Policy, though I can only assume that teacher involvement, for all intents and purposes that I will be dealing with today, would be teacher involvement in the area of public policy. I think before we can really get into this area, there are some definite things that need to be identified. We need to define teacher involvement inasmuch as how much involvement, at what level. We have to realize the process that we are going to be dealing with. The decision-making processes differ from district to district, school to school. We live in a diverse state; I think we all understand that. Just for the sake of this conversation, I would like to use some of my past experience in decision making in the public sector and then I would like to ask three questions. I don't know that I have the answers for them, but this is what I'm going to throw out to you.

The first question would be what is the desired level of teacher involvement? The second question would be what are the desired results of teacher involvement? And that is an important question. The desired results of teacher involvement. And lastly, what are some of the pitfalls. Well, as I review the process, and I'm going to state very general because I don't want to take up too much of the time. We've been in here a long time, but if you have questions, please raise them. I identified six groups and I'm sure there are more as far as organization is concerned. But these six groups will, they consist of board members, administrators, teachers, students, classified staff, and the general public, and I think we can pretty much lump everything, anything beyond that into the general public, such as entities. I think the gentleman back here was speaking of small association. Just by their mere existence, I think they are worthy of consideration.

And then we should look into the roles that these entities play in a decision-making process, and I think it is really important that we understand and appreciate what those roles are. On a decision-making process, we'll take...all of these entities have three functions. Some have more but, just generally, they have three functions. One of them is for input hopefully in the shaping of the decision. Secondly, the mere consideration of that group that will be affected by the decision that is going to be made, and thirdly, that of a counter balance, if you will. Democracy. It is something that flowing counter to what you believe should be happening, that you have a means by which to express that for consideration.

Now, I would like to break the administrators and the board members off into a separate group, and they have further inconsiderations. I believe that administrators, for all intents and purposes in public schools, need to act in the communications mode to provide an avenue for communications and dissemination of information and the soliciting of input. Now a lot of times you

will find that if there are problems in your respective districts, those are largely the areas where you can detect the problem. Now thirdly...er...I'm sorry. The second portion is, and this is really important, and that is the support group theory that was mentioned yesterday by Harry Wong. People need to feel that if they are giving you input or if they have a problem, somebody is listening, that the information is moving. And when you get some sort of rationale as to why, that the support group is there to say 'yes we heard what you are saying, but these are the reasons why things are the way they are'. I think so often in society, if you will, we raise questions and nobody has an answer for it and you get quite frustrated, and I think that is evident here as far as public policy is concerned. Now as we move over to the boards role, I think a number of you are quite familiar with that. But for, I noticed that in my district, there are a number of people in my district that don't realize what the board's role is. I think a number of those people happen to be on my own board. So if you will bear with me, I would like to explain to you what I view the purpose and the function of the school board is. I think this may help a lot of you out.

The school board is the legislative body of the school district. They have a specific function. We establish policy based on a number of considerations. One of them is players consideration. The players that I just mentioned to you. Secondly, the state statutes and regulations will dictate exactly what you can do or what you must do by minimum or maximum. Those have to be reflected. And thirdly, we are going to provide local control by doing them. Local control is the means by which we can insure that the wants, desires and needs of our local communities are reflected in our educational system locally. Now this is an important, and a lot of people don't realize what they are doing when they get involved in a decision-making process on a local level. And that is basically what we do. Now, we in short conformity, by being accountable. Who is going to be accountable for education in the local district? Somebody has to be accountable. Somebody needs to make decisions. Hopefully, they will base those decisions on consideration of all the factors, but someone has to render that decision. And when that decision is rendered, someone will definitely raise questions. Who best to fill that question? An elected body that is kept separate from the educational mechanism so that the classroom teacher is not drawn out of her classroom to defend some policy that she had a hand in as far as the decision making is made. Now there is nothing wrong with that.

There are levels of input in the decision making mode. But I want to stress that the system that exists now, the board is accountable and the board should act as an umbrella for the overall educational system of that local school district. An

umbrella, if you will, in that the mechanism can continue to function without interruption because someone is upset with the system. And if that umbrella of that function of that board is not operating and not responsive to the need and desires of that community of which all the players are members, then I submit to you its time to make a change. And that is what happens. A lot of us who are encumbants, like myself, don't like the idea of being moved on or being voted out but that's what happens when you are not responsive to your community through local control.

Now, with that short explanation, I would like to ask those three questions that I'm going to ask the panel, and Mike, you can take care of the moderation if you will. What is the desire or what is the desired level of involvement, teacher involvement in decision making and the desired results? What are we trying to accomplish? And then lastly, what are the pitfalls?

Adams: Yes, we have a question for the panel...er... a response.

Question: (inaudible)

Adams: Okay, good point. Ken?

Burnley: Well, the first question was the level of involvement. Is that correct Carl? Okay. We've made numerous attempts in the Fairbanks School District to involve not only staff but parents because ultimately, as I referenced some time ago, you really cannot find out what you should be doing unless you know what it is people feel they need and want. Both of those are different, but unless you understand that basic premise, you will forever miss the target. So in terms of the extent of that involvement, we try to have our staff teachers, as well as classified employees, as well as everybody that works in the district, involved in screening and selecting of people for various positions, whether administrative or otherwise. We try to have them involved in primarily making the major recommendations in anything that has to do with what goes on in the classroom. And that's all centered in the instructional area where the person is not in the line relationship working with the staff in order to see that that is delivered. And that process has expanded to every aspect of things that we try to do in Fairbanks and is extended to the parents in the same regard. Listening is a skill. I think differences are needed. Voices will always raise in anger because involvement is hard work. But as plan will still be made, and I think you will find that they will be planned and productive if you follow that overall process.

The second question Carl gave was what? Will you repeat that again for me? The desired results are to have those people who are effected by any decision making involved in the process. And I think when you find people that are effectively involved in

the process in terms as to how something is done, it works better. I think the primary pitfall, which is the third question, I think everybody worries about control. I am going to lose my power. Building principals worry about it, boards sometimes may worry about it, superintendents worry about it, and I think the concern should less be am I going to lose power because I like to examine it from another pointers prospective or another point of view. If you are willing to share in decision making, and those who want to participate and do in the process, they, number one, are not necessarily interested in controlling and will make that generally very clear to you because they don't have time to do the job. But if in fact you are willing to do that, your power is expanded to the degree that the numbers of people involved in the process are included. Another way of saying it is you don't lose power you gain power. Whether it be through parents and/or staff.

Adams: Gayle?

Pierce: I think that teachers should be involved in every decision that effects them. That the desired results are the quality of the decision will be better because teachers are involved. The benefit is that the decisions are much more likely to be implemented. and I think that Don touched on that earlier. And the pitfalls or the problem with it is that it takes time. It is much more efficient to make a decision all by ones self.

Adams: Okay, thank you. Others? We've come to the end of our allotted time and I would like to conclude by sharing with you five recommendations that this panel developed as a result of our discussions this morning, and telephone conversations that we've had over the past ten days in preparation for our panel today. But first of all an individual observation: If we can leave this meeting and this conference with a sense of our responsibility for developing pride in our profession, that's got to begin with the classroom, then I think that we will have taken an important first step in establishing a foundation for a reform to happen. And I heard this as kind of a underlying thread in everything that has been talked about this afternoon.

I am going to kind of struggle through these five recommendations. I will do it very quickly. We didn't talk about staff development as it relates to school superintendents, but I think we need a handwriting consortium for school administrators, particularly superintendents. Ken and I will be the first enrollees.

The first recommendation is that the state establish staff development as one of its highest priorities for educational reforms. Second, the State, in cooperation with school district throughout the state and the Department of Education, University

of Alaska, develop formal incentive programs that attract youth to the educational profession. Three, the State Department and local school boards study the findings of the study of teacher incentives, the one that was eluded to by Ken in his discussion earlier, that is currently in progress to determine which recommendations are pertinent to Alaska's need and formulate appropriate policies and statutes to insure effective implementation. Four, that the state local districts be required to implement those incentive programs adequate to attract and retain professional staff. Five, that the policy considerations discussed today on keeping 'The Best and the Brightest' as well as other reforms measures under consideration be forwarded to the State Department of Education for inclusion in developing the cost model for financing public schools in Alaska.

I would like to thank members of this panel and to all of you for your courtesy and cooperation. Thank you.

END OF CONFERENCE

WORKSHOP G

This workshop will explore the effects
and uses of modern technology to
facilitate education in urban and rural areas.

December 16, 1983

Moderator: Beverly Michaels, LeanAlaska Program, Manager

Panclists: Dr. Bill Bramble, Director, Educational Technology
and Telecommunications, Department of Education
Dr. Joseph Deken, Professor, University of
Texas at Austin, Author of "The Electric
Cottage"
Dr. Marshall Lind, Visiting Professor, University
of Alaska, Juneau, (former Commissioner of
Department of Education)
Bill McCaughan, Director, Center for Instructional
Telecommunications, University of Alaska,
Anchorage

THE TAPE FOR WORKSHOP G DID NOT RECORD

Can Alaska Train Alaskans For Alaska's Jobs
December 16, 1983
Workshop H

Moderator: Rosie Peterson, Executive Director, Alaska State
Advisory Council on Vocational and Career
Education

Panelists: Al Fleetwood, Director of Planning and Corporate
Development, Ebasco Services, Inc., Frank
Moolin and Associates, Alaska International
Constructors, Inc.; President of Anchorage
Chamber of Commerce, Vice Chairperson of
Alaska State Chamber of Commerce
Mike Irwin, Assistant to Vice President for
Shareholder Relations and Corporate
Development, Doyon Limited
Honorable B. B. Allen, Mayor, Fairbanks North
Star Borough
Jim Schlegel, Director of Special Programs,
Fairbanks North Star Borough Schools
Karen Perdue, Director of Community Development,
Administrator of Job Training Partnership
Act, Community and Regional Affairs

Allen(?): ...Twentysix years ago, he will probably tell you
that he is younger than Wong and he only came, he was only
twentyseven. As Director of Planning, as Director of
Planning and Corporate Development for Ensearch Corporations
in Alaska he represents Ebasco Services, Inc., Frank Moolin
and Associates, Inc., Alaska International Constructors and
is recognized for his leadership in business in professional
and financial circles throughout the State of Alaska. He
has received numerous awards. He received the Governor's
Volunteer Award for 1983. He is currently President of the
Anchorage Chamber of Commerce and received its 1980 Gold Pen
Award as the outstanding chamber member of the year. He's
vice chair of the Alaska State Chamber of Commerce and past
chair of the Fairbanks Chamber of Commerce. He is a member
of the Alaska Air Command Civil Affairs Board, he's also
active in military circles. He's on a citizen's advisory
committee, University of Alaska, Anchorage, and maintains
broad interests in the promotion of education statewide and
nationally. He's a member of numerous organizations. His
wife and his two daughters and son only see him between the
hours of 3:00 am and 6:00 am in the morning. I'm proud to
present to you Al Fleetwood.

Fleetwood: You notice Mayor Allen has thrown his cards all over the room. Did you pick up any over there? Because of my intense interest in vocational education, particularly in Alaska, where more than any other state in our nation, there are ever developing opportunities in the work place. And there are critical needs in the work place that aren't being met.

I'm very pleased to be a part of this panel today. And I'm particularly pleased and I wish, I hope, there's one individual that I overheard in the audience here, and I would direct some remarks to him, but as an administrator in a high school was making a statement to the fact that it wasn't, the high school level was not the level of education that should address itself necessary to vocational education. And that the, this statement or this belief was substantiated by the business community and absolutely nothing could be further from the truth. And also, I heard some discussions about the tremendous conference that you had someplace where there were about 7,500 vocational, leading vocational educators in the United States there. And I'm concerned that there weren't some, what you might call, regular educators in that group because you were more or less talking to the choir. And it's obvious and I'll relate to you some of my experiences.

Bu. it's obvious that the right people are not addressing themselves to the opportunities that are necessary and affordable through the vocational education systems. And I am so sincere about that and I wish you could hear me in some other groups where they say well, leave the basics to somebody else and you need the formal education. That isn't so. We need both. And it's a happy merge. And I hope that I can, I can come through and emphasize this point in some of my remarks.

We're all aware that the United States is struggling to compete with other nations in almost every facet of business and industry and with major keys to the competitive edge being in labor costs, the level of productivity and the quality of service or product. And it's the prospective of business and industry that we need a constant supply of individuals for the labor force that are, will enable us to maintain that competitive edge if we haven't lost alot of it already.

Alaska's prospective is influenced by the facts that we

1. must remain competitive with the rest of the nation;
2. the fact that Alaskans want to enjoy the benefits of added jobs and expanded economy for our state.

