

438

HHESS

HB 749

-

HB 805

930

District or RMAA and Place	Annual Local Transportation Cost, Less Gasoline	Annual Gasoline Cost (auto only)	Annual Intercity Transportation Cost	Total Transportation Cost	Total Cost as Percent Anchor
N.W. Arctic (Nome)	\$ 925	\$ 0	\$1,034	\$1,959	117.7
Bering Straits (Nome)	925	0	1,034	1,959	117.7
Lower Yukon (Mt. Village)	925	0	1,368	2,293	137.7
Lower Kuskokwim (Bethel)	925	0	936	1,861	111.0
Kuspuk (Aniak)	925	0	922	1,847	110.9
S.W. Region (Dillingham)	925	0	824	1,749	105.0
Lake and Peninsula (King Salmon)	925	0	698	1,623	97.7
Aleutian Chain (Cold Bay)	325	0	2,070	2,395	143.1
Pribilof Islands (St. Paul)	925	0	2,868	3,793	227.1
Iditarod (McGrath)	925	0	530	1,455	87.1
Yukon-Koyukuk (Hemana/Tonana)	925	0	288	1,213	103.1
Yukon Flats (Pt. Yukon)	925	0	420	1,345	80.1
Upper Railbelt (Clear)	1,196	508	480 ⁷	2,184	131.1
Delta Greely (Big Delta)	1,196	515	546	2,257	135.1
Alaska Gateway (Tok/Northway)	1,196	529	546	2,271	136.1
Copper River (Glennallen)	1,196	515	315	2,026	121.1
Chatham (Angoon)	325	406	406	731	43.1
S.E. Islands (Ketchikan)	1,196	467	0	1,663	99.1
Annette Island (Petalukatta)	1,196	467	196	1,859	111.1
Chugach Schools (Whittier)	1,196	469	850 ⁸	2,515	151.1

Notes: See end of table.

THE LEGISLATURE OF THE STATE OF ALASKA
TENTH LEGISLATURE

FISCAL NOTE

I. REQUEST

Bill/Resolution No. HB 749
 Title Act Relating to Instructional Unit Allotments
 Requested by Freeman and Gardiner Date 2-7-78

II. FISCAL DETAIL

Agency Affected Department of Education
 Program Category Affected Education
 Budget Request Unit(s) Affected Financial Support Programs

EXPENDITURES (Thousands of Dollars)

	FY 77	FY 78	FY 79	FY 80	FY 81	FY 82
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.		68.4	72.5	76.8	81.4	86.2
TOTAL		68.4	72.5	76.8	81.4	86.2

FUNDING (Thousands of Dollars)

	FY 77	FY 78	FY 79	FY 80	FY 81	FY 82
GENERAL FUND		68.4	72.5	76.8	81.4	86.2
FEDERAL FUNDS						
OTHER (Specify)						

POSITIONS

	FY 77	FY 78	FY 79	FY 80	FY 81	FY 82
FULL TIME		0	0	0	0	0
PART TIME		0	0	0	0	0
TEMPORARY		0	0	0	0	0

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

59 (Instructional Units) x 31,320 (108% I.U. Proposed) = 1847.8
 59 (Instructional Units) x 30,160 (104% in statute) = 1779.4
 Increase = 68.4

FY 79-82 inflation @ 6%

IV. DATE 2-22-78 PREPARED BY Nathaniel Cole, Deputy Commissioner
 AGENCY Education
 PHONE 465-2800
 Original: Legislative Finance
 cc: Budget and Management
 Prime Sponsor (First Legislator Named)

SUPERINTENDENT
Bruce H. Hill

225-9658
225-9659

SOUTHEAST ISLAND SCHOOL DISTRICT

640 Park Avenue
Post Office Box 8340
Ketchikan, Alaska 99901

March 18, 1977

CHAIRMAN
Richard Madden

TREASURER
Kathy Pesterfield

CLERK
Allen Strahle

MEMBER
Estelle Thompson
Lucille Hedrich

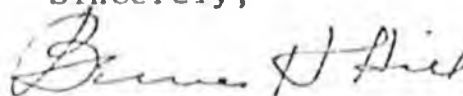
Representative Terry Gardiner
Alaska State House of Representatives
Juneau, Alaska 99811

Dear Representative Gardiner:

This is to comment on SB 225, a bill recently submitted by the Governor for the purpose of amending the value of the educational instructional unit. Under this bill our area differential, which is given for lack of access to "Anchorage, Ketchikan, or Fairbanks by road, railroad or Alaska State Ferry System (AS 14.17.051)," would be reduced from 5% to 4%. The same bill recommends an increase for most other rural Southeast school districts to 8% above the basic allotment. It is our position that, due to the fact our 13 schools are spread over such a large area and that our costs for providing an effective educational program are relatively high, this bill should be amended so that the Southeast Island School District is put on a par with other rural Southeast school districts. We certainly feel that any reduction in the current level of funding would be most detrimental to the children of our District.

In addition, the same position applies to SB 139 (Ferguson), which could result in an even more serious reduction in our funding.

Sincerely,



Bruce H. Hill
Superintendent

BHH:ys

cc: Richard A. Madden, Jr.,
S.I.S.D. Board Chairman

Terry Gardiner

Box 6092, Ketchikan, Alaska 99901 Pouch V, Juneau, Alaska 99811

March 25, 1977

Bruce H. Hill, Superintendent
Southeast Island School District
P.O. Box 8340
Ketchikan, Alaska 99901

Dear Bruce:

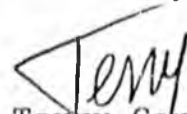
Thank you for your letter in regard to SB 225 and SB 139 on the school instructional unit.

I have checked into this situation and discovered that the Southeast REAAs presently get 100% base allotment plus 5% for not being on the ferry route. Under proposed legislation they would get 104% base allotment plus 5% for an isolation factor.

Additionally, there is a "grandfather" clause so that a school district wouldn't be getting any less than they do presently.

Hopefully, this has been of help to you.

Sincerely,



Terry Gardiner
State Representative
Alaska Legislature

RECEIVED

MAR 30 1977

Southeast Island
School District

225-9658
225-9659

SOUTHEAST ISLAND SCHOOL DISTRICT

640 Park Avenue
Post Office Box 8340
Ketchikan, Alaska 99901

April 26, 1977

TREASURER
Kathy Pesterfield

CLERK
Allen Strahle

MEMBER
Estelle Thayer
Lucille Hedrich

Mr. Michael J. Scott
Institute of Social and
Economic Research
University of Alaska
Fairbanks, Alaska 99701

Dear Mr. Scott:

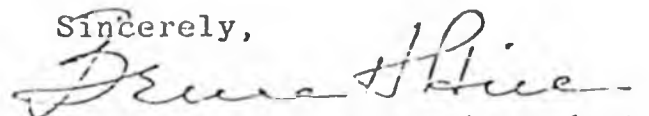
This is to respond to your recent publication entitled "Alaskan Interregional Cost Differentials." While I would like to commend you on your efforts in outlining living costs in various Alaskan communities relative to instructional unit allotments and school operating costs, I would like to point out that glaring errors were made with regard to the Southeast Island School District (SISD). While our administrative office is located in Ketchikan, our schools are located on islands in an area extending from Ketchikan to Frederick Sound, or approximately one-half of Southeast Alaska. Apparently you concluded that data compiled for Ketchikan itself was appropriate for the SISD area.

As a result, several crucial errors were made. First, in Table 2.2 (pp.33-34), the food price index you gave for SISD is identical to that for Ketchikan. While food for our communities is ordered from Ketchikan, there is a ^{7%} (5%) preparation charge made by local grocery stores in addition to the freight (sea or air) charges. Second, Table 2.6 (pp.51-52) clearly shows a lack of understanding with regard to the SISD. Here you show no "Alaska Destination in Region" under SISD. This should have been Ketchikan, which is the major transportation, shopping, and medical center in the area. The round trip fares to our communities from Ketchikan range from \$42.00-140.00 for a single adult seat fare. Also, the Air Freight Rate neglects the cost of transshipment from Ketchikan, which would increase the cost by 75-100%. In Table 2.7, Transportation Cost Index (pp.53-54), once again you have assumed that Ketchikan data is appropriate for the SISD area. Your conclusions here are once again erroneous, as you state that the total SISD average cost is \$1,663, whereas Annette Island, for example, has a total average cost of \$1,859. Keep in mind that Annette Island is much closer to Ketchikan than any SISD site and has limited ferry connections, and thus the transportation costs would be considerably lower than for SISD communities. Twelve of the thirteen SISD communities have no ferry access, while the one that does has twice weekly service with a 130 mile round trip over less than adequate roads to the ferry terminal (with the result that people fly). As a result,

air transportation is a very major item in the SISD operating budget. Similar errors are found in Table 2.8, Air Freight Costs and Household Furnishings and Operations Indices (pp.58-59).

Finally, Table 2.10, which is a composite consumption index (pp.64-65), represents a further compounding of all the errors previously mentioned, and therefore presents an extremely inaccurate and misleading picture with regard to living costs in the SISD area. I therefore would like to suggest that data pertaining to the SISD area be revised so that a reader may have a truly knowledgeable understanding of living costs in the area as well as costs relative to school operation in the SISD. I trust that similar errors were not made with respect to the other REAA's; if so, the validity of your report would be further eroded.

Sincerely,



Bruce H. Hill, Superintendent

cc: Richard Madden, Chairman SISD Board
Representative Oral Freeman
Representative Terry Gardiner
Senator Robert Ziegler
Representative Charles Parr
Senator Glenn Hackney
Representative Steve Cowper
Senator John Sackett

RESOLUTION NO. 78-5

INSTRUCTIONAL UNIT VALUE

WHEREAS, SCS CSHB 212 was designed to provide more equitable funding for all school districts in the State of Alaska, and

WHEREAS, the area differentials in Section 8 of the bill were based upon a composite cost-of-living index developed by the Institute of Social and Economic Research of the Center for Northern Educational Research, University of Alaska, and

WHEREAS, the index for the Southeast Island School District was erroneously based on data for Ketchikan itself, and

WHEREAS, the cost-of-living in the communities comprising the Southeast Island School District is considerably higher than in Ketchikan itself, and

WHEREAS, all rural school districts in Southeast Alaska with the exception of Southeast Island School District were granted a minimum of 108% of the base instructional unit allotment, and

WHEREAS, the Southeast Island School District was given a reduction in the value of its instructional unit from 105% to 104% (effective FY 1979) due to the erroneous data in the composite cost of living index developed by the Institute of Social and Economic Research, and

WHEREAS, the reduction is contrary to the established goal of equitable funding in all Alaska School Districts and will adversely affect programs, both present and planned, in the Southeast Island School District, then

THEREFORE BE IT RESOLVED, that the Southeast Island School District Board formally requests the Legislature to amend AS 14.17.051 by changing the instructional unit allotment for the Southeast Island School District so that it is equitable with other rural Southeast Alaska School Districts, so that it accurately reflects the composite cost of living index for Southeast Island School District communities rather than Ketchikan, and so that it prevents an actual reduction in the value of the instructional unit for the Southeast Island School District had SCS CSHB 212 not been enacted.



STATE OF ALASKA
OFFICE OF THE GOVERNOR
JUNEAU

March 8, 1977

The Honorable John L. Rader
President of the Senate
Alaska State Legislature
Juneau, Alaska 99811

Dear Mr. President:

Under the authority of art, III, sec. 18 of the Alaska Constitution, and in accordance with AS 24.30.060(b) and the Uniform Rules of the Alaska State Legislature, I am transmitting a bill which would make a number of changes to the current provisions in AS 14, the education code, relating to funding of public education. These changes are being proposed in order to provide more equitable funding for all school districts in the state -- city and borough school districts and the regional educational attendance areas of the unorganized borough.

