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SB 394 "An Act creating the Alaska School counseling program grant fund."

Fiscal Note - DOE (676.8) (pink - you can't miss this one)

DOE Position Paper (Easter egg lavender)

Sponsor Statement - Senator Collins (Baby Chick soft yellow)

1. Alaska School Counselor Association Position paper
2. A Guideline for Program Development - K - 12th Grade

FISCAL NOTE

REQUEST:

Revision Date: 3/24/92 Affected Agency: Education
 Title: Alaska school BRU: EdSupport
counseling program grant fund
 Sponsor: Sen. Collins Components: Basic Ed
 Requestor: Senate Finance Instruct. Improve.
 171

EXPENDITURES/REVENUES: (THOUSANDS OF DOLLARS)

OPERATING	FY 93	FY 94	FY 95	FY 96	FY 97	FY 98
Personal Services	19.7	19.7	19.7	19.7	19.7	19.7
Travel	1.0	1.0	1.0	1.0	1.0	1.0
Contractual	5.6	5.6	5.6	5.6	5.6	5.6
Supplies	0.5	0.5	0.5	0.5	0.5	0.5
Equipment						
Land & Structures						
Grants, Claims	650.0	650.0	650.0	650.0	650.0	650.0
Miscellaneous						
TOTAL OPERATING	676.8	676.8	676.8	676.8	676.8	676.8

CAPITAL	0.0	0.0	0.0	0.0	0.0	0.0
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REVENUE						
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FUNDING: (THOUSANDS OF DOLLARS)

General Fund	676.8	676.8	676.8	676.8	676.8	676.8
Federal Fund						
Other						
TOTAL	676.8	676.8	676.8	676.8	676.8	676.8

POSITIONS:

Full-Time	0	0	0	0	0	0
Part-Time	2	2	2	2	2	2
Temporary	0	0	0	0	0	0

ANALYSIS: (ATTACH A SEPARATE PAGE IF NECESSARY)

Prepared By: _____ Date: 3/24/92
 Division: Sen. Jalmar Kerttula, Co-chairman Phone: 465-4985
Senate Finance Committee
 Approved By: [Signature] 3/24/92
 Agency: _____ Date: _____

DISTRIBUTION (BY PREPARER)
 LEGISLATIVE FINANCE
 LEGISLATIVE SPONSOR

REQUESTOR
 OFFICE OF MANAGEMENT AND BUDGET
 AGENCY (IES)

Fiscal Note Analysis
for
SB 394

Act creating the Alaska school counseling program grant fund.

Personal Services:

.33 FTE Education Associate II, Range 15 \$16.9

.10 FTE Clerical Support, Range 8 2.8

Travel:

Lead training for Training Cadre 1.0

Contractual:

Phone, postage, photocopying and
audioconferencing 5.6

Commodities:

General supplies .5

Grants \$650.0

POSITION PAPER: DEPARTMENT OF EDUCATION

Division Educational Program Support Bill Number SB 394

Bill Title Creating the School Counseling Program Grant Fund.

Sponsor Sen. Collins

Position Statement: Explain briefly what the bill does, its impacts and Department's position, i.e., a) support, b) do not support, c) neutral or d) oppose.

The Department is neutral on this bill, as long as no additional financial burden is placed on school districts and local decision making remains intact.

APPROVED.

Director Ed Westlund Division Educational Program Support

Signature  Date 3-3-92

Commissioner/Deputy Jerry Covev/Karen R. Crane

Signature  Date 3-3-92

Alaska State Legislature

During Session
State Capitol
Juneau, Alaska 99801-1182
(907) 465-2828



During Interim
3111 C Street, Suite 540
Anchorage, Alaska 99503
(907) 561-2040

Senator Virginia Collins

SB 394

Alaska School Counseling Program Grant Fund

SB 394 creates the Alaska School Counseling Program Grant Fund consisting of legislative appropriations and public and private donations.

SB 394 authorizes the Department of Education to make grants from the fund to school districts for a counseling program in grades K through 12. It places three limitations on the awarding of these grants: (1) not more than \$50,000 may be given to any district in one year; (2) a district may not receive a grant for more than three consecutive years; and, (3) a grant may not be for more than 80 percent of the prior year's grant.

SB 394 resurrects last year's SB 195 which was vetoed by the governor. The governor was concerned that the bill undermined local school boards' authority to prioritize education expenditures and that it placed on them additional financial burdens.

The Alaska School Counseling Program Grant Fund is intended to attract private monies for the resolution of social ills and to be consonant with the governor's desire to drum up more local participation in providing services communities want to have. It will neither burden nor interfere with local school boards. This has been more clearly communicated with the governor, and I hope it has allayed his concerns.