And I'll use the basis of my remarks and I gave Mayor Allen a copy of our study that we just did. But it's a 1983 study and it's the most current thing that's done, I would believe probably in the United States in which I was involved to review the vocational education programs within the Anchorage School District and the Anchorage Community

College. In this external review, over 230 members of the business and industry community reviewed fortyeight programs, examining the curriculum, instructions, facilities, equipment and the support services of our vocational education programs in the ACC and ASD. The chairperson for each of the twentysix advisory committees conducting the reviews served as a steering committee, which I chaired. And upon completion of the six month effort, the review of vocational programs is presented in two different levels within the final report. One level focused upon each of the fortyeight specific programs, while the second level focused upon the overall vocational education program within each of the two educational systems and the cooperative efforts between the two, that's Anchorage School District and Anchorage Community College. I'll be taking selected recommendations primarily from this second level of this steering committee report and I'll elaborate on my own perspectives to make the points that I feel are pretty doggone essential here today.

The primary recommendations are that the Anchorage School District and the Anchorage Community College should take seriously and implement the recommendations offered by business and industry. And, I, you know, business and industry is where these people are going to end up, we hope as effective contributors and the educational system just is not calling upon business and industry enough to participate within their programs. And that more cooperative planning needs to be done between the Anchorage Community College and the Anchorage School District. And business and industry and then to provide more space and equipment for vocational programs.

With that, from my perspective, the economic growth and expansion of Alaska's business and industry is highly dependent upon readily available, well trained labor force. The education system absolutely must work closely with business and industry so Alaskans can become that readily available and well trained work force. Some of our growth is very predictable and ongoing with a rather steady growth, such as our tourist or transportation industries. We can assist educators to develop and update and maintain training in these areas on an ongoing basis. And that doesn't, I believe that we are participating in it. They are calling upon us regularly and I think we're doing that pretty well.

But the other facets of Alaska's growth are part of our boom and bust economy. We're certainly in a petroleum boom now and for a period into our future. The fishing industry tends to rise and fall, I guess you could say with the tide, and certainly in cycles. We're sitting upon some of the nation's, of course, greatest mineral deposits. And coal is coming into being now into an international scene.

Resultingly, we must be prepared to provide short intensive training and perhaps in a very limited time frame.

This may even call for business and industry to contribute to the short notice, short term and intensive job training efforts. And business and industry is willing to make that commitment.

Our ability to attract new business and industry to our state is dependent in part, and to, I think a pretty substantial part on our ability to supply a trained work force. Without good vocational training programs, we face the importation of needed labor force or nondevelopment. That is uh. Or we just won't get ahead as fast or as orderly as we want to and we'll find our economy in a slide backwards position. And we experience, we have been experiencing both foreign and from the Lower Fortynine the importation of labor at the expense, I think of our Alaskan labor force. We've seen that in the media. There are of course legal battles over that right now. And I don't think that that need to have reasonably occurred.

There is a need for cooperative efforts of between education and business and industry and I'll be emphasizing that throughout some of my remarks today. The efforts made by the advisory committees on the project that I earlier referred to are a positive beginning in the involvement of business and industry and the vocational programs in both the institutions that I addressed, I'm familiar with and that's Anchorage School District and the Community College. And this effort should be continued. If this project has potentially effected change because of interplay between business, industry and education, then the advisory committees for these vocational programs should continue and they have agreed to do that and it's a tremendous resource within this community that's out there with a pretty doggone strong commitment.

So let me share some of my perspective in this area. According to the United States Chamber of Commerce, 80-85% of all new jobs in this country are generated by companies of one hundred or fewer employees and, in Alaska I would believe-----utmost that these small companies are able to turn to the vocational education programs for trained workers. And that's a resource that we really need to supply, and I think have a responsibility towards supplying our labor force and our small business force.

We in business and industry are eager to work cooperatively with those in the vocational education so that the very best training can be available to perspective workers and this is very evident as we are, that we're willing to serve in advisory committees to review and support the vocational education programs. And all we ask is that you use our time efficiently and that you give us time to talk, as well as to listen. We can often provide meaningful practicum experiences for vocational students through cooperative education programs. And there are even times when we can assist you all in getting student training time on specialized equipment or in specialized facilities.

And speaking on behalf of business and industry, again, we're always open to having people from our businesses visit your schools and to make presentations to the students. Particularly where students are exploring and making career decisions. There's a real communications gap between members of the education profession and those of us in the business and industry communities. And meetings like this one that we're having today and projects like the one between the business and industry community of Anchorage, the Anchorage School District and the Anchorage Community College, are very positive steps toward overcoming this problem. There is a need for greater priority for greater, for vocational education within our education agencies. And I would recommend that the boards and chief executive officers of both the Anchorage School District and the Anchorage Community College should adopt policies, favoring and setting priority for programs preparing the students for the world of work. I guess that's a reasonable way to put it. The administrators and the counselors and the nonvocational teaching staffs need to be better informed about and have much more positive attitudes about the vocational education component of both institutions.

Counselors absolutely must become more, and I use that absolutely when I use other superlatives and I know it's, not right to do that, counselors must become much more familiar with the vocational programs and the world of work and become more dedicated to helping the vocational student. Vocational instructors must be provided opportunities and requirements for upgrading their technical skills and practical knowledge of the work place in a timely manner. And our study certainly points that out. We must provide for a modernization and a standardization and an ---- schedule and maintenance program for the equipment and facilities within the vocational education of each institution. Great lack in those areas.

So from my perspective there is a great deal of publicity about America's schools in the news. This publicity focuses on the declining performance of the students, academic standings and the implied question of what is the real priority in our schools?

Approximately one third of our adult life will be spent working in one or more jobs. The United States Department of Labor predicts that today's high school graduates will change the type of work they do between seven and ten times during their working careers. And psychiatrists tells us that the mental health of the American adult is highly dependent upon a feeling of self worth and of productivity. Much of which is obtained on one job, on one's job. And now try to tell me that vocational education is not important at whatever level in the education process.

So these all seem like very sound reasons for the American education system to develop a priority for

preparing the individual for his or her place in a working society. Now I'm not advocating that the only purpose for education is the preparation for work. However, it seems very important to us in business and industry that the preparation for work be among those top priorities as the purpose of educating our citizens. Now let's address workers characteristics which business and industry are looking for through vocational education.

I recommend that vocational students will best be served within the coordination and cooperation, when the coordination and cooperation is optimum between the Anchorage Community College and the Anchorage School District vocational programs. And between ACC and ASD vocational programs and the employing business and industry communities. Both institutions need to develop a better tracking system so that both ASD and ACC can determine what happens to vocational education students for the three or five years after they have left the vocational programs.

And better policies and procedures need to be developed to set the criteria and screening processes for students entering the practicum, so the more serious student is admitted. And we must provide students with a practicum experience that is just more than just a part time job. Set up a series of varied tasks so the students receive an overall view of the industry. Practicum experiences should be of a longer duration, more realistic and more closer related to the occupation in question. Practicums should be more, made available to all students within the vocational programs. And the vocational programs should teach appropriate business attitudes and expectations in behavior.

And for maximum results, ADS and ACC should concentrate more efforts in teaching the basics, that is grammar and spelling and punctuation and communication in math. So the vocational students will possess these necessary skills as they enter the labor market. So these students should have received that in the lower grades or even up to the point where they go into vocational education programs. The fact is that they haven't. The fact is that they probably could not be encouraged to go back into the educational system and regroup, and therefore it must be made a part of the vocation, no education systems. Just to teach the basics, just teach them the basics and we'll train them to do the job. This is a statement that's often spoken by those of us from business and industry. And it's often a statement that gives a slightly inaccurate perspective of what we mean.

For example, when I hire a secretary I expect to train her in how I want her to operate my office, and things like processing of paper, in and out of my office, and when and when not to interrupt me with a telephone call. These things are unique to my office. However, I expect the person I hire, for secretary services, to know how to type, to be familiar with a word processor and how to file and how to use various office machines and to take dictation and so on.

The basics mean that he or she can read, write, spell, do math, and the like of that. But it means really alot more, it means that he or she has all the basic skills and knowledge to be efficient and to be an effective secretary. And it further means that I expect this person to have the proper attitudes, the expectations and the behaviors necessary to perform in these positions.

I find that many people in jobs today who perform poorly or who have a poor attitude resulting in conflicts with their fellow workers and or supervisors. And this is often due to those persons having chosen the wrong career for themselves. Our educational institutions need to do more, much more in helping students explore and make sound career decisions. And this is just as true for the college bound student as for the students prepared to go to work right out of high school. Career education is an important service for our students to select the careers for which they are best suited.

We, in business and in industry, need people who are responsible, who have leadership skills and know how to work through a team effort and who recognize the mutual benefit between themselves and the company for which they work. The American citizen needs a better understanding of the economic system of this country and they need to know that the term profit is not a dirty word but essential to the survival of free enterprise system. We may focus too often on the role of the individual as a worker for someone else. Perhaps we need to instill an attitude of entrepreneurship in some of our students. There are endless exciting opportunities for individuals who want to strike out on their own. And I think that that opportunity couldn't be greater then here in Alaska.

So in summary, through the project of the Anchorage School District and the Anchorage Community College, we found many positive things about the existing vocational education programs, however, through the work of the many people from the business and industry, the vocation of program reviews identified areas where we can work to strengthen the vocational programs at both of those institutions. And I know that this address has been from experience, but I don't know how else to put it because the information is so timely, I think so valuable to all of us.

And these improvements as I have shared them with you and just in a sort of a recap, focus upon the importance of vocational education's role in the economic growth and expansion of Alaska, the need for education, business and industry to work together cooperatively to meet each other's needs, the need for vocational education to become a higher priority within our educational institutions, and the need for business and industry to identify the characteristics we want vocational educators to build within their students to meet the needs of business and industry.

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And in final analysis we can do it, if we cooperate and we coordinate. We can prepare Alaskans for Alaska's jobs. We all have a lot to learn so let's begin with a partnership and a commitment to learn together. Vocational education is positive. It's an important division of our educational system, it deserves emphasis and should receive proper attention. It's vital to the whole, that is, in the concept of being complete educational process and it must not be considered a drag on the system, which frequently is the case. Historically we have funded it, we've housed it and we've fed it, but have given it no love, and the end result, is as you might expect. Thank you.

Moderator: I told you I was proud of this panel. Four more to go yet. I would just like to say that I appreciate Al's comments and say that he's provided a challenge to us. He is saying to us that business and industry are willing to come in and to work with us and to cooperate with us. And I think that's an important factor and we should all take that challenge up. We did a study a couple of years ago and it said that over 70% of business and industry who responded in our survey were more than willing to open their offices, open their industries to train teachers and to train students on on the job training. But only 15% of them were doing that. The challenge is there, I hope we pick up on that.

Comment: inaudible

Moderator: We'll be able to answer questions after the major presentations, if we can. The next person that I bring to you today is the Assistant Vice President of Shareholder Relations and Corporate Development with the Doyon Corporation, housed out of Fairbanks but works with interior Alaska. He was previously an education supervisor with the ----- and one of the major components that he worked with was vocational education. He also has been a staff member of -----, which is down from my home country out of Juneau. And I will tell you that he has been born, he was born and he has been raised in interior Alaska. And he told me "he knows the tundra intimately". Now I'm not sure what that means, but I'll probably give you Mike Irwin.

Irwin: Thank you Rosie. I guess ----- on rural Alaska and she was scribbling all these notes about my involvement with rural Alaska and I brought up the tundra and that was because, and this comes back to, I don't have any great notes prepared because for the last two weeks I've been thinking alot and trying to get my thoughts together, and my original plans for my speech had been to be here in Anchorage yesterday, to sequester myself in the hotel room and put it all together in an outline form. What I was

doing yesterday was running around out in the tundra outside of Kotzebue wondering if I was going to make it back. We were in near white out conditions and I was telling Helen Chamberland (sp?) from Kotzebue, she was asking me how I liked my trip. And I said it was great except for, had I lost sight of my traveling companion, I would've been on my way to Russia because when we got out onto the ocean, I had no idea of how we had gotten there. So I, I got a feel for that beautiful part of our State.

Before I start here, I'd like to say that I have been asked to try to give a rural perspective. A couple of things I'd like to make clear first of all, is that although I was born and raised in interior Alaska and I'm an Alaskan native, I don't want you to think that I'm any kind of an expert on rural Alaska. Secondly, I'm going to be speaking in generalities. The kinds of things that I'm saying, the problems that I can see are general and I say that because ----- from Kotzebue said that if I don't make sure I say that that I might never put my feet under her table in her house again.

The NANA region is, I think, one of the most prime examples of what we can do if we do cooperate. When you talk about can Alaska train Alaskans for Alaska's jobs, first of all we have to identify what those jobs are. And I think that it's very apparent that here in the State of Alaska we don't have any kind of a good idea of what kinds of jobs we might have available even now, let alone ten years from now or twenty years from now. And that makes for some real difficulties in planning for training, in trying to decide what kinds of training programs our pupils should be going into and how we should deliver those, that training. I think that's one of the first things we have to do. This is apparent all throughout Alaska, and I think it's even more so in the rural areas. Because out in the rural areas we have some real conflicts whereas we know that if a major oil field was discovered in Fairbanks, there would be no question that it would be developed, but if it was say, uh, discovered downriver in ---, I don't know if Pat and some other people around here that I see would much care to have that developed. Obviously there would be jobs available but there would have to be some real concessions made for rural Alaskans if that development was going to take place. So when we talk about rural Alaska, what jobs might be available, we're looking at a real conflicting picture.