The bill includes statutory authorization for the state to offset state aid payments to the districts by up to 100 per cent of the federal payments to the districts under P.L. 81-874; implements a new method of funding small school programs having an average daily membership of 20 or less; reduces, beginning on July 1, 1978, the number of additional students required for the state's large districts to receive additional instructional units where the average daily membership exceeds 3,005; and adopts an entirely new set of area cost differentials for determining the instructional unit allotment for the school districts of the state, based on the School Finance Study initiated by last year's legislature.

The authority to offset state aid by an amount of federal aid under P.L. 81-874 is contained in sections 1 and 2 of the bill. Federal law authorizes a state to discount the P.L. 81-874 payments made by the federal

government in the current or the prior year against state aid payments for the current year if the state has a program for funding education which is designed to equalize expenditures for all districts of the state. Before the individual regional educational attendance areas in the unorganized borough were established, this offset mechanism occurred essentially automatically. The P.L. 81-874 payments for the schools in the unorganized borough were made directly to the state and shown as a revenue in the S.O.S., A.S.O.S.S. and A.U.B.S.D. appropriations.

When ch. 124 SLA 1975, establishing the regional educational attendance areas, was written and enacted, the state did not expect that any change in payment procedures for the schools in the unorganized borough would occur. Consequently, the formula for funding the REAA's set out in ch. 124 (AS 14.08.121) was developed on the assumption that P.L. 81-874 entitlements would still be paid directly to the state and that those anticipated receipts would be used to fund a part of the amount of the computed state entitlement of the individual REAA's. However, the U.S. Office of Education has determined that these REAA's are local educational agencies for purposes of P.L. 81-874 and that payments must be made directly to each individual REAA. This means that the state will no longer receive some \$16.5 million in anticipated revenues that had been expected to be available to the state as a part of the FY 1977 appropriation from which FY 1978 state aid to the REAA's is paid. (The federal entitlement for the contracted military base schools and tuition students continues to be paid directly to the state.) Since the federal government has determined that payment will no longer be made directly to the state, the state funding formula must be altered to reflect the change in the flow of the federal P.L. 81-874 money or the state will be required to fund the entire formula entitlement for each of the REAA's out of the state's general fund. Further, the various REAA's will receive both the full amount of the formula which was initially determined by the legislature to provide an adequate amount of funding for those schools, an additional amount to each separate REAA of the local P.L. 81-874 entitlement.

Some of the REAA's have significantly higher proportions of P.L. 81-874 students than others. For example, the Adak region has close to 100 per cent P.L. 81-874 students, while the Copper River region has less than 50 per cent. Thus, the effect of funding the school districts at the full amount of the state formula coupled with permitting each district to retain its own entitlement to the P.L. 81-874 funding would be to create a disequalizing effect on the educational funding of the various REAA's. If this happened, there would no longer be any assurance that essentially comparable funding is being provided to those districts for the operation of comparable program levels. Additionally, it should be borne in mind that P.L. 81-874 funds are provided to districts as in-lieu-of-taxation payments to compensate them for the fact that federally owned property within the district is not taxable. The REAA's exercise no local taxing authority and all non-federal funds received by them are state funds derived through the exercise of the state's taxing authority. Therefore, the only manner in which the real purpose of P.L. 81-874 can actually be accomplished is by the state's applying the in-lieu-of-taxation (P.L. 81-874) payments to reduce the amount of state raised revenues used to fund education costs. This was done when the schools in the unorganized borough were operated by the state.

The only equitable way to address these problems is to authorize the offsetting of the P.L. 81-874 money received by the REAA's against the amount of their state aid entitlement computed under the funding formula in AS 14.08.121. A simple across-the-board reduction of the total amount of state funding, prorated for each of the REAA's, would not accomplish the goal of maintaining equalization across the districts. The result of the wide range in the number of P.L. 81-874 students in those districts, generates wide discrepancies in federal funding provided to the various REAA's under that program. This funding discrepancy does not reflect true differences in actual program needs.

If P.L. 81-874 payments are to be offset against state aid for the REAA's, they must also be offset, to the extent permitted under the federal law, against the

P.L. 81-874 payments made to the city and borough school districts of the state. However, the adjustments which would be made to the state aid for those districts would be only a portion of the P.L. 81-874 payments. The federal law only permits P.L. 81-874 receipts to offset state funding in the ratio of the amount of required local effort under the foundation program (AS 14.17) to the total amount of local revenues applied to education in the districts. However, the net effect to the city and borough school districts should not be one of any loss in actual state funding for FY 1979 due to the changes made in area cost differentials and the instructional unit allotment for each of the city and borough school districts.

Sections 3, 4, and 5 of the bill would implement the change in the manner of determining funding for school districts for those schools which have average daily membership (ADM) of 20 or less. Under this proposed program, the funding of small school units would be determined by the commissioner of education annually on an approved program basis. The approved program funding would be determined based on applications submitted by the school districts to the commissioner.

Section 4 also proposes another change to the computation in the number of instructional units to which a school district is entitled. Effective on July 1, 1978 the number of instructional units for schools having an ADM of 3,005 or more would be computed on the basis of 160 units plus one for each additional 21 pupils or fraction of 21 instead of the current 160 instructional units plus one for each additional 23 pupils or fraction of 23.

Last year when I vetoed CSHB 763 (Finance), dealing with a proposed change in area differentials for two election districts in the state, I indicated that it was my belief that these issues should be resolved in conjunction with the School Finance Study then developing under a contract between the Department of Education and the Center for Northern Educational Research. Section 6 of the bill proposes a revision in the area differentials for all areas of the state based on that study. The area differentials which I am proposing in this bill are based on a composite cost-of-living index developed by the Institute of Social and Economic Research of the University of Alaska and the Center for Northern Educational Research. The index is based on a family-of-four cost-of-living adjustment throughout the state using Anchorage as the base.

Because these indices varied considerably within given election districts, it was decided to abandon the present method of determining area differentials on the basis of election districts in favor of applying area differentials by school districts. In almost every case the revised area differentials have resulted in an increase over the area differentials presently in effect. However, in order to assure those school districts for which a drop in the area differential will occur that they will continue to receive the amount of funding they had anticipated based on the current funding statutes, I am proposing in section 8 of the bill a provision which essentially guarantees that the value of the foundation program receipts for all school districts will not be less than it would have been beginning on July 1, 1977 under the current funding statutes.

Two years ago I initiated the practice of building into the law the base instructional unit figure a year in advance to improve planning capabilities at both the school district and state levels. I strongly believe this to be a wise step in aiding both levels of government in responsible fiscal management. However, I am not at this time proposing to build into the funding program a higher value for the instructional unit for the fiscal year beginning July 1, 1978. Based on current estimates of projected revenues, it does not appear that the state will have sufficient additional recurring revenues available to it in fiscal year 1979 to fund any increase in the value of the instructional unit. I am aware that bills have been introduced in the legislature to accomplish such an increase. While at this time I am unable to support those proposed increases, I am prepared to approve an increase for fiscal years beginning on or after July 1, 1978 to as high as \$29,000 if the legislature enacts measures to provide additional recurring revenues in fiscal year 1979 which would be available to fund that increase. Without the revenue increase, the unit will remain at \$27,500.

Sincerely,

Jay S. Hammond
Governor

SUPERINTENDENT
Bruce H. Hill

CHAIRMAN
Richard Madder

225-9658
225-9659

SOUTHEAST ISLAND SCHOOL DISTRICT

640 Park Avenue
Post Office Box 8340
Ketchikan, Alaska 99901

TREASURER
Kathy Pesterfeld

CLERK
Allen Strahle

MEMBER
Estelle Thom
Lucille Hedrich

April 26, 1977

Mr. Michael J. Scott
Institute of Social and
Economic Research
University of Alaska
Fairbanks, Alaska 99701

Dear Mr. Scott:

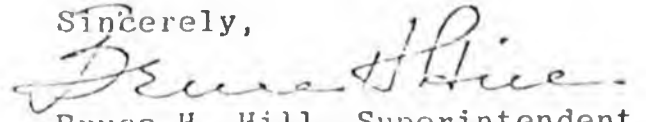
This is to respond to your recent publication entitled "Alaskan Interregional Cost Differentials." While I would like to commend you on your efforts in outlining living costs in various Alaskan communities relative to instructional unit allotments and school operating costs, I would like to point out that glaring errors were made with regard to the Southeast Island School District (SISD). While our administrative office is located in Ketchikan, our schools are located on islands in an area extending from Ketchikan to Frederick Sound, or approximately one-half of Southeast Alaska. Apparently you concluded that data compiled for Ketchikan itself was appropriate for the SISD area.

As a result, several crucial errors were made. First, in Table 2.2 (pp.33-34), the food price index you gave for SISD is identical to that for Ketchikan. While food for our communities is ordered from Ketchikan, there is a (5%) preparation charge made by local grocery stores in addition to the freight (sea or air) charges. Second, Table 2.6 (pp.51-52) clearly shows a lack of understanding with regard to the SISD. Here you show no "Alaska Destination in Region" under SISD. This should have been Ketchikan, which is the major transportation, shopping, and medical center in the area. The round trip fares to our communities from Ketchikan range from \$42.00-140.00 for a single adult seat fare. Also, the Air Freight Rate neglects the cost of transshipment from Ketchikan, which would increase the cost by 75-100%. In Table 2.7, Transportation Cost Index (pp.53-54), once again you have assumed that Ketchikan data is appropriate for the SISD area. Your conclusions here are once again erroneous, as you state that the total SISD average cost is \$1,663, whereas Annette Island, for example, has a total average cost of \$1,859. Keep in mind that Annette Island is much closer to Ketchikan than any SISD site and has limited ferry connections, and thus the transportation costs would be considerably lower than for SISD communities. Twelve of the thirteen SISD communities have no ferry access, while the one that does has twice weekly service with a 130 mile round trip over less than adequate roads to the ferry terminal (with the result that people fly). As a result,

air transportation is a very major item in the SISD operating budget. Similar errors are found in Table 2.8, Air Freight Costs and Household Furnishings and Operations Indices (pp.58-59).

Finally, Table 2.10, which is a composite consumption index (pp.64-65), represents a further compounding of all the errors previously mentioned, and therefore presents an extremely inaccurate and misleading picture with regard to living costs in the SISD area. I therefore would like to suggest that data pertaining to the SISD area be revised so that a reader may have a truly knowledgeable understanding of living costs in the area as well as costs relative to school operation in the SISD. I trust that similar errors were not made with respect to the other REAA's; if so, the validity of your report would be further eroded.

Sincerely,


Bruce H. Hill, Superintendent

cc: Richard Madden, Chairman SISD Board
Representative Oral Freeman
Representative Terry Gardiner
Senator Robert Ziegler
Representative Charles Parr
Senator Glenn Mackney
Representative Steve Cowper
Senator John Sackett



707 A Street, Suite 206
Anchorage, AK 99501

UNIVERSITY OF ALASKA

FAIRBANKS, ALASKA 99701

INSTITUTE OF SOCIAL AND ECONOMIC RESEARCH

Mr. Bruce H. Hill, Superintendent
Southeast Island School District
640 Park Avenue - P. O. Box 8340
Ketchikan, AK 99901

April 29, 1977

Dear Mr. Hill:

Thank you for your letter of April 26. First of all, you have pointed out several facts regarding local conditions in the Southeast Island School District which, as you so clearly demonstrate, make the use of Ketchikan as the point at which living costs are computed misleading. Early in the process of computing costs for the REAA districts we decided to use the headquarters town as the basis for the district, recognizing that in doing so, we were in effect sweeping under the rug a myriad of intra-district distribution and transportation problems for which consistent data were not available for all (or even most) districts, except at costs in project time and effort that neither funding nor time constraints permitted. The problem is common to most REAA's in the state.