With the increase in teen pregnancy, drug and alcohol abuse, and suicide among Alaska youth, the Alaska School Counseling Program implements a model program that has received support and has claimed success in thirty other states.

SB 394 will help in extending this unbeatable program throughout Alaska.

Alaska School Counseling Program Grant Fund SB 394

The Alaska School Counseling Program is a new approach to providing counseling services in Alaska's schools. It is a curriculum based student oriented program — an integral part of the total education program. The program is designed to reach all students and to provide them with the skills they need for success in school, work and society.

Twelve Alaskan school counselors and administrators, with the help of the Department of Education and a national leader in counseling, developed a model counseling program for Alaska in 1988. In 1989 the program was piloted, implementing and testing the model. In 1990, the second year of piloting, 34 sites located in 12 school districts participated.

The program has been expanded for the 1991-92 school year bringing four additional school districts aboard. At this time 16 of the 54 Alaska School Districts are participating, representing large, small, urban and rural districts in cities, boroughs, and REAAs. The model works!

The Department of Education has been able to use their Carl Perkins Vocational Education Grant funding to assist with this activity over the past three years. The approximately \$100,000 per year has been able to get the program designed and field tested but is not adequate to provide the start-up costs that are needed across the state. These federal funds are limited and directed primarily at secondary programs, leaving out a great portion of Alaskan students grades K-12 who would benefit from a comprehensive, high quality, student support service

SB 394 addresses a grant program to be set up in the Department of Education. Funds from this account would be used to assist interested districts in:

- 1) beginning a model counseling program,
- 2) restructuring an existing counseling program to the model, and/or
- 3) furthering the model program throughout their district.

Training of personnel is the major expense. It has taken three (3) years to reach all or part of 16 districts. SB 394 grants would assist districts, who voluntarily choose to participate, up to a three year period. The purpose is not to pay personnel for 3 years and then drop the district, but to help a district make the transition. Once schools have the curriculum-based counseling program in place it will be a basic component of the education program and supported as such.

The Alaska School Counseling Program grew out of a need identified by the Governor's Interim Commission on Children and Youth.

*Prepared on behalf of Alaska School Counselor Association
By Wanda J. Cooksey
586-9073*

THE COMPREHENSIVE COUNSELING PROGRAM
FOR
ALASKA PUBLIC SCHOOLS



*A GUIDE FOR
PROGRAM DEVELOPMENT
K-12TH GRADE*

ALASKA DEPARTMENT OF EDUCATION,
OFFICE OF ADULT AND VOCATIONAL EDUCATION
P.O. BOX F
JUNEAU, ALASKA 99811

This guide was developed by a statewide task force of school counselors and administrators of education. Alaska State Board of Education endorsed this document as the State Guide for Alaska School Counseling Programs at their regular meeting, May 2, 1989.

This publication is not copyrighted; any or all sections may be duplicated. After an initial free distribution to authorized institutions, additional copies may be purchased for \$5.00 from the Alaska Department of Education, Office of Adult and Vocational Education, and Office of Basic Education. For additional information, please call the Counseling Coordinator at (907) 465-2841.

ALASKA SCHOOL COUNSELING PROGRAM DEFINITION

School counseling is an integral part of the total educational program. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students, and parents. A school counseling program shall deliver services in four areas:

1. Personal and Career Development Curriculum
2. Individual Student Planning
3. Responsive Services
4. System Support

The program addresses the needs of all students by helping them to:

- Acquire and apply knowledge of self and others.
- Develop competencies in career/life planning.
- Achieve educational success.

The philosophy statement from the *Alaska School Counseling Program Guide* best states the change in direction of the program.

Counseling in the school setting has evolved through recognition that individuals living in a dynamic, complex society benefit most from the broad range of learning experiences. Such experiences prepare them to lead productive lives characterized by feelings of self worth. Individual acquisition of knowledge and skills has been and will continue to be a major goal of public education. In addition, parallel efforts to assist students to grow socially and emotionally as well as intellectually and physically are essential. Guidance processes are designed to assist individuals with total development on a K-12 basis. The school counseling program is preventive rather than remedial in nature. It complements the core instructional offerings and involves a cooperative effort among counselors, administrators and classroom teachers.

STRUCTURAL AND PROGRAM COMPONENTS

The state plan for school counseling programs has two major parts with ten components:

Structural Components:

- Program Definition and Philosophy
- Advisory Council
- Budget
- Counseling Program Facilities
- Counseling Resources
- Staffing Patterns

Program Components:

- Personal and Career Development Curriculum
- Individual Student Planning
- Responsive Services
- System Support

April 14, 1992

Alecia Lybrand, President
Alaska School Counselor Association
c/o Bering Strait School District
P. O. Box 225
Unalakleet, AK 99684

The Honorable Georgianna Lincoln
House of Representatives
Juneau, AK 99684

Dear Representative Lincoln

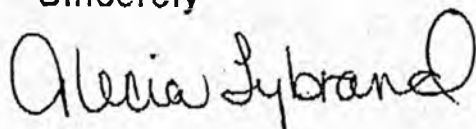
I am writing on behalf of the Alaska School Counseling Association to ask for your continued support for the Alaska School Counseling Grant Fund legislation Senate Bill #394.