Conflict again comes back to development in rural Alaska and where we want our jobs for our people, we also, to a certain extent, want to make sure our traditional lifestyles are maintained. And I'm not just talking about the traditional native lifestyle, but the traditional rural lifestyle where we have nonnatives who live out there who appreciate that type of a lifestyle as well. Trying to come to some kind of a resolution of that conflict, it's going to be a difficult thing for us to do.

Coming back to NANA, we see where they're trying very much to do so with the Red Dog Mine that hopefully they're trying to get on line and we see problems there. First of all, who's going to provide the basic infrastructure to transport any kinds of minerals out of there, how are local people going to be trained, how will the rest of this state make the kinds of concessions that the people of NANA region are going to want, that there be balanced economic growth, local people be trained and hired on the jobs that are created by that, and that the region in general stays to the extent possible in a condition where traditional lifestyles can be practiced. All of these things are very difficult.

If you look at Anchorage, again and Fairbanks, it's easy to image economic development of any kind. The structures already here. We have to try and find some way, some kind of structure that can be livable by all of us, that we can all live with if we're going to be creating jobs. I don't want to sound like it's all bad news, we do have some real good successes.

But before I go into those, I'd like to try to point out some of the problems that I've seen with vocational training. Al Fleetwood touched on a lot of them, he talked about delivery, who's going to deliver it, that's a problem. Rosie talked about when she says no one is talking to anyone else about the problems, that's a definite problem right there in and of itself. Who's going to pay for training? Who's going to plan the training? These are all problems that we have to work together to try and resolve.

Now, in the Doyon region, one of the things that we've found that is really successful is for business, mainly Doyon and other corporations, the native corporations I'm speaking of mainly of here, to work with our nonprofit corporations who are using public sector dollars, working with communities and with the training institutions to put together the training programs to meet specific labor market needs.

We've done this on several occasions over the last couple of years and we've found them to be highly successful. But first of all we identified the labor market needs. That was our starting point and we were in a real good position to do that because the private sector was creating, trying to create those jobs. I'll use a subsidiary that we own half of, Doyon ----, Inc. which operates an oil rig up on the North Slope under contract to ARCO, Alaska. We decided when we bought the oil rig, that we wanted to have our native shareholders working on that rig. So we worked with the ----- who had training dollars available, worked with the ----- to put together a training package for us, and then we all worked together to give those trainees the support that they needed. Not only financial support but moral support in their training. And then we placed them in jobs, then it was up to them. We, in

over a year and a half, we have had, I think out of twenty of our shareholders employed on that rig, we've had two people quit the job. And that's a pretty good record when you look at the oil industry.

And most recently, just two nights ago I was in Kotzebue for their graduation ceremony, we had fourteen of our shareholders at the Kotzebue Technical Center graduating in an accelerated food service program. Mainly, we were, we had again identified the job, the market needs, the labor market needs and that was with another native corporation in the interior who had won a contract on the North Slope, a catering contract. We saw that we didn't have people, enough people, our people with the training or experience needed to fill those positions, so we asked the Kotzebue Technical Center to put together a training program for us. We worked together, people from our company, from other companies, from the public sector, work together to screen applicants. Once we had selected our pool of trainees, we sent them off to Kotzebue, made sure that they had a lot of good support, moral support. Out of sixteen people who started the training, fourteen of them graduated. We were really proud of them. And hopefully, they will go to work up on the North Slope. Now, of course, these are just small examples of what can happen but I think they're good examples of what can happen when we all work together, when we try to communicate.

Another thing, too, I guess because I was just so thrilled over some of the things I saw happening in the NANA region, that's in the northwest part of the state, and I know that probably this is true more on paper than in reality but Kotzebue Technical Center, which is part of the school district, the Northwest Arctic, am I correct Helen? Ok. Works very closely with the Kotzebue, or the ---- Community College wherein if one is offering a certain course or a certain kind of training, the other will not, so that they can provide the best possible training to the people of that region. But the key here is that they talk to each other, they try to work together on it. And they have a community, and when I talk about a community there, I talk about the entire region, who seems committed to that, who seems committed to working together. They have the profit corporation in there concerned about what's going on, they have the nonprofit corporation, native corporation. You guys must have identified my bias by now. I'm native, I work for a native corporation, I'm sorry. But in, so much of rural Alaska is native that we don't discriminate.

So I think that's the key to all of it is cooperation and one of the questions, one of the things that I was asked to cover and it was by a person who couldn't be here today, she's on vacation, in fact I'm probably sitting in for her, she would've been here talking if she had been in the state, is who's going to deliver. Like I said in the NANA region,

they've decided that who's going to be doing the delivering. But that's not an easy question to answer. I think the question will come, or the answer will come when we all start talking to one another again. When people start saying what we really want is trained Alaskans so that we don't see, much of rural Alaska depends upon seasonal employment, construction mainly, and we see a lot of importation of labor. Again, Al touched on that. Not only importation from outside of Alaska but from outside of the particular village itself. Ok. If we, we're talking to one another and we're working with each other, institutions, business and the other parts of the public sector, we could be training our own people to take those jobs, but instead we all do our own little thing.

This is really apparent when I was working with the -----Chief Conference's education supervisor, administering the ----- training program. We didn't talk to anybody, we had our own funding, we did what we wanted with it, except for a counselor at the ----- School District, I see her sitting her and I better make sure that I, she worked very closely with us to try to make sure that our students were given adequate training. But we weren't working with the other groups to make sure that, first of all, that jobs were needed for those people that we were training. A couple of instances I can remember out of one village, we had I think three young men, it's a small village, three young men going to the same training institution for the same type of training. All intending to go back to that village and hopefully find some kind of work. We see this happening on more occasions than we'd like to and one of the reasons was that we weren't talking to anyone else. We weren't trying to find out if there were other types of jobs available, who could help us identify those jobs and work with those young people so that they could make wise decisions about what kind of training they wanted.

Now before I ramble on any more here, I think I'm just going to try to close it all up. To say that if we are going to train Alaskans for Alaska's jobs, we have to work together, the school districts, the university system, the private industry, public sector agencies, the state. We have to work together to provide the facilities, to provide the training programs, to coordinate training, to counsel the perspective trainees, to encourage them in their training, and to help place them once they have their training. And as I said, we've had some successes in the Doyon region trying to do this is going to take a greater effort than we've been able to come up with so far. But I think, if we're tuned into that same type of thinking, that we will put our people to work and they'll be in jobs that they'll be happy with. Thank you. By the way, I'm not going to stick around for questions.

Tape II

Moderator: The next person that I have to introduce to you is the youngest person on the panel with regard to tenure in Alaska. He is our relative newcomer. But he brings a lot of experience, not Alaskan experience but experience in vocational education. He has currently is a Director of Special Programs of the Fairbanks North Star Borough School District. He's been a coordinator of vocational education in service for Oregon State University. He's been a coordinator of Oregon ---- Programs, again with Oregon State University. They like him. He has been Director of Pupil Services, Career and Vocational Education in Fremont (sp?) County School District, number one. He's director of experience base career education in Fremont County, he was a consultant in career and vocational education and he's been a distributed education coordinator. He has worked in private, in the private sector, (excuse me while I stutter, I'm doing it all on my own, you guys aren't helping me). He has been involved in the private sector in sales, marketing and management. He's a member of the statewide, oh excuse me, the private industry council on the Fairbanks North Star Borough. He is a Congressional Fellowship Awardee for vocational education leadership and growth in 1976 and he was a Wyoming and Oregon Young Man of the Year nominee for the Jaycees. I know when he comes up to the podium, he will look well preserved and I give you a personal friend and a professional I admire, Jim Schlegel.

Schlegel: See attached for his speech.

Moderator: The next speaker has the known quality of involving people less than five feet in hockey, football and other activities. And so he says time for a time out. So I'm going to declare a thirty second break where you stand up, shake it out and will you lean to the person next to you, anyone besides you that you don't know and tell them a vocational skill that you have. Meet somebody in the audience and I'll call you back here in thirty seconds. Up.

Allen:(?) It's Friday and an experience for me to serve on a panel with such distinguished people including Al Fleetwood, and I commend Senator Josephson and members of the Health and Social Services Senate Committee for asking the questions that we're hopefully addressing today throughout the conference. I think they're very straight forward questions and I appreciate the fact that they are being asked and I think the answers are going to benefit all of us and the youth and the future of our great State of Alaska. I particularly appreciate the conference theme which supports the title of Alaska's Schools and Public Policy.

We've got here now where are we going. This is a question, in my opinion, that should've been asked many, many years ago but I submit to you that it's not too late. I think that we can, you know we're still a small state, we're less than 450,000 people. I think we can ask these kind of questions and answer to them because there's a lot of talent. There's an abundance of talent of people in the State of Alaska that can answer the kinds of questions that are being addressed here at this conference.

I've been asked to talk about where we're going and have to train our young Alaskan men and women to meet the demands of Alaska's labor market. And before I can even consider an answer to that question, I would need to know, obviously, what are the demands of the labor market in the private sector. I think Mike Irwin pointed out very well that we really don't know how to train our people because we don't know what jobs are available now nor do we know what jobs to project in the future in rural Alaska.

Quite honestly, I don't think we're going to answer the question of what jobs in the private sector are needed until we as a state develop a policy on economic development, both for the rural and the urban communities of our great state. Our state is --- to a four billion dollar business or industry and yet we have not -- articulated the direction in which we're heading. The state must have a direction and reduce it to writing, we're able to attract and maintain a healthy investment climate in our state. Thank you. The industry must have a policy that it can depend on. They need something, and we are a young state, when industry looks at us they see a state in its youth. Well, that's fine, there's a lot of advantages in that but as we grow, we need to define the direction in which we're growing. And what we are going to be when we grow up. Industry needs to be able to relate to that and see that we establish a track record in that direction. So they can have that almighty confidence that's required for investing that big buck in our State of Alaska.

Until this first step is taken, the question of strong economic development in our state is going to remain haphazard and --- at best. And that's a negative approach and I'm not a negative person and I apologize for that. But I guess I'm like many others in this state who are frustrated over the potentials of resource development that we have in this State of Alaska and yet year after year, we fail to see that potential developed.

I'm encourage to the Sheffield's administrations initiative to support mining and agriculture because obviously in the interior, that's kind of what we're made up of and we hope to develop that resource. The Governor and several of his key Cabinet members recently went to the Pacific Rim countries and talked to them a market source about how we can develop a relation of trade and commerce

between our state and their countries. And that the bottom line to it is how can we trade what we have in the area of natural resources for money. And I would submit to you in doing this we're going to employ a lot of young men and women in Alaska. I firmly believe that we can use our mineral and agricultural products to enter the Pacific Rim markets. I think we can open the door for those two resources. Unless we get our foot in the door, in any of those eleven countries, other resource exports will follow. I'm also excited about the export of our usability --- to Korea. I can see that as catalyst to other resources being exported to the Pacific Rim countries and in Europe.

I believe we as elected officials at the local level and members of the legislature to work diligently to assist the Governor in creating a comprehensive policy on economic development. Once the Governor's policy is defined and the legislature signs off on it, our efforts are directed towards establishing goals. I believe we can realize the benefits of a strong diversified economy within a few short years. Obviously the bottom line of economic development in the State of Alaska is the creation of new jobs which support the economic growth and which are filled by trained Alaskans, Alaskan men and women.

As I said in my opening remarks, I'm very flattered. I said that six times as I recall, to have been asked to serve on this panel with such distinguished people. I've been considering my comments for this conference for about a month now. During a recent trip to Seattle I had an opportunity to talk with someone I consider to be a real pioneer in Alaska aviation and a fellow that many of you may know, by the name of, get this, Orvil Wilber Tosch (sp). This is his real name, he goes by the name of, we call him Tosch, but he's a key figure in Alaska aviation history and someone that's very interesting to talk to and really has a good head for common sense on him.

I asked Tosch what he thought about the young people in the work force today and I believe you'd be interested in his reply. Tosch said he believes there's more to any job than is written in a text book. He would like to see a return to the ---- program beginning at the age of twelve. Child labor laws prohibit teenagers from receiving youthful work experience because of implied dangers of mechanical equipment. But they can handle the most dangerous substance there is, at the gasoline pump. And as Jim Schlegel pointed out, we have legislated ourselves out of the apprenticeship business to a certain extent. But yet we take a sixteen year old kid and say you have the adult capacity and the reasoning to direct a six thousand pound automobile. I think we really need to take a new look at the real health and safety standards of the child labor law.