Secondly, I would like to give you my thoughts on what might be done about the problem. Variability of cost within a district is very great - for example, you mention that in SISD transshipment costs increase air freight by 75 to 100 percent, and that air fares vary from \$42.00 to \$140.00. In addition, one must determine in what proportions it is appropriate to assume that groceries, for example, move by sea or air to each community in SISD to determine the proper weighted average premium in grocery prices above Ketchikan prices. The first alternative, that of my simply adjusting the cost of living as determined at the regional center for intra-district costs, appears to be impractical for the reason that extensive additional data collection on freight movements within a district (and probably all REAA's) would be necessary.

A second alternative would be to adjust the "isolation factor" in the funding formula to reflect the higher costs of doing business in communities within districts which are relatively isolated and costly places in which to live. This would be over and above any "isolation factor" for the district as a whole, and apart from the provision which lets you count isolated schools as separate attendance centers. I don't know what the

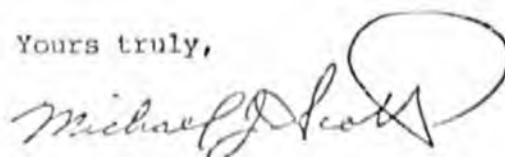
page 2

new factor would be, but looking at your data, I tentatively conclude that it may well be far above the traditional 5 percent.

A third alternative would be to do a comprehensive and extensive statewide cost of living survey, and to do it right, with adequate time and resources committed to the task. This has been recommended in the Legislature from time to time, but it has never been done, so far as I am aware. The allocation of funds from several state programs, plus several Federal ones, might well be improved by a well-supported survey of high professional quality repeated at reasonably frequent intervals. However, the expense of doing this for more than just a few places probably renders this alternative impractical as a solution to the specific problems you raise in your letter because virtually every city, town, and village in the state would have to be surveyed.

Finally, I am referring your letter and my reply to Dean Coon at CNER and Nat Cole at the Department of Education, because I am in complete sympathy with your views on the matter of intra-district cost variation, because DOE may wish to take your comments into account, and because I think they should be aware of reactions to our study at the district level. I also urge you to send copies of your letter to your fellow superintendents, as I am sure they share your feelings and may also want to comment. Good luck.

Yours truly,



Michael J. Scott
Assistant Professor of Economics

MJS/m

cc: Dean Coon, CNER
Nat Cole, Department of Education
Richard Madden, Chairman SISD Board ✓
Representative Oral Freeman
Representative Terry Gardiner
Senator Robert Ziegler
Representative Charles Parr
Senator Glenn Hackney
Representative Steve Cowper
Senator John Sackett

Table 2.7

Transportation Cost Index, 1976¹

District or REAA and Place	Annual Local Transportation Cost, Less Gasoline	Annual Gasoline Cost (auto only) ³	Annual Intercity Transportation Cost ⁴	Total Transportation Cost	Total Cost as a Percent of Anchorage
Anchorage	\$1,196 ²	\$469	\$ 0	\$1,665	100.0
Bristol Bay (King Salmon)	1,196	430	698	2,324	139.6
Cordova	1,196	469	385	2,050	123.1
Craig	1,196	364	311	1,871	112.4
Dillingham	1,196	500	824	2,520	151.4
Fairbanks	1,196	508	0	1,704	102.3
Galena	925	0	628	1,553	93.3
Haines	1,196	469	454	2,119	127.3
Hoonah	1,196	469	322	1,987	119.3
Hydaburg	1,196	469	336	2,001	120.2
Juneau	1,196	469	0	1,665	100.0
Kake	1,196	469	811	2,476	148.7
Kenai	1,196	492	210	1,898	114.0
Ketchikan	1,196	467	0	1,663	99.9
King Cove	325	0	2,280	2,605	156.5
Klawock	1,196	364	336	1,896	113.9
Kodiak	1,196	470	636	2,302	138.3
Matanuska-Susitna (Palmer/Talkeetna)	1,196	475	216 ⁵	1,887	113.3
Nenana	1,196	515	288 ⁶	1,999	120.1
Nome	1,196	506	1,034	2,736	164.3
North Slope (Barrow)	925	0	1,020	1,945	116.8
Pelican	325	0	598	923	55.4
Petersburg	1,196	469	531	2,196	131.9
Selawik	925	0	1,410	2,335	140.2
Sitka	1,196	469	404	2,069	124.3
Skagway	1,196	469	484	2,149	129.1
St. Marys	925	0	1,020	1,945	116.8
Unalaska	1,196	430	2,672	4,298	258.1
Valdez	1,196	469	315	1,980	118.9
Wrangell	1,196	469	473	2,138	128.4
Yakutat	325	0	502	827	69.1

Notes: See end of table.

Table 2.7 (continued)

District or REAA and Place	Annual Local Transportation Cost, Less Gasoline	Annual Gasoline Cost (auto only)	Annual Intercity Transportation Cost	Total Transportation Cost	Total Cost as Percent Anchorage
N.W. Arctic (Kotzebue)	\$ 925	\$ 0	\$1,034	\$1,959	117.7
Bering Straits (Nome)	925	0	1,034	1,959	117.7
Lower Yukon (Mt. Village)	925	0	1,368	2,293	137.7
Lower Kuskokwim (Bethel)	925	0	936	1,861	111.8
Kuspuk (Aniak)	925	0	922	1,847	110.9
S.W. Region (Dillingham)	925	0	824	1,749	105.0
Lake and Peninsula (King Salmon)	925	0	698	1,623	97.5
Aleutian Chain (Cold Bay)	325	0	2,070	2,395	143.8
Pribilof Islands (St. Paul)	925	0	2,868	3,793	227.8
Iditarod (McGrath)	925	0	530	1,455	87.4
Yukon-Koyukuk (Nenana/Tanana)	925	0	288	1,721	103.4
Yukon Flats (Ft. Yukon)	925	0	420	1,345	80.8
Upper Railbelt (Clear)	1,196	508	480 ⁷	2,184	131.2
Delta Greely (Big Delta)	1,196	515	546	2,257	135.6
Alaska Gateway (Tok/Northway)	1,196	529	546	2,271	136.4
Copper River (Glennallen)	1,196	515	315	2,026	121.7
Chatham (Angoon)	325	406	406	731	43.9
S.E. Islands (Ketchikan)	1,196	467	0	1,663	99.8
Annette Island (Metlakatla)	1,196	467	196	1,859	111.7
Chugach Schools (Whittier)	1,196	469	850 ⁸	2,515	151.1

Notes: See end of table.

SUPERINTENDENT
Bruce H. Hill

225-9658
225-9659



640 Park Avenue
Post Office Box 8340
Ketchikan, Alaska 99901

739

CHAIRMAN
Richard Madden

TREASURER
Kathy Pesterfield

CLERK
Allen Strahle

MEMBER
Lucille Hedrich
Estelle Thompson

January 24, 1978

The Honorable Jay Hammond, Governor
Office of the Governor
Pouch A
Juneau, Alaska, 99811

Dear Governor Hammond:

Enclosed you will find several resolutions passed by the Southeast Island School District Board at their regular meeting on January 19, 1978. As each resolution requests the enactment of specific legislation, the following comment is to provide rationale for, and to clarify, the Southeast Island School District's position on each request:

I. Instructional Unit Value (Resolution No. 78-3):

The last session of the Legislature passed SCS CSHB 212, one section of which adopted a new set of cost differentials for determining instructional unit allotments. The final bill, which incorporated elements of previously introduced bills, especial SB 225, used cost differentials based upon a composite cost-of-living index developed by the Institute of Social and Economic Research, University of Alaska (see attached letter from Governor Jay Hammond to Senator John Rader, page 4, last paragraph).

The net result of the bill is that rural districts in the same geographic area, and therefore with some of the similar cost problems, were given higher instructional unit values than the Southeast Island School District. This District, however, has some unique problems which are not faced by these other centralized rural Southeast districts and which further add to its operating costs. The following are offered as examples:

- A. Board travel; The Southeast Island School District Board members must travel from their respective communities for meetings in a central location, at a cost of approximately \$1,000.00 per month.

- B. Federal funds: Due to the cultural and economic makeup of its population, this District receives proportionately less Federal funding than most, if not all, Alaskan school districts. As a result, supplemental programs have to be funded with basic instruction monies.
- C. Travel by certificated staff: Our Special Education and Correspondence Programs rely upon itinerant staff who travel throughout the District to 16 schools and a number of other locations in an area from Ketchikan to Frederick Sound. The delivery of these programs is costly in terms of both time and money, but additional funds are not provided to meet this additional burden. For example, in a centrally located district, a special education teacher may provide daily instruction to relatively large numbers of children, while in this District it may take a teacher 4-5 days to travel and provide a program for a single child. The special education program is currently subsidized by basic instruction and Federal funds, with the latter expected to diminish by 30% in FY 1979.
- D. Building relocation: Due to the transiency of logging operations, school buildings have to be frequently moved and reinstalled at the new locations.
- E. Inservice training: Again due to the geographic remoteness of the District inservice training for teachers is an extremely costly item.

Finally attached are: (1) a copy of a letter to Michael Scott of the Institute for Social and Economic Research; (2) his response, which clearly indicates weaknesses in the data used; and (3) as an example, a copy of the "Transportation Cost Index, 1976" from the Alaskan Interregional Cost Differentials prepared by the Institute for Social and Economic Research. Note how the cost for the Southeast Island School District is that of Ketchikan, while the cost for neighboring rural school districts (Craig, Klawock, Hydaburg, Annette Island) are all considerably higher.

As a result of the above factors, the Southeast Island School District Board is requesting that the instructional unit value be adjusted so that it is comparable to that of other rural Southeast school districts. As a new district, Southeast Island School District would like to develop relevant instructional programs, provide new programs in the areas of music and art, and make inservice opportunities available to its teachers so that their expertise may be kept up to date. If the instructional unit value is amended, it is expected that a large portion of the additionally generated funds (approximately \$80,000.00) would be used for these purposes.

II. Correspondence Study (Resolution No. 78-4):

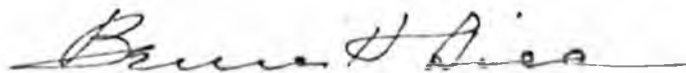
At the time that Alaska State-Operated School System was decentralized, it was assumed that all educational programs would be placed under control of the R.E.A.A. Boards. The intent of SB 35 was successfully carried out at both the Department of Education and R.E.A.A. levels, with the single exception of the correspondence study program. While some school districts do not offer and therefore have a need for a centralized State program, this District has an excellent correspondence program and does not have such a need.

III. Unemployment Compensation Benefits (Resolution No. 78-5):

This resolution, which is related to the first resolution, requests the Legislature to modify the unemployment compensation laws so that all school district employees on normal school vacations do not qualify for benefits. This is of great importance to Southeast Island School District due to the transiency of the population and the large number of classified employees (mostly part time instructional aides for the correspondence and special education programs, but also including clerical, secretarial and custodial personnel). Southeast Island School District has a normal working force consisting of 60 classified employees. In 1977, a total of 41 classified employees were terminated. In each case, the termination was due to the employee moving to another community. In addition, all classified employees had normal school vacations as did certificated staff. If legislative relief is not provided, the burden on this District of the costs for terminated employees and employees on normal vacations will be detrimental to current programs, especially in view of the anticipated reduction in the Southeast Island School District instructional unit value.

Your consideration of these matters will be greatly appreciated. Please contact me at 225-9658 if you have any questions.

Sincerely,



Bruce H. Hill
Superintendent

BH:js
Encl.

cc: Richard Madden, Jr., Chairman,
Southeast Island School District Board
Senator Glenn Hackney
Representative Charles Parr ✓
Commissioner Marshall Lind

RESOLUTION NO. 78-4

CORRESPONDENCE STUDY

WHEREAS, the intent of SB 35 was to grant local control of educational programs to the newly created Regional Educational Attendance Areas, and

WHEREAS, both the Southeast Island School District and the State offer correspondence programs within the Southeast Island School District area, and

WHEREAS, the effect of this dual system is to reduce the potential program offered by the Southeast Island School District and to create an additional financial burden on the State, then

THEREFORE BE IT RESOLVED, the Southeast Island School District Board supports the Association of Alaska School Boards resolution requesting an amendment to AS 14.30.010 (b)(10) to state that where a district has its own correspondence study program, the State Department of Education shall not offer its correspondence study program.