As President of ASCA and a rural school itinerant counselor, I understand first-hand the need to expand counseling services to Rural Alaskan Communities. I believe by supporting SB #394 with the accompanying fiscal note we can hasten this process.

The Alaska School Counseling Program is currently being used in 16 school districts across the state. It was piloted for three years and it works! Passage of SB #394 will allow additional districts to implement this successful program.

You have supported us in this endeavor in the past and we appreciate that support and would like to ask for your help again with this bill.

Sincerely



Alecia Lybrand
Counselor



FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

P.O. Box 71250 Fairbanks, Alaska 99707-1250 (907) 452-2000

Hunter Elementary School
1630 Gillam Way
Fairbanks, Alaska 99701
(907) 456-5775

April 14, 1992

Rep. Georgianna Lincoln
State Capital
Juneau, Alaska 99801

Dear Representative Lincoln,

I urge you to support Senate Bill 394, A School Counseling Incentive Grant Fund. This bill will help rural Alaska obtain developmental school counseling programs. These programs assess the needs of the individual community and work from the preventive approach to help young people make good choices and decisions. Senate Bill 394 establishes a grant fund to help these programs get started, especially where there is no school counseling program already in place.

To help all the youth of Alaska, please vote to support this bill. Thank you for your support.

Sincerely yours,

Robbi Nadeau
School Counselor

SENATE BILL NO. 394

AN ACT CREATING THE ALASKA SCHOOL COUNSELING PROGRAM GRANT FUND.

CO-CHAIRMAN FOURCHOT DIRECTED THAT SB 394 BE BROUGHT ON FOR DISCUSSION.

SENATOR COLLINS, SPONSOR OF THE LEGISLATION, CAME BEFORE

COMMITTEE. SHE EXPLAINED THAT SB 394 RESURRECTS SB 195 WHICH PASSED BOTH THE HOUSE AND SENATE WITH A DECISIVE MARGIN LAST SESSION BUT WAS SUBSEQUENTLY VETOED BY THE GOVERNOR. SB 394 WOULD AUTHORIZE THE DEPT. OF EDUCATION TO MAKE GRANTS TO SCHOOL DISTRICTS FOR A COUNSELING PROGRAM FOR GRADES K-12. LIMITATIONS APPLY TO GRANT AWARDS.

THE GRANT FUND IS INTENDED TO ATTRACT PRIVATE MONEY FOR RESOLUTION OF SOCIAL ILLS IN CONJUNCTION WITH THE GOVERNOR'S DESIRE TO GARNER MORE LOCAL PARTICIPATION IN PROVISION OF SERVICES. THE EFFORT WILL NEITHER BURDEN NOR INTERFERE WITH LOCAL SCHOOL BOARDS. THAT FACT HAS BEEN CLEARLY COMMUNICATED TO THE GOVERNOR IN AN EFFORT TO ALLAY PAST CONCERNS.

SB 394 WOULD ALLOW FOR EXPANSION OF A GOOD PROGRAM. THE STATE IS CURRENTLY UTILIZING CARL PERKINS FUNDS WHICH ALLOW LITTLE ATTENTION TO RURAL AREAS. THE PROPOSAL IS TO "DO A MIX OF PRIVATE/PUBLIC MONEY TO BE ABLE TO SUPPORT THE COUNSELING PROGRAM."

SENATOR COLLINS TOOK ISSUE WITH THE \$176.8 FISCAL NOTE FROM THE DEPT. OF EDUCATION, ADVISING THAT SHE DID NOT UNDERSTAND NEED TO HIRE ADDITIONAL STAFF FOR AN ONGOING PROGRAM.

CO-CHAIRMAN FOURCHOT VOICED NEED TO HEAR FROM THE DEPARTMENT CONCERNING THE ADMINISTRATION'S POSITION ON THE BILL. HE COMMENTED THAT THE FISCAL NOTE REPRESENTS THE LARGEST NOTE CONSIDERED BY COMMITTEE. HE ACKNOWLEDGED NEED TO MAKE GRANTS MEANINGFUL AND SUGGESTED THAT THE \$50.0 LEVEL IS REALISTIC. SINCE MORE THAN ONE GRANT IS ANTICIPATED, IT APPEARS THAT BASE-LEVEL GRANT FUNDING OF \$150.0 IS NEEDED. SENATOR COLLINS REITERATED THAT THE BILL ALSO SETS UP A MECHANISM FOR SCHOOL DISTRICTS TO ATTRACT PRIVATE MONEY AND ENHANCE ABILITY TO USE FEDERAL DOLLARS.