The conversation with Tosch when I was in the air, Tosch told me that he felt that hard work would be as useful

today for our youngsters as it was yesterday. You know I don't believe the young kids today are happy, Tosch told me. He said that he felt prosperity had robbed them of the incentives to make something of themselves. Unlike the depression, when his school mates ate sandwiches made of lard and of last night's potatoes, uch, that's written here but I don't remember him saying that. That's terrible. But he said something that's very important, he did say this, he said that you know prosperity has robbed our young people of being happy because whether they're working or not, they still enjoy the benefits of life. Well, I think that's the comparison he was making with the depression era. I'm sorry I threw in the lard and mashed potatoes.

You know I can remember my folks, my dad when he was not working, our family suffered. I don't think that's the case, sure our standard of living has gone up since you're making \$80,000 a year and all of a sudden you're out of work, you have to make some changes but it's not the situation of where you're not able to put beans on the table now as it was back a few years ago when I was a kid.

I'm not sure that you know we should start vocational education programs at the age of twelve, like Tosch recommended, but certainly before their senior year in high school. Our young people should have at least had an introduction to the real world of work. I suppose this is where I take exception to the way we are doing business now.

I was a banker and had been a banker in the State of Alaska for the past twenty years and in preparing for the conference today, I started thinking back during my career as a banker. You know how many young people came to me to talk about a career in banking. And as I thought about that, I remembered maybe five or six out of the twenty years that I was involved in that profession. And out of those five or six all of them were either juniors in college or seniors in college or had just graduated from college and they're coming to me at that point in their life asking what skills are necessary to become a banker. I think that's wrong. And I think it's the fault of you as educators and as leaders in our educational communities to have waited that long to tell those people they better start looking at their futures and their lives in the industry or the world of work. I should have been talking to these people I think when they're in eighth or ninth grade in high school instead of in their final years of college or after they've graduated college.

Why can't we get the private sector business more involved in education in our community? Why can't we say to Mr. Bank President, we'd like to introduce you to a few of our local students and we'd like for them to see what the real world of banking is all about. Explain to them that there is more to banking than wearing a suit, a shirt and a tie. But you know, we need to get the story book perception

of what the work force is all about. Reduced to the real life experience and the only way we can do it is exactly what Al Fleetwood said, hey, let's do it. Let's take these kids in their formative stages, eighth, ninth, tenth, you folks know better than I do what grade would be the right one. But let's take them in and let them talk to the private sector folks, the people that have hands on experience and they know what's required and what the skill level requirements are and let's start talking to those kids at that age so they can become prepared. That doesn't mean that every kid that walks in the bank, is going to become a banker, most of them probably have more brains than that. Excuse me Al, Al's a former banker too. That's alright Al. I think it would be very beneficial to the community to have the private employers be able to sit down and counsel the young people about job responsibilities and careers and to answer questions that they have...

End of Tape II

Tape III

...business community in the State of Alaska would be more than welcomed, would more than welcome the educators of our communities to interfacing with them and working with the students. And granted, there is a high sophistication of technology in various areas of equipment. We see it in the borough. What I thought was a big deal, we had a selectric typewriter, well now they have computer typewriter. But I think that even the employers in our state, in the private sector, would like for you to bring your students in so they can show them what their business is all about. Because they need people on a continual basis. This State of Alaska's growing and growing with it is the business community of our state in the individual communities. And there's a constant demand for skilled people.

And I can assure you that there is nothing more pleasing to an employer to be able to say that he or she has hired an Alaskan. He's saying that not only out of pride, because people are very proud to be Alaskans, but also from the standpoint of the pocketbook. If we can hire, we as employers can hire people that have lived here and have been raised here and want to remain here, we don't have to worry about this exportation. And it makes alot of sense, economically.

You know when I was attending high school in Fairbanks we had a career day and there was an opportunity for a kid to go around and talk to the various businesses in the classrooms and visit with the representatives from the various industries.

However, this effort is not enough and I don't think there's anything more effective than having a chance to walk into the business and see exactly what is going on from sweeping the floor to locking the door at night. Once this is done, the student can preliminarily select a field or an industry. This process is available, it is the responsibility of the educational system to identify the requirements and the skills necessary so we can start preparing this person's career, academically and vocationally, in order that they can compete in their chosen field.

This method accomplishes two things. First we can take our students from theory to a point of realism because they actually see, feel and touch a job that they may have in the future. They can prepare for and have the benefit of talking to someone who is actually engaged in that type of work. Secondly, we are developing people to fill community jobs that exist and our need of skilled trained people. It supports the objective of training people for jobs rather than training people just for the sake of training which has resulted in more trained unemployed people. I think that is something that vocational education has been accused of and maybe rightly so, I don't know. But when you look at some of the programs that we have had in the past, I think it's easy to see that there's criticism deserved. The social problems connected with structural unemployment a highly trained, yet unemployed frustrated work force are significant and complex.

I'd like to turn your attention now to our educational system now and compare it to the labor market that currently exists in Alaska. Is our educational system keeping up with the changing makeup of Alaska's economy? I really don't think I know the answer to that question but I would suggest that we look into the past for a minute. For example, we have known about oil and gas deposits in the State of Alaska since the late 1950s. But it was not until December of 1981 that we graduated our first petroleum engineering student from the University of Alaska. We have a lot of temporary biologists in the State Department of Fish and Game, that work as a ---- and biologists in the local streams and rivers of Alaska. Many of these people come from Oregon because their state has a very active range science school. We are spending millions of dollars in development of agriculture in the State of Alaska. Where does our universities and community colleges interface with that industry?

I believe there needs to be a very close link with private sector and educators of our state. We need to be talking to one another on a very frequent basis. That I think you've heard every speaker that preceded me talk about cooperation, speaking with one another. Rosie set the theme of the meeting by saying that very thing. And I believe

that is very very true. The private sector needs to tell the educators what is happening in the real world and how the economy is shaping up and how the expansion of our economy is creating new jobs and help the skills requirement are for those new positions. This coordination must occur if we are to adequately train our people to take advantage of the employment that will exist in the state.

At the state level, I would urge the Governor to give thought to establishing a direct link between the Department of Commerce and Economic Development and to the Department of Education. I believe the state is very fortunate at this time to have two commissioners holding the aforementioned --- who can develop that flow of information and establish a good network of understanding between the job side of the ledger and the training side of the ledger.

For example, when we do attract major industries to our state, we need to know well in advance what the skills inventory of industry are so that we can have adequate lead time to train our people to fill those positions. We also need, as Jim pointed out, a stable source of funding. But not only does it have to be stable, it's also got to be flexible. We cannot wait for eighteen months for the administrative budget process to go through its stages to establish training positions, meet the demand of industry that's going to be here in six to nine months. There has to be a structured funding source that is stable and flexible to be able to keep in step with the demands of the private sector.

That brings me to something that is very near and dear to my heart and that's the vocational educational delivery system here in the State of Alaska. To understand the vocational education's role in the economic development, we must understand and analysis where we are, how far we've come, and what we've accomplished. To understand where we are, we must determine the current direction of training and how that relates to and is coordinated with economic development. We must not just observe where we are at the present and possibly suggest where we'll go in the future. We must actively be concerned with the quality of training and creating a viable work force. I believe it is our responsibility to take what we know, analysis the research that has been done by groups such as the Alaska State Advisory Council on Vocational and Career Education, analysis those recommendations that were made, then make a commitment on a state level to forge ahead with a combination of the various that have been put forth by that task force. Where do we begin? Take that as a question that Senator Josephson and his Senate Committee are interested in having answered and hopefully I could shed some light as far as my perspective is concerned.

The first question is where are we in vocational educational delivery? One can get a hint from the problems

we are faced with. Scrutinizing this question I tried to determine what levels, or what kinds of state funding goes to vocational education in all levels, eight through twelfth grade. Public institutions such as community colleges, private institutions such as --- Chief Conference in interior Alaska. What I did determine was that no one in the private sector and the local school district and the Department of Education and the Post Secondary Education arena had a clear understanding of how much money was being expended on vocational education. From there the problem got worse. Dollar amounts are usually easy to quantify. Then I started looking into what kinds of programs were offered. The maze definitely became more complex. It appears as though in Alaska, there may be 50-80 agencies in private groups involved in the delivery of vocational education. But then I'm not sure about it nor do I think anyone else is as far as the number of peoples that are involved. But the lack of information on vocational education delivery system find it so important that we are meeting here today to discuss this issue in connection and in conjunction with the entire question of education in Alaska. Obviously no one knows precisely how much money is going into voc ed or precisely who is delivering what vocational education to whom. It's clear to come to the conclusion that there's not a clear cut or overall direction or purpose in the scheme of regional education delivery either in interior Alaska or in the state at large. When we do not have a comprehensive policy at the state level addressing voc ed in our state.

However, this particular problem can be addressed and some of the recommendations that have recently been made by the Governor's task force on voc ed and employment and training are adopted. They adopted eight recommendations regarding voc ed and employment and training programs which could have important and positive impacts on programs in our communities throughout the state. That, those of you who haven't read that report, please read it, it's really a fine piece of work.

Let me turn my focus on now to what I believe is the exciting challenges of voc ed and the delivery system in Alaska. The key question here is what is the purpose of voc ed in Alaska. I believe there is a need to establish a purpose, set goals based on that purpose and then start developing our programs. Alaska has a tremendous potential for growth, as I've mentioned several times. We are a resource rich state, gifted with a great variety of human and resource potentials which can provide long term stable economic environment in the State of Alaska. However, we cannot develop our resources, we cannot meet our potential if we do not have the proper people trained in the proper skills to take advantage of the opportunities that will accrue from economic development in this state. We do not

need vocational education system to turn out more welders when there are no jobs for them in Alaska. That is like continuing to train firemen to --- coal boilers of locomotives when all of our railroads have diesel engines. We must stop training our young citizens in Alaska in skill areas which are not needed and are outdated.

The vocational education institutions in this state must direct their energies to provide education and skill opportunities to people in industries which exists or new industries which will be coming into our state in which will need a new labor force. We can no longer tolerate contractors from the Lower Fortyeight, or Fortynine, excuse me, getting waivers for local hire laws because they cannot find adequate trained Alaskans. We can no longer tolerate putting money into programs at the state or local levels which will prepare people for jobs which have no purpose or place in our social or economic community.

The purpose of vocational education delivery systems is simple, to match Alaska's training opportunities to Alaska's jobs which exists or will exist in the immediate future. I indicated earlier, we do not have a clear handle on the kind of funding that is going into vocational education. We do know that \$22 million goes into voc ed in our high schools around the state. We must insure that both of these programs are fashioned so our young people can get jobs and stay in Alaska and also that our industry will come and stay in Alaska and use our local labor force.

And the other side of the coin, we must look at the economic development. Why are we putting such great energy and effort in developing our economy of this state. Government agencies have provided significant levels of resource support in order to encourage economic development. Though it may often be hard to determine what motivates these kinds of programs, I can say, as one individual that the reason I spent alot of time in my life working on economic development is that I want to make sure that my children have the same quality of life or better then I've enjoyed but also so they and their families can have the chance to stay in Alaska and that there are opportunities available to them to pursue their lifestyles and careers without having to move to California or Rodeo City or anyplace else. They want to remain in Alaska, they should be able to stay in Alaska and I think it's up to us to make sure that when the jobs become available that they're trained and can enjoy their place in our society.

I would like to suggest that the Seward Skill Center in Seward is an example, that makes sense, the Seward Skill Center in Seward, is an example of what we can do for those people who need and demand training in order to do well in Alaska's competitive labor market. I believe that we should give more emphasis to the skill center idea, especially for those folks, not only in the urban communities but in rural

Alaska. There are a lot of things that are unique in the work force in rural communities that may not be recognized in urban communities. And I think I'm a strong supporter of regional skill centers. As Rosie said with my introduction, I was involved with the --- Technical Center, I've spent a lot of time with Bob --- talking about Seward Skill Center. I hope that we can bring a meaningful skill center and vocational education program to the Interior of Alaska.

That's very clear to me that we have a difficult task ahead of us, however, challenges have never been discouraged by Alaskans. I believe many of you in this room have a good feel of what the problems are in vocational education and by listening to one another, I believe we can draw some conclusions about where we want to go in vocational education and the education in our state in general. I think we can get there if we simply identify what our purpose is and then direct our energies of various vocational education institutions towards accomplishing that purpose. I suggest the purposes to complement and reinforce economic development, then in turn our economic development will complement our vocational education, enabling Alaskans to be employed in Alaska, enjoy the quality of life which they so adequately deserve. Again, I remind you that this issue has been discussed for a long time. I believe that today should be the first day of developing a plan. A plan that will coordinate and establish a link that is so desperately needed between the private sector job market and our educational system in the State of Alaska. Senator Josephson and members of his committee should be urged to focus on a plan that takes into consideration the makeup of our current economic structure and also consider what the structure's going to look in the immediate future and tie that part of the plan to the educational system and allow the educators to develop a program which will be in step with the private sector as it continues to develop and expand to create new jobs.