RESOLUTION NO. 78-5

UNEMPLOYMENT COMPENSATION BENEFITS

WHEREAS, prior to January 1, 1978, unemployment compensation benefits were subsidized by the Federal government, and

WHEREAS, the recently enacted P.L. 94-566 shifts liability for such benefits to the employer, including public school districts, and

WHEREAS, the additional anticipated financial burden will detract from educational programs in Alaska school districts, and

WHEREAS, this financial burden will be particularly felt in the Southeast Island School District due to the transiency of a large portion of its population, including classified staff, and


WHEREAS, the Federal legislation specifically excludes certificated employees from eligibility for unemployment benefits when between normal school terms and permits a state to exclude classified employees from eligibility when between school terms, then

THEREFORE BE IT RESOLVED, that the Southeast Island School District Board requests the Legislature to enact legislation to exclude classified employees from eligibility benefits between school terms when the employees are given reasonable assurances of employment upon the beginning of the next school term, and to make the State Department of Labor liable for all costs relating to unemployment benefits for public school district employees.

HB

761

Copper River School District



Chistochina
Copper Center
Gakona
Glennallen
Kenny Lake
Paxson

School Board
Box 108
Glennallen, Alaska 99588
(907) 822-3234

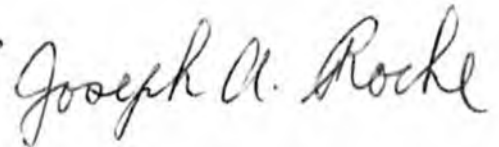
March 20, 1978

The Honorable Charles H. Parr
Alaska State House of Representatives
Pouch V
Juneau, Alaska 99811

Dear Sir:

The present law and regulations pertaining to the transportation of pupils is serving the school districts of this state very well at this time. We realize that the law is not perfect and perhaps some change would facilitate improvement; but the school districts can, at present time, determine the qualifications and guidelines set forth in HB 761. Therefore, the Copper River School District Board is opposed to the passage of HB 761.

Very truly yours,



Joseph A. Roche, Legislative Chairman
Copper River School District Board
c/o Tonsina Lodge
Mile 79 Richardson Highway
Copper Center, Alaska 99573

JAR:pm

cc: HESS Committee Members

HB

793

ALASKA GATEWAY SCHOOL DISTRICT

P.O. Box 226
Tok, Alaska 99780

Charles Parr, Chairman
Health, Education & Social Services Committee
Pouch V
Juneau, AK 99811

March 28, 1978

Dear Representative Parr:

At the March 2, 1978 Regional Board meeting the School Board reviewed legislation and made the following motion in regards to House Bill 793:

I'D LIKE TO MOVE THAT WE OPPOSE THAT HOUSE BILL (793) AND THE REASON BEING THAT IT SHOULD BE LEFT UP TO THE REGIONAL BOARD.

Thank you for your attention to this matter.

Sincerely,



Carl A. Peterson, Superintendent
ALASKA GATEWAY SCHOOL DISTRICT
P.O. Box 226
Tok, AK 99780

CP/pc

HB 793

Copper River School District

Superintendent's Office
Box 108
Glennallen, Alaska 99588
(907) 822-3234

Chitina
Copper Center
Gakona
Glennallen
Kooty Lake
Paxson



March 20, 1978

The Honorable Charles H. Parr
Alaska State House of Representatives
Pouch V
Juneau, Alaska 99811

Dear Sir:

The Copper River School District Board is opposed to HB 793 as this bill weakens the REAA Board's capability of administering the school district. This bill creates a further administrative problem to the superintendent in that he must consult with too many committees.

We do appreciate your efforts in trying to do what is best for our school children.

Sincerely, *Joseph A. Roche*

Joseph A. Roche, Legislative Chairman
Copper River School District Board
c/o Tonsina Lodge
Mile 79 Richardson Highway
Copper Center, Alaska 99573

JAR:pm

cc: House HESS Committee Members

HB

797

HOUSE BILL NO. 797

"An Act making a special appropriation to the University of Alaska for expansion of its continuing education program for nurses; and providing for an effective date."

This Act would help to insure that more continuing education courses would be available to nurses located at sites other than Anchorage. At present, the majority of the courses are offered in the Anchorage area primarily because of a lack of funds for instructors to travel to other parts of the State. Substitute instructors generally are not available in places such as Ketchikan, Juneau, Sitka, Kenai Peninsula towns, Nome, Kotzebue, Barrow and Bethel. In all of these areas there are clusters of office, institutional, school, and public health nurses interested in continuing education courses specifically geared to the educational needs of nurses.

Staff education is a responsibility shared by both the department and the professional nurse. It is the department's policy that in-service education and training should be provided to improve employee effectiveness. Since implementing this policy is based on the availability of funds, it is not necessarily an on-going program. The offering of continuing education courses to nurses in local sites will enhance the department's efforts to provide formalized learning experiences designed to enlarge the knowledge or skills of the public health nurse.

House Bill No. 797 states in Section 1: "The sum of \$40,000 is appropriated from the general fund to the university's school of nursing" (Anchorage). This sum of money would probably only support the bill for approximately one year, particularly if for "the purpose of the Act, continuing education means:

- (1) a series of courses through which a registered nurse may obtain the baccalaureate degree; or
- (2) courses which assist a nurse in maintaining or improving professional knowledge and skills".

"Continuing education" courses are of short duration and may result in certificates of completion or specialization, but not in formal academic degrees.

This bill has significance for the professional nurses on our staff that have their baccalaureate degrees and for the public health nurse trainee who is attempting to acquire her baccalaureate degree on an intermittent, part-time basis, but it will not answer the needs of either group if items (1) and (2) are combined, and limited funds are appropriated for either educational purpose.

The Department of Health and Social Services supports the concept of House Bill No. 797 but cannot recommend increases above the Governor's budget.

Recommended by: Robert I. Fraser 3/2/78
Robert I. Fraser, M.D., Director Date
Division of Public Health

Approved by: Helen D. Beirne 3/5/78
Helen D. Beirne, Commissioner Date
Department of Health & Social Services

Nursing

Please Answer

February 17, 1978

Dear Legislator,

I am writing to request your support in the planning and implementation of a Masters Program in Nursing and a Family Nurse Practitioner Program within the Masters Program.

The University of Alaska, Anchorage, School of Nursing had a Family Nurse Practitioner Program for three years which had been funded by HEW. It was truly a shock when the request for refunding of this vital program was refused.

In Alaska where physicians are not available to give primary health care, who could be more qualified to provide this care than Nurse Practitioners?

It is my feeling that a Masters Program with a Family Nurse Practitioner component would be an answer to Alaska health needs as well as an answer to preventive health care.

Nurses prepared at a Masters level are needed in all health care settings, particularly in primary health care settings. Now the only alternative Alaska nurses have is to go to the Lower 48 for Masters and Nurse Practitioner programs. Many nurses are unable to do this because of financial and family commitments.

I ask you to seriously consider requesting funding to plan a Masters and Nurse Practitioner Program for the 1978-1979 academic year with full implementation in the 1979-1980 year, at the University of Alaska, Anchorage, School of Nursing.

Thank you for your interest and support of Nursing Education and Continuing Education for Alaska nurses.

Sincerely,



Donna Smith-Fenske, R.N.
Box 8681
Anchorage, Alaska 99508

274-0254 H

Mr. Chairman, members of the Committee, I am Dr. Clair Martin, Dean of the University of Alaska-Anchorage School of Nursing. I speak in support of my interpretation of the intent and not the ambiguous and misleading interpretation permitted by House Bill 797.

HB 797 will enable the school to expand the educational services it currently offers in Anchorage and throughout the State. The purposes of the school include the provision of a sequence of courses for both generic and R.N. students that will culminate in the baccalaureate degree with a major in Nursing, and secondly, the provision of continuing education courses for nurses and other health care practitioners that will maintain and upgrade the practitioners' knowledge and skill abilities within their current job positions.

Specifically, it is my understanding that HB 797 will enable the School of Nursing to employ a faculty member who will be located in Fairbanks within either the WAMI complex or within the memorial hospital. This faculty member will be directly and solely responsible organizationally to the Dean of the School of Nursing as required by the national accrediting agency. Responsibilities will include the following: (1) academic advisement of both R.N. and generic students who seek a baccalaureate degree in Nursing; (2) coordination of continuing education needs with the School of Nursing Continuing Education Department; (3) consultant to both UAF and TVCC concerning the general education and support course needs of students in the major; (4) instruction of selected continuing education courses; (5) the instruction of selected degree courses for both R.N. and generic students, in particular the last clinical course of the curriculum; and (6) liaison between the Fairbanks community and the School of Nursing.

Why do we need the provisions of HB 797? First, I will consider the continuing education component of the bill. Learning is a lifelong process and knowledge and skills are particularly perishable in the health care domain. We have the responsibility to assure our consumers of health care services that they are receiving not only safe care, but the highest quality of care possible. Furthermore, the provider has the right to be assured that his own knowledge and skills are current. For these reasons, I believe that mandatory continuing education is inevitable. However, it is essential that we have in place adequate methods and personnel to assess, plan, implement and evaluate continuing education needs and programs. HB 797 will enable us to move in this direction through the identification of one school and one individual who will address these problems in one location, Fairbanks.

Secondly, I will consider the degree component of the bill. All individuals have health care as a right. Professional nursing is the largest provider group available to meet health care needs. The Department of Health, Education and Welfare-sponsored panel of experts addressing health care and nursing manpower needs recommends that the nursing care needed requires that 48% of the practitioners be baccalaureate-prepared, 16% be graduate-prepared, and 36% ADN or diploma-prepared. Approximately 20% of the registered nurses in Fairbanks hold baccalaureate or higher degrees. There are available positions that require practitioners with baccalaureate and higher degrees and we can expect these to increase in number. National projections indicate an oversupply of associate degree and diploma nurses with a critical shortage of baccalaureate and graduate-prepared nurses.

The provisions of HB 797 will allow both the R.N. and generic student to complete the first three semesters of general education and support courses in Fairbanks. Then all students will spend two to four clinical-oriented semesters in Anchorage. At the conclusion of the second semester, R.N. students are permitted to take a written and practice test to demonstrate competency in both the knowledge and skill components of the next two semesters of the program. This provision is based upon our belief that adult learners have the ability to transfer and extend their learning from one situation to another and not upon identity of those courses with previous programs. Upon successful completion of this examination, or the next two semesters, the student may return to Fairbanks for the last clinical course where the school faculty member will supervise their learning.

I do not believe that HB 797 will enable the school to offer the complete program of study for the baccalaureate degree in nursing within the Fairbanks community. To do so poses several problems. First, clinical courses require a teaching team with representatives from each of the major clinical specialties, i.e., medical, surgical, maternal and child, community, and mental health nursing. A minimum of three to four faculty are needed for all except the last clinical course. If a faculty/student ratio of 1:6 or 1:3 is maintained in the clinical area of practice, this means that approximately 24 students are needed in each class. Although there is a pool of individuals who are interested in earning a degree, there is serious question about the ability of this pool to support a class of the above size for a period of time, i.e., is there a sufficient number of students to fill a class after the backlog of interested persons earn their degrees?

There are several potential solutions to this problem. Perhaps joint appointments between the school and the local health care agencies could reduce the cost. However, it is essential that in all situations involving either didactic or clinical instruction, the faculty member shall be solely responsible to the school. It is also possible that a cyclic sequence could be established to admit students as the pool of students becomes available. Obviously, assignments acceptable to the faculty would need to be developed for the period of time when clinical courses are not offered.