CO-CHAIRMAN FOURCHOT CALLED FOR TESTIMONY FROM A REPRESENTATIVE OF THE DEPT. OF EDUCATION OR THE ADMINISTRATION. NO ONE CAME FORWARD. THE CO-CHAIRMAN THEN ASKED THAT COMMITTEE STAFF CALL THE DEPARTMENT AND REQUEST AN APPEARANCE.

DREW ALEXANDER, ALASKA SCHOOL COUNSELORS' ASSOCIATION, AND ASSISTANT PRINCIPAL AT JUNEAU-DOUGLAS HIGH SCHOOL, NEXT CAME BEFORE COMMITTEE, VOICING SUPPORT FOR THE BILL. HE EXPLAINED THAT HE WAS A HIGH SCHOOL COUNSELOR AT BARROW AND JUNEAU PRIOR TO BECOMING AN ADMINISTRATOR.

Senate Finance
3-24-92

AS BACKGROUND INFORMATION, MR. ALEXANDER TOLD MEMBERS THAT LESS THAN TWO YEARS AGO THE RESULTS OF AN ADOLESCENT HEALTH SURVEY IN ALASKA WERE RELEASED TO THE PUBLIC. THE DOCUMENT DETAILED RESPONSES FROM 5,000 STUDENTS ENROLLED IN PUBLIC SCHOOLS. ALTHOUGH THE RESULTS WERE STARTLING TO MOST, COUNSELORS INTERACTING DAILY WITH STUDENTS WERE NOT

SURPRISED BY THE FOLLOWING FACTS:

ONE IN SIX YOUTHS REPORTED THAT THEY HAD ATTEMPTED SUICIDE.

TWENTY-FIVE PERCENT OF ALL FEMALE RESPONDENTS AND EIGHT PERCENT OF ALL MALE RESPONDENTS REPORTED SEXUAL ABUSE.

THIRTY-FIVE PERCENT OF THE FEMALES AND SIXTY-SEVEN PERCENT OF THE MALES REPORTED BEING SEXUALLY ACTIVE BY THEIR SENIOR YEAR.

OVER TWENTY PERCENT OF THE STATE'S TEENAGE GIRLS HAVE BEEN PREGNANT, AND MORE THAN ONE IN FOUR HAVE BEEN PREGNANT MULTIPLE TIMES.

NEARLY HALF OF ALL HIGH SCHOOL AGE MALES AND A THIRD OF HIGH SCHOOL AGE FEMALES REPORTED DRINKING AND DRIVING.

ONE IN TEN SENIORS REPORT DAILY OR WEEKLY USE OF MARIJUANA.

NEARLY FORTY PERCENT OF ALL YOUTHS HAVE BEEN INVOLVED IN VIOLENT BEHAVIORS.

FIFTEEN TO TWENTY-FIVE PERCENT OF ALASKAN YOUTHS HAVE PARTICIPATED IN ILLEGAL ACTIVITIES SUCH AS VANDALISM, SHOPLIFTING, AND STEALING FROM HOME.

BECAUSE OF CHANGES IN SOCIETY, ALASKAN YOUTHS ARE FACED WITH CHOICES AND PROBLEMS NO EARLIER GROUP HAS HAD TO CONFRONT.

IN RESPONSE TO THE FOREGOING, THE GOVERNOR'S INTERIM COMMISSION ON CHILDREN AND YOUTH RECOMMENDED EXPANSION AND EXTENSION OF K-12 COUNSELING PROGRAMS. THAT WAS THE CATALYST FOR THE ALASKA SCHOOL COUNSELING PROGRAM THAT HAS BEEN SUCCESSFULLY IMPLEMENTED IN ALL OR PART OF 16 DISTRICTS. UNFORTUNATELY, MOST DISTRICTS HAVE NOT RECEIVED THE MESSAGE. MANY HAVE NO COUNSELORS, OTHERS HAVE ONE ITINERANT COUNSELOR FOR A NUMBER OF SCHOOLS, AND WITH THE EXCEPTION OF THE JUNEAU SCHOOL DISTRICT WHICH EMPLOYS A COUNSELOR FOR EACH OF ITS FIVE ELEMENTARY SCHOOLS, ELEMENTARY COUNSELORS ARE A "RARE BREED."