In closing, I'd like to say that a lot of us in various communities throughout the State of Alaska are promoting economic development and diversification. In doing so, great deal of enthusiasm and excitement. The Sheffield Administration is moving towards the plan for economic development. Our various Chambers of Commerce are working for economic development. But I submit to you that unless our people in this state benefit from the expansion of our economy to the degree that their quality of life is improved, then all the efforts of going towards economic development is going to be for not. I firmly believe that one ingredient is that the quality of life pie which we talked about, one major ingredient is that the citizens of the state must be gainfully employed and be productive citizens in their individual communities in the state. I believe once we obtain a high rate of employment, you will see that other areas of concern that the Committee on

Health, Education and Social Service deals with will diminish. If men and women earn a paycheck and do not have idle time on their hands, then I believe we will decrease the need for some of the social services that we are now providing at a very high price tag. Education, in particularly vocational, of the right type, the right time will contribute to the employment opportunities and the economic prosperity of this great State of Alaska. Thank you.

Moderator: As current theory has it, the two worst places to speak are at a luncheon agenda or behind a mayor. But we have someone today that I think can handle that in a very positive way. ----- Is it true, Mayor before you leave that the best view of Fairbanks is in your rear view mirror? The next person that we have to speak to you is again a lifelong Alaskan, she was born in Fairbanks, she graduated from Stanford University with a degree in biology and she's here to tell you today that she's never used it. She's been involved in various occupations. She's been a reporter and a photographer for the Fairbanks Daily News Miner, she has been a truck driver and a warehouse floor person with the transalaskan pipeline, she was a health analyst and planner, she was a legislative and senate floor aid to U.S. Senator Ted Stevens for two years. She was a Special Assistant to Lt. Governor Miller for two years and in that capacity I worked with her on achieving some gains on vocational education. Without her we would not be where we are today with some of the things that are happening. She's currently the Director of the Employment Opportunity Division within Community and Regional Affairs which manages and houses the Job Training Partnership Act. And when I think of Karen, I think of the description that was used one time by the Superintendent of Schools in Fairbanks. Since it's her own turf, I thought I'd share it. He said there's three kinds of people; one kind causes things to happen, then there's another group of people that things just happen to them, then there's a third group that doesn't know that anything's happened. Karen is in the former group, she does cause things to happen and I'm pleased she's here today. Karen Perdue.

Perdue: Thank you very much Rosie. I think the Mayor was right, it's all been said so I will be brief. But first, I'm sorry he left because I have a joke that's a pretty bad joke and I want to try it on you. I don't know if you've heard the one about the speechwriter who had a falling out with his boss, but he was called upon to write his final assignment. The title of his speech was - full economic recovery, how to? The bureaucrat who was delivering the speech was in a hurry and he rushed to his engagement and he began to give his speech. And he began ladies and gentlemen, today I'm going to announce a four point economic

plan that will: one, cut taxes; two, increase defense and social spending; three, reduce inflation and finally provide a job for everyone who wants one. Well the bureaucrat began to get nervous because he thought why should I have left this guy go, he's brilliant. He's gonna make me a hero. So he turned the page and there was one line which was said. Adios boss, you're on your own now.

I feel a little like that in answering this question, can Alaska train Alaskans for Alaska's jobs. And Rosie always puts us in these difficult situations. But I think the answer to the question of course is yes. But the question more likely can be, how can we or will we train Alaskans for Alaska's jobs. And then the answer becomes much more difficult.

Of the items listed in the syllabus that I received when I was preparing for this panel, there are two that strike me as significant barriers to this process of sufficient training programs for Alaskans. The one is a lack of resources and that's been touched on today or the inefficient use of those resources. And the second is a lack of linkage between private industry and the training programs.

The division that I head it formerly administered CETA program and is now transitioning into the Job Training Partnership Act, as well as we run other employment programs for displaced homemakers and day care programs for parents who are in training or at work. And we see that there is a very great need in this state for training programs that are targeted to adults who have significant barriers to employment or who have trouble reentering the work force. Now you're asking what this has to do with vocational education but I've been asked to talk about some of the areas where people fall through the cracks that are not being covered in school, school systems or are out and have little opportunity or availability for options. Problems that we see are lack of marketable skills, of course or the position of outdated job skills. Lack of basic remedial skills, single parenthood, being a veteran discharged without any job skills, being handicapped, being an exoffender. If federal job training programs were not available in this state today to handle these people, I believe they would have no where to turn but to public subsidiary. As other speakers have noted, there is a great need for youth training programs which help give teenagers the experience of the work road during the summers or after school and guide them in making their career choices. While vocational programs can offer many skills to students, actual on the job training really establishes a taste of the work world and gives them good work habits.

Now, as many of you know, Congress chose not to reauthorize the CETA Act in 1982. But during the 1982 program year when the resources were diminishing greatly for

the funding of that law, we trained 3,041 people, low income Alaskans for jobs. And that does not include the native American grantees, that only includes Anchorage and the rest of the state. When the program was over, 84% of those people either received jobs, returned to school or continued training. Now the target population for CETA is quite low, \$5,800 is what you must make or less to be eligible for this program. You can't help but wonder how many people in the moderate to lower incomes that don't reach, meet that income criteria are not being served by these programs. 85% were unemployed when they began the program, the remainder were students or people who were working at low paying jobs, -- an opportunity for advancement. And one in four was receiving some sort of public assistance or welfare. In that same year there were 2,000 young people who earned money and learned work habits in summer jobs or part time work or were dropouts working full time under that program.

But I understand, and I was not intimately involved in all the years in the CETA program that it did have many problems. In the earlier days the program sought to achieve several objectives. And one of them was subsidize job creation, that is a creation of a job for a job sake. The second one was providing income maintenance. And the third was of course, training an unemployed worker.

I believe that one of the use, one of the problems in some areas in CETA was that there was too much money too fast which lead to very inefficient use of the resources. Funding for CETA rose as high as \$13 billion dollars nationwide in an attempt to subsidize our nation's way to full employment much of it through the public service jobs. Eventually it became clear that public service employment did not result in permanent placement in unsubsidized jobs. Again, a major failing was not linking the demand for actual jobs with the training programs. That's not to say that many Alaskans who had benefit from the public service employment but when the job subsidiary went away, so did the job.

Congress recognized some of these problems when they drafted the Job Training Partnership Act, so the Job Training Partnership Act replaces CETA but it is not an extension of that law. It is not an extension of CETA. Several of the fundamental principles upon which the law is based are I believe quite revolutionary in concept. One of them is that this Act goes further then any other singular type of federal legislation that is past or current to equalize the private and public sector authority over the planning of the program.

What I mean by that is that \$3.6 million will be coming to the state this year in training funds. They are being channeled through the Governor to three local entities called service delivery areas. And I wish Mayor Allen was here because he was instrumental in receiving one for the

Fairbanks North Star Borough. There is also a consortium between the Municipality of Anchorage and the Mat-Su Borough, and there's a third SDA which governs the rest of the state. The chief elected official in that service delivery area appoints a private industry council which is comprised by a majority of business people. On that panel are also educators and representatives of other community based organizations. These people working --- to design a local job training plan that targets who you want to train, how many people we want to train and tailors the training to the particular economic needs of that community. Then these private industry councils are graded, we will be grading them next year on how many people they've trained versus how many people get jobs as a result. The law also, for your information, targets older workers and those displaced workers who have through industry lay off, have outdated skills and need new job training. I think a good example of that is that we're trying to work with the Alascom Company, where they've had a fairly large, they're planning a fairly large layoff of their people. And 8% of the dollars can be used because I think Congress recognized the lack of the link between vocational education and training and training programs. And so eight percent of those funds can be used to really help that kind of dialogue to continue to occur. It usually works alot better if there's money involved with it. And we're very excited because the Department of Education and the community college system have gone into a consortium agreement and are designing plans to use that money and we're very anxious and excited to see what they're going to be coming up with.

I think another important difference about the law is the amount of money provided for the program. As I mentioned, these monies have been decreasing steadily over time. And you know, we in Alaska have felt the impact of that. But the Act requires that a full 70 cents of every JPTA dollar must be used for actual training activities. It restricts the payment of what we used to be able to do with wages, stipends and allowances, it prohibits the public service employment aspects and it limits the use of the subsidize work experience.

Now I know that's alot of language to throw at some of you who may not have worked with this law, but these requirements are expected to have quite a dramatic affect on the kind of person we'll be training and where they'll be placed because many people are poor enough that they can not go into training unless they have some sort of a scholarship or stipend to keep them in the classroom. We will not be able to do this under the law so we'll have to be working much more with private employers to be putting people in on the job training and that's where we can really use the call that Al has told us that the business community is interested in helping to train Alaskans.

So far I've talked about the federal job training funds and I believe that there are many Alaskans above, as I said these low income guidelines who could benefit from a job training experience. And yet, you know, once they leave the school we have very limited ways to serve them through state dollars and the federal monies are quite restrictive. And so I believe, I want to echo the comments of some of the other speakers is that I believe we begin, need to begin to look at job training for Alaskans as a key component to economic development. That is in particular in investments the state makes.

Maybe one criteria for funding a project should be how many jobs are created, either long term or short term by this investment and specifically how we can tie the job training activity cost into that state investment. And I give the example we allow one percent of our funds for most public buildings to be used to finance artwork, which I think is a wonderful idea. But wouldn't an investment in the people necessary to design, build, supply, working and maintain those buildings be equally as valuable?

And one of the hurdles that we're going to be facing in rural Alaska of course where there is a smaller amount of cash economy is placing people in private sector jobs. And so I don't have any great answer for that question except that I think it ought to be addressed as an issue and I would urge that all of you start thinking about addressing that with your policy makers.

I think one of the things that comes to mind instantly is that government is a major employer and that we can be doing a lot more at the state level to bring people into the state system, create less barriers for them, demystify the process, and decentralize government because decentralize government works.

So in summary, I think we can, we should and we will train Alaskans for Alaska's jobs. But of course there are some ifs to that. That is if we, as educators and administrators, make sure that we are cooperating fully so that we use every penny that we get wisely. And that if we encourage local entities to design meaningful job training menus that respond to economic needs. And we continue as a state to encourage the working relationship between local groups like private industry councils and chambers and vocational educators. And finally, the dent we make in this problem of training Alaskans for a decent job regardless of their income, regardless of their geographic location, whether they're in school or out, is proportionate to the amount of resources that we donate to that effort. Thank you.

Moderator: Well that part of the program thanks you for listening so diligently. I think seldom do I work with a panel where I give them a charge and they all cooperate with

it. The question they had, I think they answered and they said yes Alaska can do it, we're young, we're energetic, we have the resources, we can train our people to take our jobs and that we can stop the situation where we're importing our workers from Outside. There were some --- to that though. Yes, we can do it but not under the current system. I'm not going to talk today about what changes are being made but some changes are coming around and many of the changes that were talked about today by our panel. They said yes but certain basic questions must be answered. Who's going to fund it? Who's going to plan it? Who's going to deliver it? How are they going to do it? Yes, but it must be a cooperative effort. I think that Al and especially Bill Allen said specifically today that business and industry want to do it. If we don't ask them then we are the ones at fault for not keeping our part of that bargain. And we need to start early, we need to start quickly and we need to educate all of our youth and our citizens about that work place. Because not only do we need to train our youth but those of us who are over five feet that have been on this earth and in the state for awhile need to be retrained, we need to be upgraded. There are alot of things that we as adults need to take a look at. I think that we can identify the purpose, the goal before us today is do it. We talk about it, we talk about, we beat it over the head, We shake it, and we don't do anything about it. I think, like our panelists said, now's the time that we can do something about it. And we need to do that.

So at this point in time, we would like to turn it over to the experts in the audience and see if you have any questions, comments, bouquets, brickbaths, reactions. It's your turn on the agenda. Is there anybody that would like to add something or question any of the panelist that we have that didn't leave to catch their planes? Now don't all run up to the front. Don't all hold your hand up at once. We'll take you in order.

Question and Answer Session

For the most part, the recording on this part of the workshop is faint and inaudible.

Attachment: Jim Schlegel's speech

REMARKS TO:

ALASKA'S SCHOOLS AND PUBLIC POLICY:
A STATE-WIDE CONFERENCE

DECEMBER 16, 1983

BY

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Policy Conference on Young Children



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Conference Summary

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Senate Committee on Health, Education & Social Services

Pouch V
State Capitol
Juneau, Alaska 99811

Dear Fellow Alaskan:

The attached document presents the composite results of the Policy Conference on Young Children sponsored by the Senate Committee on Health, Education and Social Services and the Departments of Education, Health and Social Services and Community & Regional Affairs. The conference was held in Anchorage from November 18th through the 20th at the Sheraton Hotel, and featured three nationally renowned speakers and over 100 Alaskan specialists in workshops and panel discussions.

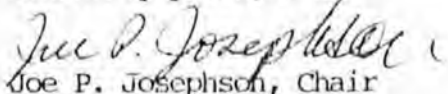
The conference addressed a wide range of issues affecting young children and families, including child abuse, quality in pre-elementary programs and responsibility for delivery of services.

This summary of the conference delineates the policy issues identified by attendees in the sixteen workshops held during the three days, and summarizes the addresses of the three major speakers: Dr. Donald C. Bross, from the Kempe National Child Abuse Center in Denver; Dr. David Weikart, Executive Director of the High/Scope Research Foundation, who specializes in early childhood research; and Dr. Shirley Moore, professor of Child Psychology with the Child Development Institute of the University of Minnesota.