The second problem centers upon adequate clinical experiences for students. The 124 beds, including bassinets, at Memorial Hospital are scarcely adequate for 24 students. However, there are a number of non-traditional learning opportunities within the community that could be developed. These include the Pioneer Home and the UAF health and counseling center. It should be noted that the more numerous the clinical facilities and units used, the greater the number of faculty required to provide safe clinical supervision. The type of health care problems that students will encounter in Fairbanks are adequate for baccalaureate level nursing education.

The third problem focuses upon the pool of students and qualified faculty to support the UAA program. In 1976, at the time of the transfer of the program from AMU to UAA, a third of the faculty were not qualified to teach in the school according to national accreditation standards. This year, 92% of the faculty are adequately prepared. Student enrollment in the program is rapidly escalating and we expect to graduate at least 50 students per year by 1980. We consider this to be a minimum

number for efficient operation. We may look at the experience of Montana, a State with nearly twice the population of Alaska. Montana State University graduates 180 baccalaureate-prepared nurses a year, half of whom stay to practice within the State. Given a more mobile population, we might expect to attract and admit approximately 100 students a year. If this number of qualified students is available, then a satellite center in Fairbanks is not only possible, but necessary. However, we do not now have adequate data to answer this question.

The school is eager to respond to both the continuing education and degree needs of all Alaskans within the limits of our resources. We cannot jeopardize the quality of our program and we will articulate our program with sound academic practice as defined by our professional organizations. We cannot be all things to all people, but we will enter into a partnership with nurses throughout the State who are interested in responsibly advancing their own professional knowledge and skills.

HB 797 does not significantly increase either the continuing education or the degree course opportunities that will be available throughout the State. However, it will provide the means for improving assessment, planning, implementation and evaluation of the needs and programs offered in one area of the State, Fairbanks. If this experiment is successful, it may be possible to extend similar programs to other areas of the State.

Testimony submitted to the
House HESS Committee

March 21, 1978

TO: PHN's Supervisors, Consultants
Department of Public Health

DATE:

Thru: Airlie Bruce
Chief
Section of Nursing

FILE NO:

TELEPHONE NO. 279-4711

FROM: Almeda Amoureux
Section of Nursing Staff
Education Committee

SUBJECT: April and May Continuing
Education Offerings

Continuing Education offerings scheduled in Alaska during April and May 1978 are listed below. These courses are applicable to the Section of Nursing Continuation Education Policy. Therefore, please make a formal request to your supervisor if you wish to attend.

Please contact the sponsoring agency for further information and to register. A two weeks advance registration is necessary for UAA School of Nursing continuation education courses. UAA School of Nursing courses will be cancelled if funding or enrollment is not sufficient.

Course	Sponsor	Location	Date
Physical Assessment	UAA School of Nursing Anita Watts 272-5522	Sitka	3/31 - 4/1
Pediatric Respiratory Problems	UAA School of Nursing	Juneau	4/3, 4
Pediatric Respiratory Problems	UAA School of Nursing	Petersburg	4/5, 6
Pediatric Respiratory Problems	UAA School of Nursing	Wrangell	4/6, 7
Leadership & Management	UAA School of Nursing	Ketchikan	4/6, 7
Care of the Orthopedic Patient	UAA School of Nursing	Anchorage	4/11, 13
Admissions Histories & Physicals	UAA School of Nursing	Anchorage	4/12
Care of Diabetic Patients	UAA School of Nursing	Palmer	4/12, 13
Ear Nose Throat Emergency	Providence Hospital 276-4511 Ex. 140	Anchorage	4/12

Course	Sponsor	Location	Date
Sports Medicine	Dr. Mills Contact 279-9753	Anchorage	4/14,15,16
POMR/Quality Assurance	UAA School of Nursing	Dillingham	4/14,15
Awareness in Inter-cultural Nursing	UAA School of Nursing	Anchorage	4/19,20
Physical Assessment	UAA School of Nursing	Kodiak	4/21,22
Crisis Intervention	UAA School of Nursing	Anchorage	4/21,22
Inservice Education Conference	UAA School of Nursing	Anchorage	4/27-29
Multi-modal Therapy	UAA School of Nursing	Anchorage	4/28,29
Health Services in a Disaster	UAA School of Nursing	Anchorage	4/18 - 5/9
Patient Education	UAA School of Nursing	Juneau	5/4,5
Assessment & Care of Pediatric Patient	UAA School of Nursing	Ketchikan	5/5,6
Assertiveness Training	UAA School of Nursing	Anchorage	5/5,6
Cardiac Life Support (Instructor's Level)	Ak. Heart Assn. 279-9541	Anchorage	5/9,10
Eye Emergencies	Providence Hospital 279-4511 EX 1140	Anchorage	5/10
Communicating Effectively with Patients	UAA School of Nursing	Anchorage	5/17,18
Infection Control	UAA School of Nursing	Kodiak	5/19,20
Care of Geriatric Patients	UAA School of Nursing	Palmer	5/25,26
Leadership & Management for Directors of Nursing	UAA School of Nursing	Anchorage	6/2,3
Birth Defects Conference	UAA School of Nursing March of Dimes	Anchorage	6/8 - 10

Legislative Platform

The Alaska Nurses Association is the professional organization for registered nurses in Alaska. Objectives of the association include fostering high standards of nursing practice, promoting the professional and educational advancement and general welfare of nurses, and advocating quality health care for the citizens of Alaska.

Through its legislative program, the AaNA studies proposed Federal, State, and local legislation for its implications for nurses, nursing and health care, and initiates appropriate actions.

1. Nursing Education

The AaNA supports legislation that will maintain and strengthen nursing education programs based in Alaska, tailored to Alaska's needs, and which provide career selections and opportunities for career advancement for Alaska residents. AaNA advocates State financial support at a level that will insure adequate faculty/student ratios, and the recruitment and retention of qualified instructors.

2. Continuing Education

The AaNA recognizes the desire of Alaska's nurses to improve their skills and expand their knowledge. The Association reaffirms its support of a voluntary continuing education process for nurses, and encourages both practitioners and educational institutions to participate in innovative approaches to continuing education.

3. Alaska Board of Nursing

The AaNA supports legislation that will strengthen the role of the Alaska Board of Nursing in administering the nursing law and in promulgating rules and regulations relative to nursing practice, licensure of nurses and accreditation of nursing education programs. The Association supports continuing collaboration of the Boards of Nursing and Medicine in developing regulations for all categories of advanced nurse practitioners.

4. Utilization and General Welfare of Nurses

The AaNA recognizes that the quality and quantity of nursing care are related to the welfare of practitioners of nursing and that an effective nursing service requires full participation by nurses in decisions affecting the conditions under which they practice. The AaNA supports adequate, competitive salaries and fringe benefits for nurses employed in both the public and private sectors.

5. Nursing Representation in Health Planning

The AaNA urges broader nursing representation on State and local boards, committees, and commissions concerned with the planning and delivery of health care services. The Association particularly encourages appointment of nurses to Health Service Area boards as the National Health Planning and Resources Development Act is implemented in Alaska.

6. Community Health Services

The AANA favors legislation designed to strengthen and expand public health and mental health services in local communities. It assigns high priority to programs directed toward the prevention of disease and the maintenance and promotion of health.

7. Child Abuse and Neglect

The AANA reaffirms its support of legislation aimed at the prevention and detection of child abuse or neglect.

8. Equal Rights

The AANA supports ratification of the Equal Rights Amendment to the U.S. Constitution and supports the concept of equal rights for all citizens of Alaska.

9. Health Care Costs

The AANA is cognizant of the high cost of health care in the United States, at it is more burdensome for some segments of the population than for others, and that quality health care is not equally accessible to all citizens. The Association supports health care programs at the national, state and regional levels that will bring adequate health care within the financial reach of all citizens. It will support budgetary constraints at the State and local levels, by both public and private health care institutions and agencies, that are not applied capriciously, that are publicized in advance, and that provide ample opportunity for discussion and debate among the providers and consumers concerned.

10. Liability Insurance

The AANA believes that nurses are responsible for their acts as licensed practitioners of nursing and that all practicing nurses should carry adequate liability insurance for the protection of their clients. The Association continues to support nurse involvement in the peer review process and the establishment of standards for quality health care.



Alaska
Nurses
Association

523 West Eighth Avenue
Suite 111
Anchorage, Alaska 99501

... a constituent of American Nurses' Association

April 25, 1977

Charlie Parr
Alaska Legislature
Pouch V
Juneau, AK 99811

Dear Mr. Parr:

I am writing in response to your February letter to me inquiring how the gain would outweigh the cost of subsidizing a 2 year R.N. to get a BSN degree.

First let me say that I fully support such a proposal as beneficial to all Alaskans. I believe the benefits would outweigh the costs in that the quality and scope of nursing and health care would improve.

My reasons for support of such an idea follows. In addition to improving nursing care to sick individuals, Baccalaureate nursing education provide the R.N. with learning opportunities to:

1. provide effective nursing and health care to families and groups
2. expand skills in assessment of health problems
3. provide health teaching to maintain or improve health care in families and groups
4. provide health counseling to the essentially well and sick individuals
5. use management theory and skills to give effective leadership in the health care system to other R.N.'s, L.P.N.'s, aides, etc. and permit the R.N. to progress to higher management positions
6. develop beginning research skills to expand and develop nursing knowledge to improve health care and solve health problems
7. promote active involvement in the public and political arena to improve health and social conditions
8. participate in activities within health care systems and their professional association to promote and implement improved standards of nursing care, peer review and continuing education

What are the number of nurses who would take advantage of a state subsidy to get a BSN degree? I can only speculate on this answer.

Approximately 10-15 R.N.'s take pre-requisite courses to enter the Nursing Program annually. These nurses have given up their jobs and incur financial debts and deprivation. It takes usually two or three years of full-time college work to

earn a degree. For R.N.'s who come with no prior college credit, the time may extend to four years. Of these students, only 5-10 graduate annually. Attrition from the program generally results from financial and/or family pressures.

Most of the R.N. students have children. Many are single parents. In the past, R.N. students have come from such rural areas as Tok, Juneau, Sitka, Fairbanks, etc. Some have given up jobs in these areas and have relocated their families.

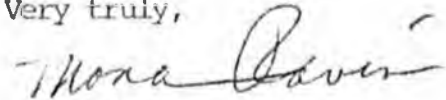
If a stipend would become available in the future, the student numbers might double, and attrition from financial pressures might decrease. Also, stipends for a short-term intensive period of 4-6 weeks and/or summer sessions might encourage part-time study.

You asked about the estimated cost of a state subsidy or stipend.

I believe it should be similar to the annual nurses salary plus tuition and relocation expenses to and from the home community.

I appreciate being able to give input on such an important proposal. Perhaps in the next mailing to our nurse members, we can request that they send comments to you directly.

Very truly,



Mona Ravin
President

bf

THE ALASKA NURSE
 Official Organ - Alaska Nurses' Assn.
 VOL 27 No. 3 JANUARY 1978

Published Bi-monthly by Alaska Nurses' Assn.
 \$3.50 per year for non-members
 For Subscription, write:
 AaNA
 523 West 8th Anchorage, 99501
 Co-Editors
 Pat Steige Karen Wellesley
 Editorial Address
 523 West 8th
 Anchorage, Alaska 99501
 DEADLINE NEXT ISSUE
 March 1, 1978

Letters to the Editor

Dear Editor,

The University of Alaska School of Nursing is promoting several activities that may be of interest to you.

We would like to provide academic advisement and regularly scheduled degree and continuing education courses to R.N.'s and generic students in areas of the state other than Anchorage. With proper advisement, students may take most or all of their academic support courses at other university centers and come to Anchorage for clinical courses. As a step toward this goal we have proposed locating a full-time assistant professor in nursing in Fairbanks. This person would be involved in developing continuing education programs for the area, advisement of generic students who are located in the Fairbanks area so they would need to spend less time in Anchorage, and supervision of students enrolled in the Professional Nursing Concentration in the area. If you support this proposal please make it known to your State Representative.