IT IS TIME ALL DISTRICTS UNDERSTAND THAT TROUBLED STUDENTS ARE NOT GOING TO LEARN WHEN THEY CANNOT COPE WITH TODAY'S PROBLEMS. THE COUNSELING PROGRAM PROVIDES A PRO-ACTIVE, PREVENTIVE CURRICULUM THAT ADDRESSES THE MOST PRESSING CONCERNS. COUNSELORS ARE TRAINED TO WORK WITH THE MOST TROUBLED YOUTH, AND PROVIDE WORKABLE, REALISTIC SOLUTIONS TO OVERCOME TREMENDOUS HURDLES. THE STATE MUST GET TRAINED COUNSELORS OUT INTO ALL DISTRICTS.

CO-CHAIRMAN KERTTULA COMMENTED ON PROBLEMS INHERENT IN

INCREASING TEACHER-STUDENT RATIOS AND THE LACK OF FUNDS FOR THE K-12 FOUNDATION PROGRAM.

DOUG WESSEN, ELEMENTARY COUNSELOR, GLACIER VALLEY ELEMENTARY SCHOOL, JUNEAU, NEXT CAME BEFORE COMMITTEE. HE EXPLAINED THAT THE SCHOOL HAS APPROXIMATELY 600 STUDENTS IN GRADES K-5. HE NOTED NEED FOR ELEMENTARY COUNSELORS AND ADVISED THAT THE COUNSELOR PROGRAM PROVIDES A CLEARLY DEFINED ROLE, FRAMEWORK FOR ANALYSIS, ACCOUNTABILITY, EVALUATION, AND JOB DESCRIPTION.

ELEMENTARY COUNSELORS SHOULD PROVIDE SUPPORT SERVICES AND ASSIST THE SCHOOL IN ACHIEVING EDUCATIONAL GOALS THROUGH PREVENTION AND EARLY INTERVENTION. MR. WESSEN NOTED NEED FOR CHILDREN TO DO WELL ACADEMICALLY AND ACQUIRE SOCIAL SKILLS. INDUSTRY RESEARCH INDICATES PROBLEMS WITH CHILDREN COMING OUT OF SCHOOL TODAY IN TERMS OF ABILITY TO WORK AND GET ALONG WITH OTHERS AND COMMUNICATE EFFECTIVELY BOTH ORALLY AND IN WRITING. COUNSELORS CAN HELP STUDENTS DEVELOP LISTENING, COMMUNICATION, AND ASSERTIVENESS SKILLS.

IN THE JUNEAU AREA, COUNSELORS WORK CLOSELY WITH THE AWARE SHELTER AND IN PROGRAMS RELATING TO PREVENTION OF PHYSICAL AND SEXUAL ABUSE OF CHILDREN. DECISION-MAKING AND REFUSAL SKILLS ARE ALSO TAUGHT.

MR. WESSEN EXPLAINED THAT 80% OF A CHILD'S INTELLIGENCE IS DUE TO EXPERIENCES THAT OCCUR BEFORE EIGHT YEARS OF AGE. THE GREATEST TIME OF INFLUENCE ON A CHILD IS BETWEEN THE AGES OF 7 AND 11 YEARS. THAT IS WHEN THEY ACQUIRE THE COPING SKILLS THEY WILL USE THROUGH ADOLESCENCE INTO ADULTHOOD.

SOME CLASSES CONTAIN MORE CHILDREN FROM DIVORCED PARENTS THAN FROM MARRIAGES. THE PERCENTAGE IS SOMETIMES AS HIGH AS 60%. SOME CHILDREN LIVE IN BLENDED FAMILIES WHILE OTHERS RESIDE WITH A SINGLE PARENT OR COME FROM DUAL INCOME FAMILIES WHERE BOTH PARENTS ARE WORKING AND THE CHILD NEEDS ADDITIONAL SUPPORT. COUNSELORS PROVIDE GROUP COUNSELING FOR CHILDREN OF DIVORCE AND CHILDREN FROM HOMES WITH SUBSTANCE ABUSE. THEY ALSO DEAL WITH CHILDREN WITH ATTENTION DEFICIT DISORDER (HYPERACTIVITY), TEACHING COPING SKILLS SO THE CHILDREN CAN FUNCTION IN A REGULAR CLASSROOM.

MR. WESSEN ADVISED OF DEALING WITH CRISES SUCH AS THE DEATH OF A PARENT IN AN ACCIDENT AND A SHOOTING IN THE HOME. CLASSROOM TEACHERS DO NOT HAVE THE TIME TO TALK WITH STUDENTS IN AN ACADEMIC SETTING. COUNSELORS THUS PROVIDE ONE-ON-ONE SUPPORT. THEY ALSO CONSULT WITH TEACHERS AND PARENTS ON DISCIPLINE, LEARNING STYLES, APPROPRIATE DEVELOPMENT, AND CASE MANAGEMENT REFERRAL OF PEOPLE TO MENTAL HEALTH AGENCIES. ONE OF THE BIGGEST PROBLEMS FOR SMALL RURAL COMMUNITIES IS THE LACK OF MENTAL HEALTH RESOURCES. COUNSELORS CAN PROVIDE SUPPORT FOR PARENTS AND

CHILDREN IN TIMES OF TROUBLE AND NEED. COUNSELORS ALSO SERVE AS HOME/SCHOOL LIAISONS WORKING WITH PARENTS WHO WERE NOT SUCCESSFUL IN SCHOOL, SERVING AS AN ADVOCATE FOR BOTH CHILDREN AND PARENTS.