Because the participants made up an energetic and devoted group of people who represented the spectrum of those involved in early childhood -- educators, parents, child care providers, social service agencies, attorneys and state departments -- I hope this document will be considered an accurate statement of statewide concerns and will be used as a planning tool by Legislators and the Administration.

For more information or additional copies of this report, please contact my office at Pouch V, Juneau, Alaska 99811.

Sincerely yours, I am



Joe P. Josephson, Chair
Senate Committee on Health, Education and Social Services

Note: Please return the enclosed mailer immediately, to help us identify for possible legislative action, the top five priorities in early childhood. (Be as specific as possible in the space constraints).



Policy Conference on Young Children

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THE NATIONAL TRENDS IN CHILD ABUSE AND NEGLECT

Donald C. Bross, J.D., Ph.D
Henry Kempe National Center
Denver, Colorado

When parents are inadequate, society's remedies are limited. These limitations lead us to examine the evolution of recognized children's rights in our culture, and the parallel development of public education.

In the United States, mandatory education was not required until the middle of the last century. The field of child welfare also had its beginnings in the 1800's, followed by child health (pediatrics) which was recognized as a medical specialty early in the twentieth century. In this historical perspective, then, birth certificates, immunization programs, compulsory education, and mandatory reporting of abuse and neglect are recent phenomena. Indeed, the first statute requiring reporting of suspected child abuse and neglect was enacted in 1963.

In our society, physical abuse and extreme forms of violence are part of the experience of many children. Statistics suggest that between twenty to forty percent of our children are exposed to violence in the home. Figures released in 1980 by the United States Department of Health and Human Services suggest that there are 5.7 cases of abuse per 1000 total population.

In another study, forty-two percent of mentally ill adolescents had histories of physical abuse. In the mentally ill group with histories of physical abuse, seventy-two percent acted aggressively towards others, while in the mentally ill group with no such histories, only forty-six percent acted aggressively.

And it is an interesting footnote to the study that neither group showed aggressive behavior toward their parents. Children rarely attack their parents. But the adolescents who were abused at home were twice as likely to attack their peers, and four times as likely to have attacked their teachers.

Sexual abuse of children is not confined to any single socio-economic group. Many studies support findings of sexual abuse at all socio-economic levels. A study in Georgia found that rural households, and households headed by women, were at greater risk for sexual abuse than other households.

Dr. Bross

In the school setting, the reporting of suspected cases of child abuse is mandated by law. But in spite of the legal requirement to report, deterrent factors to reporting exist. Reports, of course, will affect the relationship between the school and its personnel, on the one hand, and the parent, on the other. And although personnel may be aware of the duty to report, and the consequences of failure to report, studies suggest a need for mandatory training. Moreover, training should focus upon not just the reporting and treatment of very obvious cases, but also upon the need to recognize and deal with degrees of maltreatment and upon cases of lesser obviousness. Instructing teachers and administrators about the basic facts and signs of child abuse and neglect can increase the chances of reporting.

Those children who have survived histories of child abuse and neglect reasonably well appear to have had the benefit of supportive and safe adults -- such as a respected teacher or neighbor -- to whom they were able to turn in their time of need.

Thus, children require the interest and concern of not only their families, but also of their teachers, school officials, social workers, mental health professionals, and law enforcement officers. All have a job to do. A workable model that is made up of these components can be used to examine situations of family and institutional abuse and can deal best with the problems of children who have been subjected to these situations.

In addition to dealing with cases where abuse has occurred, communities are seeking to develop the right programs for prevention, to reduce occurrences of abuse and neglect. Options for such programs can include home visits for new-borns; allowing parents the opportunity to relinquish children they cannot care for; and training in parenting skills. Twenty states have now enacted children's trust funds.

In this country, there is no visible individual, official guardian, or other public official whose primary function is the responsibility to bring cases or situations of institutional abuse, or general concern for children as a class, to the attention of the executive, legislative and judicial branches of government, and to the public.

Another forward step would be to provide education in the schools on child development, and on the misuse of children, to increase accountability.

Dr. Bross

It is a principle of our society to maximize individual opportunity. Henry Kempe, who coined the term "battered child syndrome", asserted that each child belongs to himself or herself, and is in the care of a parent (or in the care of others when the parent permits or when the parent has betrayed the trusteeship for that care).

Children have two major rights, the right to protection and the right to choice. The right to protection exists from prior to birth onwards, and the right of choice comes with development. Society must enforce the child's right to protection if the person who is affecting the child most directly cannot do so, or even violates the right to protection. If the future for children is to remain promising, we must develop our efforts to teach children about their rights and the manner in which disputes concerning children can be handled.

THE 19TH YEAR LONGITUDINAL STUDY OF THE PERRY PRE-SCHOOL PROJECT
AND THE
"PAY OFF" FOR ALASKA FROM EARLY CHILDHOOD EDUCATION

Dr. David Weikart
High/Scope Research Foundation
Ypsilanti, Michigan

Wherever a child may be, learning of some kind is taking place; wherever a child is, care of some kind is being provided. The vital question is about the quality of learning, and the quality of care.

In this address, I will focus upon early childhood education and care. I will refer to the experience of young children, and especially the long-term results of our Perry Pre-School Early Childhood Education Project which we conducted in Ypsilanti, Michigan. The results of the study, and its implications, may affect the thinking of policy makers and educational leaders in Alaska with respect to early childhood education and care. The Project's outcomes are important. The results show measurable and verifiable benefits, with respect to life achievement and social adjustment, from early childhood education.

The Project began in 1962, and has been continuing for 22 years. It is an experiment to learn whether or not early childhood education programs ought to be in existence. The Project does not evaluate programs. The pivotal question of the experiment is whether an early childhood education experience can make a long-term difference in the life of a child.

At the start, in 1962, there was opposition to the very idea of having young children, three and four years of age, taken from their homes and placed in a center-based program. This opposition was overcome, and the program began with children from one neighborhood in Ypsilanti who all met the criterion of coming from families of lower income and educational attainment.

The children were then divided, on a random basis, into two groups, Group A and Group B.

The long-term Project followed the children into adulthood. The experiment shows that high quality early childhood education makes a significant difference in the long-term outcomes of the lives of young children.

Dr. Weikart

123 children began the project in the years 1962-1965. The experiment has followed the lives of all these children, who remained part of the experiment at age 19. Our researchers remained in contact with every child, including those who left Ypsilanti.

The two groups showed great differences in performance levels over time. Achievement patterns of those who had pre-school experience began to differentiate early in life from the patterns of those without the pre-school experience.

67 percent of those from Group A -- the group with the pre-school experience -- completed high school; only 49 percent of those from Group B -- the group without pre-school experience -- completed high school. We learned that the rate of high school attendance, and completion, can be increased by about 50 percent through pre-school programs.

38 percent of the Group A youngsters attended post-secondary job training programs or colleges, but only 21 percent from Group B attained comparable educational levels.

We also found that only 15 percent of the students from Group A required placement in the high cost, "special education" programs, while 35 percent of the students from Group B received such placement.

We looked at the world of work as well as educational attainment. The children from Group A, by age 15, were more apt to have part-time jobs: 50 percent of the Group A children held part-time jobs, but only 32 percent of the Group B children held employment.

By age 19, 45 percent of the Group A children were self-supporting, compared to only 25 percent of the Group B children.

Although workers from both groups reported dissatisfaction with wages, 42 percent of the Group A workers said they were satisfied with their work, in contrast with Group B workers, of whom only 26 percent reported job satisfaction.

These statistics suggest that there should be a dialogue between educators and business leaders to emphasize the link between early childhood education and the production of a reliable and employable work force.

And beyond educational attainment and employment, we examined social adjustment. We found that 31 percent from Group A, the group with pre-school experience, had arrest records,

Dr. Weikart

while 51 percent from Group B had arrest records. Moreover, Group A showed fewer arrests for crimes of violence or property. Females who had pre-school education had lower pregnancy rates than women without pre-school education. And only 18 percent of the people from Group A were getting general assistance, compared to 32 percent for the people from Group B.

In summary, these data lead to the conclusion that pre-school education produces a significant reduction in crime, teenage pregnancies, welfare rolls, and other social problems and community burdens. Early childhood education sets the child upon a more promising course through life.

In the pre-school experience, the young child develops a willingness to try new things, and confront new issues, and the capacity to project this willingness and competence to others. Our studies suggest that for every dollar we invest in early childhood education, society receives a pay-back of seven dollars, after adjustments for inflation. Thus, there is little social or economic reason not to have early childhood education programs.

In light of these data, we must strengthen the dialogue among the political, business, and service sectors of our communities. We need, too, to link the efforts of early childhood education professionals with the efforts of others who serve young people. Of course, our investment in teen-age programs, through employment training and job corps or internship opportunities and similar efforts, must continue. But, while those of us involved in early childhood education and care must develop a common ground with other professionals, all concerned must seek to build sensible statewide policies which create a framework for prevention in order that, as early childhood education and care programs continue to grow and prove their effectiveness, the need for remedial programs may be lessened.

I wish to close by emphasizing one important caveat or "catch" to all this: in order for a pre-school program to be effective, its quality must be high. High quality is not determined by licensing standards, or any regulatory process that now exists. Licensing standards do not cause high quality; instead, they only help create an environment in which high quality can exist.

For quality, there are three important requirements. First, a program must have a clear and distinct curriculum. Second, it must have good supervision, leadership and management. Third, it must offer training for those who work with young children.

QUALITY PROGRAMS AND THE EDUCATION OF YOUNG CHILDREN

Dr Shirley Moore
Institute of Child Development
University of Minnesota, Minneapolis

As a group, early childhood professionals are dedicated to providing quality in early childhood education and care. When children are away from their homes in day care, it is important that attention be given to the quality of the programs that serve them. These programs must provide an all-around good experience for children, preparing them for school and caring for them effectively.

Quality in early childhood education and care is attainable and must continue to be the goal of the efforts of all early childhood professionals. Quality day care is not a frivolous expenditure. It is an important necessity. To improve the status quo, it is important to expand available resources. In this effort, early childhood professionals, active citizens, and parents will have to undertake the politically awesome task of ensuring that enough resources are provided for both education and child care.

It is expected that by 1990, three out of four mothers of young children will work outside the home. This will create an enormous need for out-of-home care of all kinds. It is important to attend to the quality of this care as this predicted growth occurs. Job related work ethics which focus on the child care needs of working parents will need to be developed and implemented in the workplace. Employers have a responsibility to accommodate working parents involved in child rearing.

The informal care network in the United States has broken down and for the most part is no longer available, in contrast to many other cultures where the child is cared for in extended family situations. The need for mothers to work outside of the home is a constantly increasing demand. Very little of the economic resources in this country are available to this group (working mothers with young children), yet the burden of rearing the next generation is primarily theirs. It is important to consider supplementing resources for early childhood education and care, as well as providing more flexible schedules to working mothers.

Dr. Moore

The early years of life are critically important to a child's development. Research suggests that the long-term positive affects of an environment that supports cognitive development in children and provides motivation to achieve in school is going to pay off. The fundamental research question has been "Are we damaging young children by having them in day care?". It is safe to generalize the conclusions which appear to indicate that children in day care programs do not differ from home care children in overall cognitive language skills and social development. The research is less extensive for infants and toddlers in day care; however, they too appear to fare reasonably well.

In more than one study it has been found that children who spent from early infancy on at day care centers seemed more assertive with peers and adults. Some observations show that these children were more aggressive than the home care children and that they must make adjustments to the orderliness of the school classroom.

Other studies have shown that day care children have been found to be more friendly with adults and other children, more involved in school activities, and more independent than home care children. Generally, there is no evidence of adverse affects on the development of children enrolled in good quality programs from their earliest months of life. Their health was found to be good and their attachments to their mothers and their mothers' attachment to them was not affected. It is important when considering the impact of day care on infants and toddlers to examine the effect on attachment and related psycho-social behavior. Infants and toddlers are considerably more dependent on primary care givers than are pre-school children. Pre-school children can incorporate a greater variety of people caring for them without losing their sense of security than can infants and toddlers.

One of the big issues surrounding attachment and care programs is the extent to which the child can be comforted when distressed. Evidence indicates that a careful nurturing and building of the relationship between the care giver and the child is essential. Currently, child care centers are studying how to introduce children into centers in a gradual way, a practice which helps them with making the adaptation. For babies, family day care may be preferred to day care centers because babies can adapt to a new relationship with one care giver better than with the three or four to whom a baby is likely to be exposed in a center situation.