The School is also proposing development of a master's degree program for Alaskan nurses who wish to have graduate education and prefer not to leave the state. Faculty can be recruited and a first class admitted in the fall of 1979, if funding is made available for planning the program during the 1978 - 1979 school year. Again, your support of a graduate program and funding for planning it should be made known to your legislators.

The faculty of the School of Nursing is committed to offering a high quality nursing education program which will be relevant for nurses in Alaska. We are eager for your input concerning needs and other suggestions you may have. Please contact me at the School of Nursing, University of Alaska, Anchorage.

Chir E. Martin
 Dean, UAA School of Nursing

Observations continued

three secretaries in the past year?) A tremendous amount of in kind work is done by Board, Committee and Association members, but that is not the most efficient use of our talents. AaNA is a business, and can't be successfully run otherwise. For solutions: no one wants a dues increase, nor special assessments of Districts. Some may see special fund raising efforts as an answer. I would prefer to see an increase in membership, which really puts the burden on each of us. Please do the following: 1. Renew your own membership promptly: sure there have been problems in the Association, and there will continue to be. But dropping your voice in nursing isn't the answer. 2. Recruit at least one new member: there are 2000 RNs in Alaska; 400 belong to AaNA. What we do benefits in some measure every nurse, so lets encourage all nurses to share the cost. One reply to the statement "It costs too much" is: depending on your District, it costs 30 - 40 cents per day. That's about equal to a pack of cigarettes, a pop or ice cream cone. Is it really too expensive for you to have a voice in your professional future?

AaNA is growing and incurring the pleasure/pain of increased awareness and responsibility. There is no going back; we must either lead ourselves in attaining and maintaining high credibility and visibility as professionals, a rocky road to be sure; or we can slide along the smooth path to mediocrity and eventual obscurity. I would urge us to be our own best friend, not worst enemy.

My Best,
 Margot Piazza

Dear Editor;

A letter was published in Nursing Outlook, written by a nurse in Idaho who had her nursing license suspended for six (6) months by the Idaho State Board of Nursing. Her problems began when she informed a terminally ill patient and her family, AT THEIR REQUEST, about "alternate methods of treatment for cancer: namely, the natural approach such as nutrition, herbs, touch therapy, and Laetrile" - she also informed the patient these methods were NOT sanctioned by the medical profession.

The decision reached by the board of nursing was that she had "violated the state's nurse practice act by interfering with the physician-patient relationship and thereby constituting unprofessional conduct."

An editorial in the same issue of Nursing Outlook concludes that her "alleged misconduct seems to have consisted of giving the patient information that the physician had not given her, did not believe she should have given, believed it not in his patient's best interest to have and ran counter to his recommended treatment."

The PNP committee feels that the ruling in this case is in direct violation to the nurse's function as the patient's advocate and to the patient's right toward a full and informed consent.

We recommend you read the two articles in question (Nursing Outlook Sept. 1977, p. 546 and 561). It would be appreciated if you would send us your comments on this issue to the committee. Please send all responses to: Dear PNP - AaNA, 527 W. 8th Ave, Suite 111, Anchorage, Alaska 99501.

Mona Ravin

An Ode to Membership

from the AORN of Kentuckiana, 10/77

Are you an active member,
 The kind that would be missed?
 Or are you just contented
 That your name is on the list?

Do you attend the meetings,
 And mingle with the crowd?
 Or do you stay away at home
 And crab both long and loud?

Do you ever go to visit
 A member who is sick?
 Or leave the work for just a few
 And talk about the clique?

There's quite a program scheduled
 That means success if done,
 And it can be accomplished
 With the help of everyone.

So attend the meetings often,
 And help with hand and heart.
 Don't be just a member,
 But take an active part.

Think this over, member,
 Are we right or are we wrong?
 Are YOU an active member?
 OR - - do you just belong?

submitted by the Membership Committee
 AaNA, District I



THE OFF-CAMPUS PROGRAM FOR REGISTERED NURSES

The College of Nursing and the Basic Science Department of the University of Nebraska Medical Center are collaborating with three state colleges and many health agencies to offer the upper division program leading to the Bachelor of Science Degree in Nursing.

This project is designed to increase the number and distribution of nurses in Nebraska prepared at the Baccalaureate level in nursing and subsequently provide rural Nebraska with more nurses prepared to function expanded roles in hospital and community health services. The College of Nursing of the University of Nebraska Medical Center is in a unique position to implement such a project because of the flexibility of its articulated programs at the associate, baccalaureate and Master's level and the electives which represent a major strength of the baccalaureate program.

The Registered Nurses in these areas are employed full-time in various agencies and have families which make it impractical for them to leave home for further study. Almost without exception these nurses are graduates of diploma programs who are now desirous of earning a degree in nursing.

The off-campus centers are located in Scottsbluff, 450 miles from the Medical Center and in Grand Island, 200 miles distant. The methodology includes the use of Challenge exams to establish credit for lower division nursing courses, the use of video-tapes, audio cassettes and telephone conferences, as well as summer seminars and clinical experience. Faculty of the College of Nursing who teach the courses on campus are assigned responsibility for off-campus courses and to teach the summer courses at the two locations.

Both the upper division science courses and the nursing courses are taught by faculty at the Medical Center. The non-nursing courses are taught at Nebraska Western College in Scottsbluff, Chadron State College and Kearney State College. Clinical experiences are selected by College of Nursing faculty in the local communities and these same faculty are with them in the summer. The responses of the Registered Nurses, employers, community health agencies and the colleges is most gratifying to observe.

The on-campus residence requirement has been waived by the University of Nebraska Board of Regents. Consequently they are able to complete the program without coming to either the Lincoln or Omaha campus.

ALASKA NURSES ASSOCIATION

R E S O L U T I O N
Regarding the
PUBLIC HEALTH NURSING

WHEREAS, for many years Public Health Nursing has had its finger on the pulse of the community regarding health needs and concerns of citizens through its unique opportunity to serve in the home; and

WHEREAS, this nursing group has developed new community services and promoted health organizations to meet the needs indicated; and

WHEREAS, this work is devoted primarily to the preventive area of health, which is more cost-effective than treatment; and

WHEREAS, the service is not static or routine but has the ability of changing its scope as societies need change; and

WHEREAS, other allied health and social services professionals depend on this group to visit patients for whom they have concern; and

WHEREAS, Public Health Nursing as it exists in the State and Municipalities today is at risk of changes that are not in the best interest of the health care consumer; and

BE IT FURTHER RESOLVED that this service is of such value that if it did not exist it would have to be created; and

BE IT FURTHER RESOLVED that the Alaska Nurses Association recognizes the extrinsic and intrinsic value of Public Health Nursing and lobby for necessary legislation support continuence and expansion of Public Health Nursing services throughout the Municipality and the State.

Adopted by House of Delegates
Alaska Nurses Association
June 17, 1977

Copies sent to:

State Legislators
Mayor Sullivan
Chm. of the Borough
Chm. of the Municipality

- TITLE: Nursing Education in Fairbanks
- GOAL: To provide consistent academic advisement and regularly scheduled degree and continuing education courses to both RN's and generic students in Fairbanks.
- METHOD: A full time School of Nursing assistant professor will be located in Fairbanks. The responsibilities of this person include the following:
1. Assessment of continuing education needs.
 2. Coordination of continuing education with the School of Nursing Director of Continuing Education.
 3. Teaching selected continuing education courses.
 4. Evaluation of continuing education courses.
 5. Recruitment and advisement of both continuing education and degree students.
 6. Instruction of students enrolled in the Professional Nursing Concentration (a pregraduation 32 hours/week clinical course that must be planned and supervised by School of Nursing faculty).
 7. Advisement of the university or community college administration and faculty on the general education and support courses needed by students in the program.

These activities constitute a full teaching load in the School.

RATIONALE: The goal of consistent advisement and regularly scheduled course offerings in Fairbanks by the School has been difficult to achieve without the consistent presence of a faculty member from the School.

The academic support courses on the Fairbanks campus are quite adequate for the major in nursing. However, the clinical opportunities in Fairbanks are not varied enough to support the total component of clinical courses in the major. It is possible that this will change in the future.

The establishment of a stand alone program in nursing on the Fairbanks campus is problematic for several other reasons. First, the financial cost of duplicating the existing program is overwhelming. Second, qualified nursing faculty are scarce and must be secured prior to admitting students and third, the pool of qualified students is too low to justify an on going stand alone program.

Students who wish to pursue a bachelor's degree in nursing have several options. All students will be able to meet all non clinical program requirements on the Fairbanks campus. With proper advisement seats may be secured for clinical courses in Anchorage and it is possible that selected clinical courses may be offered in Fairbanks as the clinical agencies there develop and as financial and faculty resources are increased.

All students will be able to complete the first three semesters in Fairbanks. Generic students will spend the next four semesters in Anchorage and the last clinical semester in Fairbanks. RN students have the option of taking two semesters, summer and fall, in Anchorage, completing a theoretical and clinical examination for credit that will exempt them from the next two semesters and may return to Fairbanks for the final clinical semester in the spring.

Seats in the clinical courses are limited by clinical agency placement opportunities and by available faculty. Due to the low faculty student ratio required in the clinical courses the expense is quite high and for that reason enrollment is limited to those who are working toward a degree.

The position requested is designed to serve both individuals who are interested in pursuing a degree and those who are seeking to maintain and upgrade their current practice knowledge and ability. Funding this position will not only assist the School to meet the educational needs of the nurses in Fairbanks, it will have a direct impact on the quality of nursing care offered the citizens of the community.

Nursing Education in Fairbanks
Budget

12 Month Funding:

Personnel

1 full time assistant professor	\$ 29,078.00
Secretarial support, 20%, grade 10A	2,822.00
Fringe benefits	6,380.00

Travel

Monthly faculty meetings in Anchorage	1,000.00
One professional development trip	500.00

Commodities

Office supplies, postage	500.00
--------------------------	--------

TOTAL 12 MONTH BUDGET \$ 40,280.00

9 Month Funding:

Personnel

1 full time assistant professor	\$ 21,809.00
Secretarial support, 20%, grade 10A	2,115.00
Fringe benefits	4,784.00

Travel

Monthly faculty meetings in Anchorage	1,000.00
One professional development trip	500.00

Commodities

Office supplies, postage	500.00
--------------------------	--------

TOTAL 9 MONTH BUDGET \$ 30,708.00

It is assumed that furnished office space will be provided in the WAMI suite.



UNIVERSITY OF ALASKA, ANCHORAGE

3221 PROVIDENCE DRIVE
ANCHORAGE, ALASKA 99504

SCHOOL OF NURSING

FY 79 SCHOOL OF NURSING BUDGET REQUEST

The School of Nursing requests consideration of an expansion of its operating budget for FY 79. These requests are in keeping with the Academic Development Plan, the Chancellor's 1977 Management Conference and the budget projections submitted prior to this date.

Item I: Expansion of Workload

A. Request: Three faculty positions at the Assistant Professor level whose responsibilities will be in the School's out-reach program.

B. Budget:

Salary for three Assistant Professors at \$19,812* plus fringe	\$71,323.
Travel and per diem for monthly planning meetings at UAA	6,855.
Contractual Services	500.
Supplies	500.

*to be adjusted for COLA in Fairbanks, Bethel and Juneau.

C. Description:

The UAA School of Nursing offers the only professional nursing program in the state. Its purposes include the provision of baccalaureate degree courses to generic and RN students and the provision of continuing education courses for graduate nurses and other health care practitioners throughout the state.

A 1977 School of Nursing survey reveals that 58 per cent of RN's in the state do not hold the baccalaureate degree. The American Nurses Association position states that the baccalaureate degree in nursing is the minimal preparation for professional nursing practice. Several states are currently considering legislating the baccalaureate degree in nursing as the entry point into professional nursing practice. This position is reinforced by the dramatic decrease in the number of graduates from hospital schools of nursing and by the large proportion of associate degree nursing graduates who return to school for a baccalaureate degree in nursing (30 per cent return for a degree within 3-5 years of completing the associate degree).