BRIEF DISCUSSION FOLLOWED BETWEEN CO-CHAIRMAN KERTTULA AND MR. WESSEN REGARDING QUALIFICATION REQUIREMENTS FOR COUNSELORS. MR. WESSEN STRESSED THAT PROPOSED GRANTS WOULD PROVIDE FOR TRAINING FOR COUNSELORS. HE ACKNOWLEDGED NEED FOR COUNSELORS TO LEARN TO DEAL WITH UNIQUE SITUATIONS IN RURAL AREAS. THE CO-CHAIRMAN COMMENTED ON PROBABLE NEED FOR A COUNSELOR IN EVERY VILLAGE. MR. WESSEN FURTHER TESTIFIED TO HIS ACTIVITIES AS AN ITINERANT COUNSELOR IN RURAL SOUTHEAST ALASKA.

SENATOR SHULTZ ADVISED THAT IN 1973 HE WAS PART OF A TASK FORCE THAT HELPED DEVELOP GUIDELINES FOR COUNSELING STANDARDS IN ALASKA.

FORMER REPRESENTATIVE JUDY SALO CAME BEFORE COMMITTEE ON BEHALF OF NEA-ALASKA. SHE VOICED SUPPORT FOR THE BILL AND NOTED GREAT NEED FOR ADDITIONAL COUNSELING SERVICES. IT HAS BEEN 15 YEARS SINCE THE KENAI SCHOOL DISTRICT HAD A PROGRAM FOR ELEMENTARY SCHOOLS. MS. SALO SAID SHE TEACHES IN AN ELEMENTARY SCHOOL WITH 550 STUDENTS. THE PRINCIPAL HAS NO ADMINISTRATIVE HELP AND IS OVERWHELMED BY THE WORKLOAD. HE HAS SAID, HOWEVER, THAT IF GIVEN THE CHOICE BETWEEN AN ASSISTANT PRINCIPAL AND A COUNSELOR, HE WOULD CHOSE THE COUNSELOR. NEED TO INTERVENE ON BEHALF OF CHILDREN IN CRISIS CONSUMES A GREAT AMOUNT OF ADMINISTRATIVE TIME AND CREATES FURTHER DEMANDS ON THE PRINCIPAL'S SCHEDULE.

MS. SALO CONCURRED THAT CLASS SIZE IS AN IMPORTANT ELEMENT OF EFFECTIVE INSTRUCTION, BUT SHE AGAIN STRESSED NEED FOR ELEMENTARY COUNSELING SERVICES.

MIKE TRAVIS, ACTING ADMINISTRATOR, OFFICE OF BASIC EDUCATION, DEPT. OF EDUCATION, CAME BEFORE COMMITTEE. HE SAID THAT THE DEPARTMENT HAS TAKEN A NEUTRAL POSITION ON THE BILL "AS LONG AS NO ADDITIONAL FINANCIAL BURDEN IS PLACED ON SCHOOL DISTRICTS, AND LOCAL DECISION MAKING REMAINS IN TACT." MR. TRAVIS VOICED HIS UNDERSTANDING THAT UNDER SB 394, PRESENT DEPARTMENT POSITIONS WOULD BE RETAINED TO PROVIDE ASSISTANCE TO SCHOOL DISTRICTS.

AS BACKGROUND INFORMATION, MR. TRAVIS EXPLAINED THAT THE DEPARTMENT IS CURRENTLY PILOTING A PROGRAM FOR SCHOOL COUNSELORS. THE ALASKA SCHOOL COUNSELING PROGRAM WAS INITIALLY FUNDED WITH CARL PERKINS' MONEY. THE INTENTION AND HOPE IS TO EXPAND THE PROGRAM TO OTHER SCHOOL DISTRICTS IN ALASKA.

CO-CHAIRMAN FOURCHOT INQUIRED CONCERNING THE DEPARTMENT RECOMMENDATION TO THE GOVERNOR SHOULD THE BILL PASS. MR. TRAVIS VOICED HIS HOPE THAT THE GOVERNOR "WOULD BE ABLE TO

SIGN IT," AND THAT HE WOULD INCLUDE THE GRANTS WITH THE APPROPRIATION. HE ADDED THAT IN ORDER TO ASSIST SCHOOL DISTRICTS IN DEVELOPMENT AND IMPLEMENTATION OF THE COMPREHENSIVE PROGRAM, TRAINING OF COUNSELORS IS ESSENTIAL. AT THIS POINT THE PROGRAM IS ACTUALLY TRAINING A CADRE OF PEOPLE TO GO OUT AND TRAIN OTHERS. DISTRICTS WILL NEED THE CAPABILITY TO PROVIDE THAT TRAINING.