Dr. Moore

Four indicators that make a difference in the quality of the experience that children are having in day care centers are:

1. Group size - it does appear to be significantly more difficult to provide a high quality social experience and a good program of cognitive activities in large groups compared to smaller groups, even when the child-to-adult ratio remains essentially the same;
2. Ratio of children to adults - a high ratio of children to adults culminates in the reduction of positive exchanges between the children and the adults, according to various studies;
3. Stability in child care givers - when given a chance to develop a relationship with a stable care giver, the observed children in some center programs did appear to form attachments with their care givers that allowed them to seek affection and help when needed, to play contentedly, to be comforted when distressed, and to express positive enjoyment in the company of the care giver;
4. Training for care givers - training increases the likelihood of a center offering a high quality child care program particularly training in early childhood development and education.

Having identified the quality indicators, it is important that we work toward their full implementation whenever possible. Our society will pay the price if poor child care is allowed to proliferate without the controls and resources to improve it.



Policy Conference on Young Children

POLICY CONFERENCE ON YOUNG CHILDREN

ISSUES AND RECOMMENDATIONS

Each of the three days of the Policy Conference on Young Children, had a different emphasis. Participants gathered in workshops to identify issues to provide guidance for policy makers regarding the future well-being of young children in our state. The key issues identified by participants for each selected area of emphasis have been summarized below. The summary constitutes a list of proposals from the workshop participants.

TAKING ACTION ON CHILD ABUSE AND NEGLECT
(Conference Day No.1)

Criminal History Review

Revise access procedures to acquire better information - i.e., charges, arrests and convictions - about care givers.

Require criminal history background checks on all people working with children (school personnel, etc.).

Provide better training on fingerprinting methods and review effectiveness.

Require the registration of convicted criminals entering the state.

Prevention

Need full-time nurses and/or counselors in elementary schools.

Encourage schools and child care facilities to use available prevention curricula.

Educate children to distinguish appropriate touch from inappropriate touch.

Support increased funding for the Homemakers Program.

Develop community support groups, teams and networking throughout the state so that professionals, non-professionals and agencies are communicating with each other.

Promote networking between existing agencies.

(Conference Day No.1)

Define corporal punishment, what it is (as opposed to abuse), who can use it, and under what circumstances it is appropriate.

Provide better training and supervision of child care staffs and better salaries to attract professionals and discourage turn-over.

Allocate resources for child care provider training in child abuse treatment.

Increase funding and staff resources for the Division of Family & Youth Services so all reports are investigated.

Require mandatory sentencing for "first degree" convicted offenders.

Training

Require mandatory training for child care providers and educators and allocate resources for this training.

Make available more funding for a statewide media campaign designed to increase public awareness of child abuse and neglect.

Teach parenting skills in High School.

Provide parenting education in the community; provide better family support; and, provide parents with enough information to know how to react and respond.

Provide funding for statewide child care information and referral agencies which may be able to coordinate the sharing of successful techniques between facilities and communities.

Promote networking between existing agencies.

Provide special mandatory training for those working in rural areas to promote cultural relevance and to encourage self-determination.

Centralize training in child abuse treatment, for consistency.

Work toward empowering community residents with resources and confidence to build trust within their communities.

(Conference Day No.1)

Treatment

Obtain better evaluations of child care programs which include perceptions of children.

Apply the mandatory reporting law as intended - protection, prevention, and rehabilitation.

Increase funding for offender treatment and continue support of programs so treatment can be increased.

Include juvenile offenders in the treatment plan.

Study the level of effectiveness of treatment programs.

Increase funding to establish a data base on follow-up studies of victims and offenders.

Treatment should be available to families in all communities.

Other

Stress videotaping of child victims of sexual assault.

Study presumptive sentencing, length of prison sentences and cost impact of mandates to see if they have had the desired effect.

Establish the use of hearsay evidence in grand jury proceedings with minors involved as victims of sexual assault.

Mandate investigations of runaway children.

Clarify reporting statute and add pre-school personnel and social service agency personnel to the list of those required to report.

Correct loophole in child pornography law.

Combine state and municipal licensing requirements and procedures, to eliminate redundancy in the Municipality of Anchorage.

WHO SHOULD RECEIVE EARLY CHILDHOOD SERVICES?
(Conference Day No. 2)

Funding

Increased funding is essential to support the development of the child and the stability of the family through early childhood programs.

State and federal governments should be urged to provide start-up dollars for early childhood information and referral programs at the local level.

Competition for funds should be broad-based across all state budget priorities with early childhood program funding receiving an appropriate, proportionate, share of social services funding within the over-all state budget.

Develop innovative ways of funding children and youth programs, including children's trust funds with receipts from marriage licenses, and birth certificates, luxury taxes, etc.

Special Needs:

Day care subsidies are needed for handicapped children whose families are above the income limits of the current Department of Community & Regional Affairs regulations.

Physical space needs for special education programs must be included in the facilities planning and design stage of school buildings.

Programs for physically handicapped children must be provided in barrier-free accessible buildings.

Action is required to:

Enforce existing state laws requiring physical accessibility of buildings constructed with public funds.

Improve the process in Department of Transportation & Public Facilities for design specifications and design review of architectural plans for new or remodeled school facilities.

Programs for physically handicapped children must provide opportunities for mainstreaming and normalization.

Rewrite Special Education Definitions.

(Conference Day No.2)

Conduct an analysis of the discrepancy in the number of birth-to-three year old handicapped children served in infant learning programs as compared with three-to-five year olds in pre-elementary special education programs of school districts.

Administration and Special Needs

Steps must be taken administratively:

- * to determine if children are not being served;
- * to remedy difficulties in referring children from infant learning to special education programs;
- * to address insufficient school district utilization and funding of Head Start and day care programs to serve these children;
- * to establish reporting requirements and a data base for planning and services budgeting;
- * to strengthen identification and screening of three-to-five year old children with special needs.

Administration

A mechanism for early childhood policy coordination at the state level, such as a mini-cabinet at the Governor's level, or establishing a new Office of Child Advocacy, is essential given:

- 1) the number of public and private sector agencies involved,
- 2) the fact that early childhood is a multi-million dollar business in Alaska,
- 3) evidence that Alaska far exceeds national rates in the number of families with young children, number of families with both parents working outside the home, and the number of single parent households,
- 4) the lack of coordinated statewide system of early childhood services, and
- 5) decreasing state revenues.

Better coordination is required, including a greater interchange of information among agencies and also between agencies and the public.

(Conference Day No.2)

Some agencies and activities can be consolidated in state administration so as to increase efficiency and prevent duplication.

All early childhood education programs should be licensed and/or certified through a single state agency or a single system coordinated among the various state agencies.

Regulations should be based on group size rather than child/staff ratio.

Education/Training/Research

Minimum training level standards, based on current research, need to be established and enforced for early childhood program staff.

The career of early childhood education needs professionalization.

A four-year degree program providing for specific competencies in child development (prenatal through age seven) with sub-specialties in program areas such as handicapped, gifted, child protection, cross-cultural programs, and family needs should be available through the University of Alaska statewide system.

Parenting education should commence in junior high school and continue through high school.

Implement Latchkey Programs for all school age children including kindergarten.

Require school buildings to be available for Latchkey Programs.

Continue research on young children, build data base and more extensive reporting.

Mandate Infant Learning Programs throughout the state.

Parent involvement should be sought throughout the educational system.

Systems that encourage regular parental input should be established in all educational endeavors and programs.

Initiate school curriculum that builds self-esteem in grades K-12.

(Conference Day No.2)

The home-based model of comprehensive services for children and parents should be expanded on a state-wide basis.

Cultural Differences

Bilingual Education needs to be brought to the pre-school level with all programs culturally as well as developmentally appropriate.

Develop child care programs for rural children.

Involve the parent(s) with language skills development.

Prevention

Programs and services that enhance early learning and parenting skills should be expanded to encourage prevention of learning problems and child abuse and neglect.

Determine whether or not the state should begin early prevention programs at birth rather than at age three, the present legal age for intervention.

ACHIEVING, MAINTAINING AND PROMOTING QUALITY IN EDUCATION
(Conference Day No. 3)

Education/Training/Research

Educate parents as consumers on what to look for in obtaining high quality child care.

Offer parent training classes.

Educate the public regarding the role of child care providers by increasing availability of publications, self-help booklets, and media campaigns.

Provide child care resource and referral services to be monitored through an early childhood agency.

Maintain resource centers and libraries.

Research parent home-based programs.

Training needs to come into the child care provider's home with follow-up visits from licensing office.

An educational process should be required of providers interested in obtaining a license.

Educate policy makers, i.e. legislators.

Improve the quality and availability of training in the University system, in regional schools/skill centers, and in high schools.

Child care providers need access to higher education whether through college classes, correspondence courses, teleconference network.

Funding

Provide a stable, dependable funding source.

Pool resources among different agencies and create partnerships with the business community.

Increase child care grant amounts to \$100 per child.

Relate child care grants to a percentage capture of the maximum and to levels of quality.

Encourage parent cooperatives through funding and technical assistance.

(Conference Day No. 3)

Increase levels available to parents and adjust regional differentials.

Increase funding for infant learning programs and make day care centers eligible for funds.

Review day care assistance income guidelines.

Need tax incentives, credits, and deductions to benefit the individual.

Provide additional loans or grants for equipment for centers for handicapped children.

Licensing/Regulations

Improve the quality of licensing.

Generate uniform standards to determine quality in child care.

Reform pre-school regulations. Do not allow exemptions.

Combine and streamline the regulatory process presently practiced by the Municipality of Anchorage, Alaska Department of Health and Social Services, and the Alaska Department of Education.

Waive the \$200 DHSS Licensing Fee.

Provide increased inspections of facilities without prior notice of when they are to occur.

Need distinctions between day care and pre-schools and licensing and regulatory requirements affecting them.

Add more licensing positions.

Teachers and staff should be required to have knowledge of early child educational development.

Provide standardized licensing via Department of Education with enforcement through the Department of Health & Social Services.

(Conference Day No. 3)

Cultural

Incorporate Native language and cultural programs into curriculum.

Increase awareness of cultural diversity by involving Native corporations in early childhood education.

Improving Conditions

Increase staff incentives to remain in the profession, by providing more adequate salaries and increasing employee benefits.

Unemployment insurance should be available for part-time employment.

Information on child care providers should be easily accessible.

Better communication is necessary between home providers and centers and between care providers and the state.

Expand availability of the food program to include for-profit centers.

Set criteria for defining quality pre-school co-ops.

Provide assistance for child care home providers to include a relief system and benefit package.

Develop an Office of Child Development.

Develop quality curriculum, programs and evaluation procedures.



**Policy Conference
on Young Children**

COMMENTS AND OBSERVATIONS

BY

DR. WEIKART AND DR. MOORE

COMMENTS AND OBSERVATIONS OF THE POLICY CONFERENCE ON YOUNG CHILDREN

BY

DR. WEIKART & DR. MOORE

Dr. Weikart

There is a commitment throughout Alaska to the idea of child development - the idea children build and construct their own knowledge, through their action and through participation in programs.

The role of men in early childhood education needs to be expanded.

Diagnostic screening tests and their value requires a look at the statistical sophistication of the instruments in order to predetermine courses of action for children.

The dilemma is actualizing the rhetoric statement of commitment to child growth and development through hard work and extensive effort.

Curriculum is a topic of major importance.

There needs to be a commitment to parents and to cultural issues by early childhood professionals.

Child abuse and reporting and the dilemma surrounding the rights of the individuals and responsibility to the community must continue to be dealt with.

There is a lack of hard data - actual facts and figures. The state should get more clarity as to exactly what the situation is, how it functions and what the relationships are.

The need for and the provision of training and the need for and the provision of supervision are key to staff development.

These two areas (training & supervision) need consideration and continued development with the services provided in Alaska both because of the extensive rural networks and because of the necessity to make programs function and be of high quality.

Dr. Moore

Carry forth - be tenacious and be tough.

Expand the base of support through very broad public awareness campaigns designed to impact people outside the ordinary spheres of influence.

Organize information and distribute it on any items that require action to 300 - 400 influential people throughout the state.

Become involved in the legislative process.

- Go to hearings.
- Get to people who are influential.
- Do your legislative homework.

Above all, be persistent.



Policy Conference on Young Children

CONFERENCE AGENDA



Policy Conference on Young Children

A G E N D A

SUNDAY, NOVEMBER 18

8:00 AM - NOON

Registration

Mezzanine

NOON - 2:00 PM

Conference Luncheon &
General Session

Ballroom A & B

Opening Remarks & Welcome

Senator Joe P. Josephson
Chair, Senate Committee on Health,
Education and Social Services

Welcoming Remarks

The Honorable Bill Sheffeild, Governor
State of Alaska

Keynote Address

The National Trends in Child Abuse & Neglect

Dr. Donald C. Bross, J.D., Ph.D.
Assistant Professor, University of Colorado
School of Medicine and Legal Counsel for C.
Henry Kempe National Center, Denver, Colorado

Statewide Trends

An Alaskan Perspective on Child Abuse & Neglect

John Pugh, Commissioner, Alaska Department
of Health & Social Services

SUNDAY, NOVEMBER 18 - CONTINUED

2:30 - 5:00 PM Concurrent Workshops

TAKING ACTION ON CHILD ABUSE AND NEGLECT

S01-WHAT IS THE LEGAL RESPONSIBILITY OF THE SCHOOLS AND
CHILD CARE FACILITIES RELATING TO CHILD ABUSE?