The Alaska Department of Labor publication, Alaska Occupational Employment Forecast 1976 projects 240 RN openings per year for the period from 1974-85. This is an increase of 140 employment opportunities per year. This forecast could be modified upward depending upon the characteristics of national health insurance. The present nursing manpower shortage outside of Anchorage is likely to become more acute unless immediate steps are taken to institute a program designed to correct it.

The curriculum for a B.S. in nursing calls for a pre-graduation clinical course called the Professional Nursing Concentration. In this course the student spends 32 hours a week in the practice setting in a chosen specialty, under close supervision by nursing faculty. This concentration could occur outside the Anchorage area, were School of Nursing faculty available for supervision. The literature reveals that graduates are more likely to select employment in those agencies and areas where they have practiced as students. Therefore, a positive response to the professional nursing shortage outside Anchorage would be to provide the opportunity for some students to fulfill this portion of their clinical program in other areas.

It is obvious that not all students, especially RNs with family obligations will be able to come to Anchorage for an extended period of time. The revised curriculum makes it possible for RNs to spend a minimum of 7 months, 2 semesters, in Anchorage and generic students a minimum of 4 semesters provided the student can receive the appropriate advisement, supervision and courses both prior to coming to Anchorage and for the Professional Nursing Concentration in his/her own locality.

This proposal will place a full time School of Nursing faculty member in each of three communities to provide more efficient assessment, planning, implementation and evaluation of student needs and courses offered than is now possible on a part time basis.

The faculty will be in Fairbanks, Juneau-Sitka, and Bethel. Responsibilities include 1) assessment of continuing education needs 2), coordination of planning with the School of Nursing Director of Continuing Education 3), teaching selected continuing education courses 4), evaluation of continuing education courses 5), recruitment and advisement of both continuing education and degree students 6), instruction of students enrolled in the Professional Nursing Concentration (a pregraduation 32 hours/week clinical course that must be planned and supervised by School of Nursing faculty) and 7), advisement of the university or community college administration and faculty on the general education and support courses needed by students in the program. These activities constitute a full teaching load in the School.

Approving this request will not only increase the number of graduates from the program, it will provide a direct service to a majority of the non Anchorage citizens of the state through increasing the number of nurses prepared to offer professional health care services in their community. These faculty will also provide needed coordination of continuing education courses that are designed to enhance the knowledge and skill competencies of graduate health care practitioners in their community.

Item II: New Program .. Master of Science in Nursing

A. Request: One faculty position at the Associate Professor level whose responsibilities will be to plan and direct a Master of Science program in Nursing. One secretary who will be primarily responsible to the Director of the Graduate Program.

B. Budget:

Salary for one associate professor plus fringe	\$ 31,768.
Salary for one secretary, grade 10 plus fringe	16,373.
Travel	2,000.
Contractual Services	1,500.
Supplies	1,500.

C. Description:

The masters degree in nursing is a requirement for leadership positions in nursing administration, supervision, education and research. This is especially true in professionally isolated communities such as Alaska.

A 1977 School of Nursing survey revealed that 6.4 per cent of Alaskan RNs hold the masters degree. Twenty per cent of the respondents in administration had a masters degree, none of those in supervisory or research positions held a graduate degree and only thirty-two per cent of those in nursing education positions held a master's degree.

The State Section of Public Health Nursing has 89 professional nursing positions. Fifty six of these positions require the masters degree but only 19 of the incumbents hold the masters degree. A further illustration of the shortage of nurses prepared for leadership is that at the time of transfer from AMU, one third of the School of Nursing faculty did not hold the minimum credential required to teach, ie the masters degree.

Two federally funded projects, The Community Mental Health Project and the Family Nurse Practitioner Project have explored the need for a masters degree nursing program in Alaska. The masters degree program is a necessary out-growth of both of these projects.

Nationally the family nurse practitioner programs are being integrated into the academic degree tract rather than remaining in the continuing education pattern where they were initiated. There is a critical need for family nurse practitioners, especially in the "Bush." It is anticipated that the master's degree program in nursing will prepare these family practitioners within a Community Health Major.

Approval of this request will result in undertaking a thorough feasibility study of the Alaska nursing population and of employing agencies to clarify both needs and resources relevant to the initiation of a masters degree program. Recruitment of a doctorally prepared director will also be undertaken. Since there is a critical shortage of nurses prepared at the doctoral level it is essential that this recruitment effort begin as soon as possible. Final planning of the curriculum should await employment of the Director. Students will be admitted in September 1979. It is anticipated that ten students will be admitted to the first class. An additional professor will be added to the faculty at that time.

Item III: Increased Workload . . Continuing Education for the Health Sciences.

A. Request: One faculty position at the Assistant Professor level and one secretarial position.

B. Budget:

Salary for one Assistant Professor plus fringe	\$ 23,774.
Salary for one secretary, grade 10 plus fringe	13,644

C. Description:

Knowledge and technology in the health care field are highly perishable and continuing education is mandatory for all health care practitioners. The continuing education department has primarily served graduate nurses. This year approximately 2000 nurses will have enrolled in the C.E. courses offered. There are increasing requests from other health care groups such as medicine, dental hygiene, medical technology etc.

The purpose of this request is to enable the School to respond to these continuing education needs by employing a health educator who is able to plan a calendar of offerings and to teach some continuing education courses outside of nursing. The volume of clerical work that accompanies course and instructor approvals, fee collection and typing course materials requires secretarial support.

It is anticipated that continuing education will become mandatory by State Statute in the foreseeable future. It is essential that a delivery vehicle be planned and implemented prior to this time if the quality of the educational program is to be protected. In addition, the development of a core of continuing education for health science practitioners may be productive in identifying both needs and resources for new baccalaureate health science programs.

An additional faculty member should be able to plan and coordinate approximately 50 workshops and short courses during the first year.

Item IV: Increased Workload . . Faculty Nurse Practitioner Program

A. Request: Two Family Nurse Practitioner positions at Associate Professor level.

B. Budget:

Salary for two Associate Professors	
at \$26,473 plus fringe	\$63,535.

C. Description:

The family nurse practitioner is an expanded role in nursing. It includes health assessment and treatment of common health disruptions. This program was funded by the DNEW Division of Nursing for a three year period and expired in July 1977. Contrary to our expectations the Division did not fund our application for a new grant. This program has been attractive to graduate nurses and the graduate in high demand by health care agencies, especially in the Bush. Approval of this request will permit the School to resume offering this program. These faculty will also contribute to the masters degree in nursing when that program is initiated.

Total Request for FY 79:

1. Restoration of cuts to FY 78 Budget	\$ 65,936.
2. Request Item I	79,178.
3. Request Item II	53,141.
4. Request Item III	37,418.
5. Request Item IV	63,535.

Through the recent curriculum revision the School has constructed the foundation for excellence. In order to effect a transition into the league of excellence with other schools it is essential that financial cuts be restored and in order to better serve the educational and health needs of Alaskans your approval of the budget additions described above is requested.

Background Data:

Since its inception in 1968, the School has graduated 139 nurses with the baccalaureate degree with a major in nursing. The graduates included five who were formerly practical nurses and fifty two who were registered nurses. At least seventy five of these graduates continue to practice actively in the state, ten in the Bush.

Student enrollment in the program has been erratic for the past few years due to the instability of AMU. Enrollment in the freshman and sophomore years are now approaching the number required for maximum efficiency. There are presently 210 students in the major.

The faculty are currently engaged in simultaneously developing and implementing a revised curriculum plan that will

- 1) facilitate the programs application for initial accreditation by the National League for Nursing,
- 2) integrate the health assessment portion of the Family Nurse Practitioner program into the undergraduate clinical courses,
- 3) provide a clear academically sound articulation pattern for RNs seeking a BS degree in nursing,
- 4) provide a basic curriculum organization that will enable the school to graduate approximately 50 students per year.

Students admitted to the clinical major this spring will be entering the revised curriculum. The curriculum change has reduced the hours taught this fall as faculty prepare for implementation of the new curriculum. Plans had been to increase the productivity of the School through lower division electives this fall. However, these were cancelled by Presidential decree. The impact of this decision over the year will be a level of productivity for the School slightly above the past year rather than a dramatic increase. A

twenty five per cent increase in credit hours produced is expected during the 1978-79 academic year as more favorable enrollments enter the upper division courses.

Each student's program of study under the revised curriculum includes 58-65 semester hours of nursing prefix courses. Forty six of these are team taught clinical courses which include 250 hours of classroom and 1400 hours in health care agencies providing direct care to individuals, families and groups. This clinical component is the critical element of the program. The team teaching required along with a low student-teacher ratio produce very high contact hours per week for the faculty but low credit hour production for the program.*

The clinical course is not comparable to either student teaching or other laboratory courses. The teaching-learning process is as carefully planned and more intense than the traditional classroom setting yet the faculty must utilize this experiential setting without the predictable control common to other laboratory courses. In addition, the faculty member is responsible not only for the 6-8 students assigned, but for the well being of each individual, family or group to whom the student provides nursing care.

It is obvious that traditional methods of determining productivity are inappropriate. The most equitable method of measuring productivity of clinical faculty is in terms of contact hours. Clinical faculty are responsible for 6-8 students 12-15 hours per week in the clinical facility plus 4-5 hours per week in the team taught classroom component. In addition, faculty must also teach the non clinical courses in the program and individual student counseling, advisement and tutoring is quite time consuming.

*Both Alaska Statutes and National League for Nursing Criteria for Accreditation require School of Nursing faculty to plan, select, assign, supervise and evaluate student learning experiences in the clinical as well as theoretical component of the program.

HB

800

ALASKA GATEWAY SCHOOL DISTRICT

P.O. Box 226
Tok, Alaska 99780

Charles Parr, Chairman
Health, Education & Social Services Committee
Pouch V
Juneau, AK 99811

March 28, 1978

Dear Representative Parr:

At the March 2, 1978 Regional Board meeting the School Board reviewed legislation and made the following motion in regards to: House Bill 800

I WOULD MOVE THAT WE SUPPORT THE ASSOCIATION OF ALASKA SCHOOL BOARDS' STAND ON HB 800 REGARDING THE VALUE OF THE INSTRUCTIONAL UNIT.

Thank you for your consideration of this matter.

Sincerely,



Carl A. Peterson, Superintendent
ALASKA GATEWAY SCHOOL DISTRICT
P.O. Box 226
Tok, AK 99780

CP/pc

cc: Sharon Young, President
Regional School Board

STATE OF ALASKA
Inter-Department Route Slip

TO:
MAIL STATION NUMBER 3100

DEPARTMENT Legislative - House

ATTENTION Public Committee

- | | |
|--|--|
| <input type="checkbox"/> Approval | <input type="checkbox"/> Note & Return |
| <input type="checkbox"/> Signature | <input type="checkbox"/> Initial & Return |
| <input type="checkbox"/> Comment | <input type="checkbox"/> Return As Requested |
| <input type="checkbox"/> Contact Me | <input type="checkbox"/> Return For Approval |
| <input type="checkbox"/> Prepare Reply | <input type="checkbox"/> Necessary Action |
| <input type="checkbox"/> For Your File | <input type="checkbox"/> Your Information |

Remarks:

FROM:
MAIL STATION NUMBER 0500

DEPARTMENT Senate

BY M. P. [Signature] DATE 2/22

THE LEGISLATURE OF THE STATE OF ALASKA
TENTH LEGISLATURE

FISCAL NOTE

I. REQUEST

Bill/Resolution No. HB 800
 Title Base Instructional Unit Value
 Requested by Rules Committee at Request of Governor Date 2-10-78

II. FISCAL DETAIL

Agency Affected Education
 Program Category Affected Education
 Budget Request Unit(s) Affected Financial Support Programs

EXPENDITURES (Thousands of Dollars)

	FY 78	FY 79	FY 80	FY 81	FY 82	FY 83
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.			12,069.6	12,793.7	13,561.3	14,374.9
TOTAL			12,069.6	12,793.7	13,561.3	14,374.9

FUNDING (Thousands of Dollars)

GENERAL FUND			12,069.6	12,793.7	13,561.3	14,374.9
FEDERAL FUNDS						
OTHER (Specify)						

POSITIONS

FULL TIME			0	0	0	0
PART TIME			0	0	0	0
TEMPORARY			0	0	0	0

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

6283 instructional units x \$1700 per instructional unit x 1.13% of average differential = \$12,069,643

FY 81 - 83 @ 6% per year increase.