CO-CHAIRMAN POURCHOT ASKED IF THE DEPARTMENT MADE A RECOMMENDATION TO THE GOVERNOR RELATIVE TO SIGNING THE BILL LAST YEAR. MR. TRAVIS ANSWERED, "I'M NOT AWARE OF THAT." WAS THE DECISION TO VETO MADE BY THE GOVERNOR'S OFFICE OR BASED ON INPUT FROM THE DEPARTMENT? MR. TRAVIS ADVISED THAT HE HAD NOT BEEN TOLD. THE CO-CHAIRMAN THEN ASKED IF THE ADMINISTRATION'S POSITION AT THIS TIME WAS DIFFERENT FROM LAST YEAR, AND MR. TRAVIS ADVISED THAT HE COULD NOT ANSWER THE QUESTION.

CO-CHAIRMAN FOURCHOT ASKED IF THE PROGRAM WHICH PROPOSES TO ISSUE ONLY THREE GRANTS TOTALLING \$150.0 REALLY NEEDS THE ADDITIONAL ADMINISTRATIVE SUPPORT SET FORTH IN THE FISCAL NOTE. MR. TRAVIS VOICED NEED FOR ADEQUATE SUPPORT TO EFFECTIVELY CARRY OUT THE PROGRAM.

CO-CHAIRMAN KERTTULA NOTED THAT FEDERAL CONTRIBUTIONS TO STATE EDUCATION HAVE DECREASED BY 17% OVER THE LAST THREE YEARS. HE EXPRESSED DOUBT THAT THE STATE COULD ACCESS FEDERAL PROGRAMS FOR FURTHER ASSISTANCE. HE THEN ASKED HOW MANY DOLLARS WERE IN THE CARL PERKINS' FUND TO INITIATE THE PROGRAM. MR. TRAVIS ADVISED THAT HE DID NOT HAVE THAT INFORMATION. THE CO-CHAIRMAN OBSERVED THAT THE FEDERAL GOVERNMENT OFTEN MAKES FUNDING AVAILABLE TO INITIATE PROGRAMS AND THEREAFTER REDUCES PARTICIPATION EXPECTING STATES TO CONTINUE THE EFFORT AT THEIR OWN EXPENSE.

CO-CHAIRMAN KERTTULA VOICED HIS UNDERSTANDING THAT THE STATE HAS COUNSELORS IN URBAN AREAS ALTHOUGH THERE ARE FEW FOR ELEMENTARY SCHOOLS. HE THEN ASKED WHERE ADDITIONAL COUNSELORS WOULD BE PLACED, NOTING OVERWHELMING NEED IN RURAL AREAS. SENATOR COLLINS RESPONDED THAT NEED IN RURAL AREAS WAS ONE OF THE REASONS FOR INTRODUCTION OF THE BILL. LIMITATIONS PLACED ON CARL PERKINS' MONEY HAVE RESULTED IN MUCH OF IT FLOWING TO URBAN SCHOOLS. THE INTENT IN IMPLEMENTING THE BILL IS TO INCLUDE RURAL AREAS

SPEAKING TO WHETHER OR NOT FEDERAL FUNDS ARE LIKELY TO CONTINUE, SENATOR COLLINS ADVISED THAT 30 STATES HAVE ADOPTED THE MODEL PROGRAM. THERE THUS APPEARS TO BE INTEREST IN CONTINUED FEDERAL FUNDING. SHE STRESSED THAT FROM A PUBLIC POLICY POINT OF VIEW, IMPACTING CHILDREN IN THEIR ELEMENTARY YEARS SHOULD BE A HIGH PRIORITY.

CO-CHAIRMAN KERTTULA NOTED PAST REVIEW OF NEEDS IN RURAL AREAS CONDUCTED BY THE FORMER PRESIDENT OF THE STATE BOARD

OF EDUCATION. HE COMMENTED THAT THE RECOGNIZED NEED IS HUGE, QUESTIONED WHETHER THE PROPOSAL BEFORE COMMITTEE WOULD BEGIN TO MEET THAT NEED, AND SUGGESTED THAT IT REQUIRES MORE SUBSTANCE OR SHOULD BE HELD IN ABEYANCE UNTIL PRIORITIZED WITH OTHER GOVERNMENTAL PROGRAMS. CO-CHAIRMAN POURCHOT CONCURRED, BUT ADVISED OF HIS UNDERSTANDING THAT THE HOPE IS TO ACHIEVE "SMALL SUCCESSES BASED ON A SMALL PROGRAM" THAT CAN BE USED AS A BASIS FOR FUTURE EXPANSION.