Kuskokwim West

The reporting law: what it means to teachers, care givers
and administrators; interfacing with the law and the legal
system.

Moderator: Dee Ann Grummett, Social Services Program
Coordinator, Division of Family & Youth Services

Panelists: Steve Warner, Investigator Youth Services Bureau
Anchorage Police Department
Noreen Thompson, Superintendent, Kodiak Island
School District
Carolyn Cannava, Kindergarten Teacher and School
Board Member, Kenai
Myra Munson, Assistant Attorney General, Human
Services Section, Fairbanks
Wanda Spenny, Child Care Provider, Anchorage

S02-HOW DO YOU RECOGNIZE AND TREAT CHILD ABUSE?

Yukon Room

The signs; what to look for. The role of the teacher and
child care provider on the treatment team - teaching trust
and teaching sexually appropriate behavior. The aftermath
of abuse: the view of the child.

Moderator: Carolyn Fricchette, Staff Development Coordinator
Division of Family & Youth Services

Panelists: Dr. Alan MacFarlane, Pediatrician, Fairbanks
Pam Kirk, Human Relations Center, Anchorage
Judy Moor, Regional Supervisor, Homemaker
Program of Alaska, Juneau
Carol Comeau, Teacher, President, Anchorage
Education Association
Susan Humphrey-Barnett, Director Statewide
Programs, Alaska Department of Corrections

S03-HOW CAN SMALL COMMUNITIES DEAL WITH CHILD ABUSE?

Room 308

Moderator: Kathy Tibbles, Regional Manager, Division of Family & Youth Services

Panelists: Representative Peter Goll, Haines
Jamie Buckner, Education Specialist, Southeast Regional Resource Center
Wes Terwilliger, Director, Gateway Community Mental Health Center, Ketchikan
Carolyn Epple, Project Coordinator for Southeast Abuse/Neglect Prevention Program, Southeast Alaska Health Systems Agency

S04-WHAT CAN PARENTS, TEACHERS AND CARE GIVERS TEACH CHILDREN TO PREVENT CHILD ABUSE?

Ballroom C

What Resources are available: What is "good touch and bad touch"? What is available in prevention curricula?

Moderator: Steve Wilson, Social Worker/Counselor
Division of Family & Youth Services, Fairbanks

Panelists: Dr. Marianne von Hippel, Behavioral Pediatrician
Anchorage
Susan Leddy, Education Services Coordinator, S T A R
Anchorage
Carol McElroy, Co-Director, Bayshore Learning Center
Anchorage
Aileen McInnis, Community Education Specialist,
Resource Center for Parents & Children, Fairbanks
Sue Hull, State PTA Liason with the State Board of
Education, Fairbanks

S05-WHAT IS BEING DONE TO REDUCE RISK?

Kuskokwim East

Regulations, criminal history background checks: screening those who work with children. Mandatory inservice training, public awareness: what is the future of risk reduction?

Moderator: Kathleen Shaw, Social Worker, Division of Family & Youth Services, Anchorage

Panelists: Bill Mellow, Assistant Attorney General, Juneau
Robert Sundberg, Commissioner, Alaska Department of Safety
Dorcas Lewis, Childcare Licensing Specialist,
WIN-ANCHORAGE
Frank Millett, Big Brothers/Big Sisters, Anchorage



Policy Conference on Young Children

MONDAY, NOVEMBER 19

7:30 - 8:30 AM Registration Mezzanine

8:30 - 9:30 AM General Session Ballroom A & B

WHO RECEIVES AND WHO PROVIDES
EARLY CHILDHOOD SERVICES?

Remarks and Introductions
Senator Joe P. Josephson

Population Projections and Demographics of Alaska:
The Changing Role of Women in the Workforce
Greg Huff, Economist, Alaska Department of Labor

Profiles on the Range of Services Available in Alaska
Ms. Lare, Child Care Coordinator, Alaska Department
of Community & Regional Affairs

MONDAY, NOVEMBER 19 - CONTINUED

9:30 - 11:00 AM A Panel Debate - Who Should Provide Early Childhood Services? Ballroom A & B

Introduction of Panelists
Senator Joe P. Josephson

Pro-Government

*On the State Level

Lisa Rudd, Commissioner
Alaska Department of Administration

*On the Local Level

Heather Flynn, Member
Anchorage Municipal Assembly
E.E. (Gene) Davis, Superintendent of Schools
Anchorage School District

What is the government providing and are these services a spending priority for: parents, the administration and the legislature? Day care assistance, child care tax credits, public school education and early intervention programs are only a few programs sponsored by the state.

Pro-Business

Sister Barabara Haase, Administrator,
Ketchikan General Hospital

The benefits of employer sponsored child care: to the industry, the parent, the child and the family unit.

Pro-Parent

Susan Clark, Chair, The Committee on Women
Alaska Division, American Association of University
Women.
Chris Wright-Ibanez, Sr. Employee Relations
Specialist, ARCO, ALASKA, Inc.

Parents, not government, have responsibility and control over the care and education of young children.

Summary of the Debate
Senator Joe P. Josephson

MONDAY, NOVEMBER 19 - CONTINUED

11:00 - 12:00 N Special Presentations

Kuskokwim East
RurAL CAP Early Childhood Planning Project
Debra Ward, Early Childhood Consultant

Kuskokwim West
Head Start Training Guide for Preventing
Maltreatment of Children with Handicaps
Sharon Fortier, Resource Access Project

Yukon Room
Changing Roles of Native women and Family
Structure in Rural Alaska
Lary Schafer, University of Alaska, Fairbanks

Room 305
Findings of the Alaska State Employee Child Care
Survey Commissioned by the Alaska Department of
Administration
Richard Smiley, Ph. D., Educational Psychologist
Southeast Regional Resource Center

Room 308
Day Care Based Research Concerning Environmental
Organization and Staff Training
Dr. Todd Risely, Psychology Department
University of Alaska, Anchorage

Ballroom C
"Training For Quality", a film made at Islands
Community College, the Betty Eliason Center, Mt.
Edgcombe pre-school and the Infant Learning Program
in Sitka, showing the need for staff training in
recognition of developmentally appropriate curricula
for children.
Karen Marie, Program Coordinator for Early
Childhood Education and the Betty Eliason
Child Care Center

Room 301
Anchorage Youth At Risk, presentation of a report
by the Anchorage Commission on Youth.
Patrick Burke-Reinhart
Youth Program Coordinator, M O A

MONDAY, NOVEMBER 15 - CONTINUED

1:30 - 4:30 PM Concurrent Workshops

Room 305

Moderator: Ms. Lare, Child Care Coordinator, Alaska Department
of Community & Regional Affairs

Panelists: Carlos Ovando, Associate Professor, University of
Alaska, Anchorage
Mary Jo Hotchkiss, Teacher - Early Childhood Education
Anchorage Community College
Betty McCormick, Director, Career Center Lab School
Anchorage School District
Karen Lamb, State Coordinator, Infant Learning Program
Anchorage

Kuskokwim West

Moderator: Pat O'Brien, Social Services Program Officer
Division of Family & Youth Services

Panelists: Mary Asper, State President, NAEYC
Margaret Lowe, Principal, Whaley Center, and Special
Education Administrator, Anchorage School District
Kerry Reardon, NAEYC Child Care Resource Center
Theresa Scott, Gastineau Elementary School, Latchkey
Douglas, Juneau

Ballroom C

Moderator: Annie Calkins, Early Childhood Coordinator, Alaska
Department of Education

Panelists: Sandi Haynes, Program Supervisor, Anchorage Head Start
Rural CAP
Sharon Hodgins, Supervisor, Yukon-Kuskokwim Parent/
Child Program, Bethel
Dr. Marjorie Fields, Associate Professor, Early
Childhood, University of Alaska, Juneau & National
Governing Board Member - NAEYC
Patti Dunlap, Principal, Rigel High School, Anchorage

MONDAY, NOVEMBER 19 - CONTINUED

1:30 - 4:30 PM Concurrent Workshops

Yukon Room

Moderator: Karen Perdue, Director, Division of Community
Development, Alaska Department of Community &
Regional Affairs, Juneau

Panelists: Joan Hurst, Campfire, Anchorage
Barabara Smith, Ph.D., Co-Director, Preschool Resources
for Alaskan Special Education, Early Childhood
Coordination Project, Anchorage
Mike Travis, Program Manager, BIB Education, Alaska
Department of Education
Una Kernodle, Home Economics, Chugiak High School

Kuskokwim East

Moderator: Fran Rose, Special Assistant, Mini-Cabinet on Women,
Juneau

Panelists: Dr. Marianne von Hippel, Pediatrician, Anchorage
Phyllis Murray, Bilingual Education Director, Lower
Kuskokwim School District
Jackie Schakel, Project Director, Preschool Resources
for Alaskan Special Education, Early Childhood
Coordination Project



Policy Conference on Young Children

TUESDAY, NOVEMBER 20, 1984

8:30 - 10:00 AM General Session Ballroom A & B

Opening Remarks & Introductions

Harold Reynolds, Sr., Commissioner
Alaska Department of Education

Keynote Address

Quality Programs and the Education of Young
Children

Dr. Shirley Moore, Professor of Child
Psychology
Institute of Child Development
University of Minnesota

Quality like "excellence" is a term we recognize as desirable, but in terms of educating young children, what do we mean? Who determines what criteria define "quality"? What are national organizations doing to promote quality among their members? Are educators solely responsible for the quality of programs, and what is the relationship of the state and federal government to the parent in early childhood development?

10:00 - NOON Concurrent Workshops

ACHIEVING, MAINTAINING AND PROMOTING QUALITY IN
EDUCATION

Issues and reality about quality - how has it been achieved, maintained and promoted? These workshops are discussion oriented rather than show-&-tell, to delve into issue exploration with the participants.

T01-FAMILY AND HOME BASED CARE

Kuskokwim West

Moderator: Betty Ramage, Chair, Alaska Women's Commission

Panelists: Julie Stone, Ketchikan Home Based Program
Deborah Jackson, Juneau Family Day Care Provider
Mary Carr, Director, Anchorage Infant Learning Program
Jo Putnam, Director, Kawarek Head Start, Nome
Pat Brunelle, President, Alaska Family Child Care
Society, Anchorage
Sharon Hodgins, Supervisor, Yukon-Kuskokwim Parent/
Child Program, Bethel

TUESDAY, NOVEMBER 20 - CONTINUED

10:00 AM - NOON Concurrent Workshops

T02-PRIVATE CHILD CARE/PRE-SCHOOL PROVIDERS

Ballroom C

Moderator: Marsha Hubbard, Special Assistant to the Governor

Panelists: Chris Booren, Bidarki Child Care Center, Cordova
Sue Adams, Director of Day Care, City of Kotzebue
Marian Estelle, Director, Petersburg Children's Center

T03-PARENT COOPERATIVES

Room 305

Moderator: Carol Richards, Director, Alaska Women's Resource Center, Anchorage

Panelists: Sally Bruce, Teacher/Director, Anchorage Co-Op Nursery
Gretchen Reynolds, Capitol Elementary School, Juneau
Linda Padden, New Horizons Pre-School, Anchorage

T04-SCHOOL DISTRICT PRE-SCHOOL PROGRAMS

Kuskokwim East

Moderator: Ernestine Griffin, President State School Board

Panelists: Felice Dunham, Chapter One Coordinator, Ipalook Elementary School, Barrow
Joe Cooper, Superintendent, Yukon-Koyukuk School District, Nenana
Mike Baumgartner, Elementary Education, Title VII Coordinator, Iditarod School District, McGrath
Alice Bosshard, Special Education Curriculum Director, Valdez School District

T05-PRIVATE PRE-SCHOOLS

Yukon Room

Moderator: Dr. Claudia Dybdahl, Assistant Professor, School of Education, University of Alaska, Anchorage

Panelists: Linda Schmidt, Director/Teacher, Mt. Edgecumbe Pre-School, Sitka
Joy Greison, Jewish Education Center, Anchorage
Mary Jo Kidd-Thomas, Director/Owner, St. Benedict's Pre-School, Anchorage
Mary Trospen, Administrator, Chugiak Children's Services

TUESDAY, NOVEMBER 20 - CONTINUED

NOON - 2:00 PM

Conference Luncheon &
Closing Session

Ballroom A & B

"WHERE DO WE GO FROM HERE?"

Introductions

Senator Joe P. Josephson

Keynote Presentation

Dr. Shirley Moore

Dr. David Weikart

Dr. Weikart & Dr. Moore will review what happened at the conference, the issues identified, and reflect on what they heard Alaskans saying about the future of our young children.

Questions to the Speakers

Conference Evaluation

Closing Remarks

Senator Joe P. Josephson



Policy Conference on Young Children

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SENATE COMMITTEE

ON

HEALTH, EDUCATION & SOCIAL SERVICES

CHAIR

SENATOR JOE P. JOSEPHSON

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