SENATOR COLLINS REITERATED THAT THE BILL PROVIDES AN OPPORTUNITY TO ATTRACT PRIVATE FUNDS. SHE SAID SHE WAS COMMITTED TO THE PROGRAM AND WOULD ACTIVELY WORK TO ATTRACT PRIVATE DOLLARS. CO-CHAIRMAN FOURCHOT POINTED TO LANGUAGE AT PAGE 2 OF THE LEGISLATION, ALLOWING THE PROGRAM TO UTILIZE DONATIONS.

END, SFC-92, #26, SIDE 1
BEGIN, SFC-92, #26, SIDE 2

MR. TRAVIS REITERATED THAT WHILE A LIMITED NUMBER OF PEOPLE CURRENTLY WORK UNDER THE PROGRAM, IT IS INTENDED TO TRAIN A CADRE OF PEOPLE WHO, IN TURN, WOULD TRAIN TRAINERS. A LIMITED AMOUNT OF STATE FUNDING IS THUS ABLE TO DEVELOP A RIPPLE EFFECT TO TRAIN COUNSELORS WITHIN INDIVIDUAL DISTRICTS.

IN RESPONSE TO A QUESTION FROM CO-CHAIRMAN KERTTULA, MR. TRAVIS ADVISED THAT THE GRANT PROGRAM WOULD BE MADE AVAILABLE TO ANY DISTRICT THAT APPLIES. HE CONCURRED THAT RESTRICTIONS ON CARL PERKINS' MONEY TARGET IT TO URBAN DISTRICTS. THE DEPARTMENT WOULD THEREFORE WANT TO PROVIDE AS MUCH FUNDING AS POSSIBLE TO RURAL AREAS. CO-CHAIRMAN KERTTULA ASKED IF, IN THE INTEREST OF FAIRNESS, THE DEPARTMENT WOULD ENSURE THAT THE \$150.0 IN GRANT FUNDING WOULD "GO RURAL." MR. TRAVIS ADVISED THAT THE DEPARTMENT MUST ENSURE THAT ALL DISTRICTS HAVE EQUAL ACCESS TO THE MONEY. THE CO-CHAIRMAN REITERATED NEED FOR THE PROGRAM IN RURAL ALASKA, SUGGESTING THAT ADDITIONAL TRAINED PEOPLE AND INCREASED FUNDING SHOULD BE PROVIDED.

CO-CHAIRMAN POURCHOT CALLED FOR ADDITIONAL TESTIMONY ON THE BILL. NONE WAS FORTHCOMING.

SENATOR ADAMS MOVED THAT SB 394 PASS FROM COMMITTEE WITH INDIVIDUAL RECOMMENDATIONS AND THE ACCOMPANYING FISCAL NOTE. CO-CHAIRMAN KERTTULA OBJECTED FOR PURPOSES OF ADVISING THAT THE FISCAL NOTE IS "WAY TOO SMALL." HE VOICED NEED FOR 10 COUNSELORS WITH "A RURAL DIRECTION" AND REQUESTED DISCUSSION OF THE FISCAL NOTE, SAYING THAT IT DID NOT CONTAIN SUFFICIENT FUNDING TO INITIATE THE EFFORT--"IT WILL TAKE TOO MANY YEARS." CO-CHAIRMAN KERTTULA THEN MOVED AND ASKED UNANIMOUS CONSENT TO ADD \$500.0 TO THE GRANTS LINE. CO-CHAIRMAN POURCHOT CALLED FOR DISCUSSION ON THE MOTION. NONE WAS FORTHCOMING. NO OBJECTION HAVING BEEN RAISED, THE

MOTION CARRIED, AND \$500.0 WAS ADDED TO THE GRANTS LINE. CO-CHAIRMAN POURCHOT CALLED FOR OBJECTIONS TO PASSAGE OF THE BILL WITH THE NEW FISCAL NOTE. NO OBJECTIONS HAVING BEEN RAISED, SB 394 WAS REPORTED OUT OF COMMITTEE WITH A \$676.8 SENATE FINANCE FISCAL NOTE FOR THE DEPT. OF EDUCATION. CO-CHAIRMAN POURCHOT AND SENATORS ADAMS AND SHULTZ SIGNED THE COMMITTEE REPORT WITH A "DO PASS" RECOMMENDATION. SENATOR UEHLING SIGNED, "NO REC," AND CO-CHAIRMAN KERTTULA SIGNED "DO PASS WITH FINANCE FISCAL NOTE."