IV. DATE 2-22-78 PREPARED BY Nathaniel Cole, Deputy Commissioner
 AGENCY Education
 Original: Legislative Finance PHONE 465-2800
 cc: Budget and Management
 Prime Sponsor (First Legislator Named)

HB

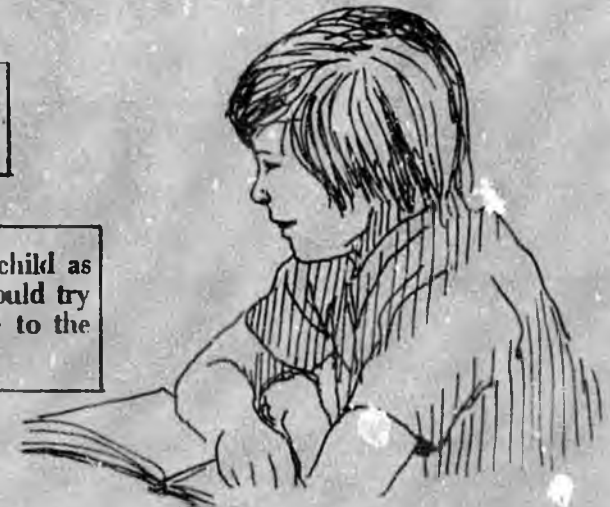
805

1 Seat the child near the front of the classroom where he can read your lips and follow classroom activities the easiest. If he does not wear a hearing aid, his better ear should be toward the teacher and the rest of the class. If he does wear an aid, the aided ear should be toward the teacher and the class. More important than this, however, is that he should sit on the window side of the room so that he is not facing the sunlight while attempting to lipread.



2 The child should be encouraged to watch the face of the teacher and other students when they are talking.

3 The teacher should try to face the hard of hearing child as much as possible when speaking to the class. She should try to give important instructions from a position close to the child.



4 The hard of hearing child should be encouraged to turn around in his seat so that he can see the faces of other children participating in class activities.

9 A hearing loss will affect the development of language skills. Therefore the child should be encouraged to compensate by a more active interest in all language activities such as reading, spelling, etc.

5 The teacher should not use an excessively loud voice or exaggerated lip movements in speaking to the child.

10 The hard of hearing child should be watched carefully to see that he is not withdrawing from the group or that he is not suffering a personal reaction as a direct result of his impairment. The teacher may wish to discuss in class what a hearing loss may be like, and to show the children how they may help their classmate in certain activities. If the hard of hearing child wears an aid, it could be the subject of "show and tell" interest-what it does, how it is worn, etc. The children should be aware, however, that wearing an aid is no more unusual than wearing eyeglasses.

6 If a choice of teachers is possible, the hard of hearing child should be placed with the teacher who speaks slowly and precisely.

7 We are apt to overestimate the hearing efficiency of the child because when he pays attention he apparently hears quite well. Remember that this child must use more effort to hear than the normally-hearing child. It is to be expected that holding the attention of this child will be difficult.

11 The nurses and teachers should be careful to watch for common colds, influenza, throat infections, earaches, etc. in this child. He should be given medical attention as quickly as possible.

For **TEACHERS With**
Hearing - Impaired Students
in a Regular Classroom



For further information, contact the regional office nearest you:

Regional Audiologist
Audiology Unit, 1 South
PO Box 577
Mt. Edgecumbe, AK 99835
Phone: 966-9320

Regional Audiologist
Communicative Disorders Program
3401 East 42nd Avenue
Anchorage, Alaska 99504
Phone: 274-1559

Regional Audiologist
Communicative Disorders Program
1020 Barnette Street-Annex
Fairbanks, Alaska 99701
Phone: 452-6291

Alaska Department of Health & Social Services
Division of Public Health
Communicative Disorders Program
3401 East 42nd Avenue
Anchorage, Alaska 99504

9/77

Pamphlet #10

TYPES OF COMMUNICATIVE PROBLEMS «»

~ LANGUAGE

- DELAYED LANGUAGE
- LEARNING DISABILITIES
- APHASIA

~ SPEECH

- ARTICULATION
- VOICE
- STUTTERING

~ HEARING

- MIDDLE EAR PROBLEMS
- NERVE DEAFNESS

FOR INFORMATION CONCERNING
COMMUNICATION PROBLEMS AND
SERVICES, CONTACT :



REGIONAL AUDIOLOGIST
AUDIOLOGY UNIT, SOUTH
P.O. Box 577
Mt. Edgecombe, Alaska 99835
Phone: 966-8320

REGIONAL AUDIOLOGIST
COMMUNICATIVE DISORDERS
PROGRAM
525 E. 4th Ave.
Anchorage, Alaska 99501
Phone: 274-1559

REGIONAL AUDIOLOGIST
COMMUNICATIVE DISORDERS
PROGRAM
1020 Barnette Street
Fairbanks, Alaska 99701
Phone: 452-6291

SPEECH PATHOLOGY COORDINATOR
COMMUNICATIVE DISORDERS
PROGRAM
3701 E. 20th Ave.
Anchorage, Alaska 99504
Phone: 276-6717

Communication

*Language, Speech
and Hearing*

WHO CAN HELP?



COMMUNICATIVE DISORDERS PROGRAM
DIVISION OF PUBLIC HEALTH

If a child you know exhibits signs of a communicative disorder, do you know where to go for help? Sometimes people think and are told "He'll outgrow it". Another year goes by and the problem is still there. If any of the following conditions exist, you should seek help....

-
- † Not talking by 2 years of age.
 - † Unintelligible speech after the age of 3.
 - † Not using 2 to 3 word sentences by the age of 3.
 - † Speech consists mostly of vowels.
 - † Word endings are missing.
 - † Leaving off many beginning consonants after the age of 3.
 - † Noticeably non-fluent after the age of 6.
 - † At any age embarrassed by his speech.
 - † Still making speech errors at the age of 7 1/2.
 - † Voice is too loud, too soft, monotone and /or too high or too low for sex and age.
 - † Other persons notice and comment on his speech.
 - † Sentence structure is not adequate at age 5.



HELP!

FOR
COMMUNICATION
DISORDERS

WHO

1. An **AUDIOLOGIST** is defined as a professional who is concerned with **NORMAL** and **IMPAIRED** hearing, and with identifying, evaluating, and remediating those who have hearing problems. If a hearing problem exists, an **AUDIOLOGIST** can determine what type and amount of impairment, how the person can best use his remaining hearing, if the person could benefit from a hearing aid and can assist in the selection of the most appropriate aid.

2. A **SPEECH PATHOLOGIST** is a professional who is concerned with the **NORMAL DEVELOPMENT** of speech and language and with speech and language disorders. The **SPEECH PATHOLOGIST** can determine through evaluations if an oral communication problem exists and if so, decide the best method for treatment.

WHERE

- * SCHOOLS
- * PRIVATE CLINICS
- * REHABILITATION CENTERS
- * RESOURCE CENTERS
- * PRIVATE PRACTICE
- * STATE AND FEDERAL AGENCIES

For information on available services in your area, call or write to one of the addresses on the back of this pamphlet.



FOR MORE INFORMATION AND HELP
CONTACT:

YOUR LOCAL HEALTH AIDE
OR
PUBLIC HEALTH NURSE

REGIONAL AUDIOLOGIST
Audiology Unit South
Mt. Edgecumbe
Alaska 99835

Phone: 966-8320

REGIONAL AUDIOLOGIST
Communicative Disorders Program
525 East Fourth Avenue
Anchorage, Alaska 99501

Phone: 274-1559

REGIONAL AUDIOLOGIST
Communicative Disorders Program
1020 Barne'te Street
Fairbanks, Alaska 99701

Phone: 452-6291

DEPARTMENT
OF
HEALTH AND SOCIAL SERVICES



NOISE

CAUSED

HEARING

LOSS

DECIBELS

HOURS OF
DURATION

1/4	-	115
1/2	-	110
1	-	105
1 1/2	-	102
2	-	100
3	-	97
4	-	95
6	-	92
8	-	90

150
140
130
120
110
100
90
80
70
60
50
40
30
20
10
0



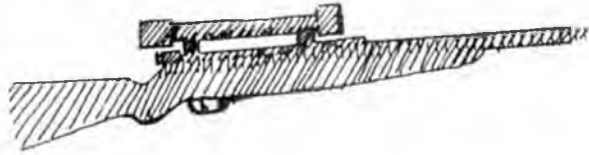
EXTREME DANGER

Probable Permanent
Hearing Loss

Noise))) Sources

EXPOSURE TO NOISE IS A COMMON CAUSE OF HEARING LOSS!

INTENSE BURSTS OF LOUD NOISE MAY DAMAGE THE STRUCTURE OF THE EAR



HOWEVER, NOISE LEVELS OF LESSER INTENSITY MAY ALSO CAUSE A HEARING LOSS IF YOU ARE EXPOSED TO THE NOISE FOR A PERIOD OF TIME



EXCESSIVE EXPOSURE TO NOISE DOES DAMAGE TO THE SENSITIVE HAIR LIKE STRUCTURES IN THE INNER EAR. THE LOSS OF THEIR SENSITIVITY IS GRADUAL AND USUALLY NOT NOTICED UNTILL THE PERSON HAS LOST MUCH OF HIS HEARING

SYMPTOMS:

- ①. RINGING EARS AFTER NOISE EXPOSURE
- ②. DIFFICULTY HEARING SPEECH IN SOME ENVIRONMENTS (GROUP MEETINGS, RESTAURANTS, CHURCH, NOISY ROOMS ETC.
- ③. DIFFICULTY DISTINGUISHING BETWEEN SIMILAR SOUNDING WORDS

Warning !!

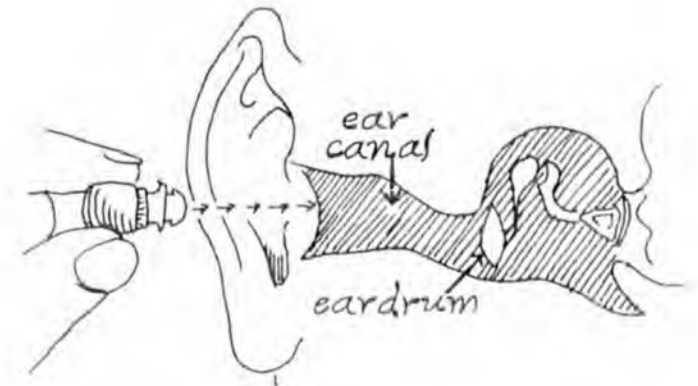
IF NOISE IS LOUD ENOUGH IN AN ENVIRONMENT TO CAUSE DIFFICULTY WITH THE UNDERSTANDING OF SPEECH OR IF INDIVIDUALS MUST RAISE THEIR VOICE TO BE UNDERSTOOD, THE NOISE LEVEL IS PROBABLY EXCESSIVE.

*REDUCE THE LOUDNESS OF THE NOISE IF POSSIBLE

*AVOID EXPOSURE TO LOUD NOISE

*IF THIS IS NOT POSSIBLE.....

EAR PLUGS ARE VERY EFFECTIVE FOR MOST SOUND LEVELS. THEY MUST BE CAREFULLY FITTED AND PERIODICALLY CHECKED.

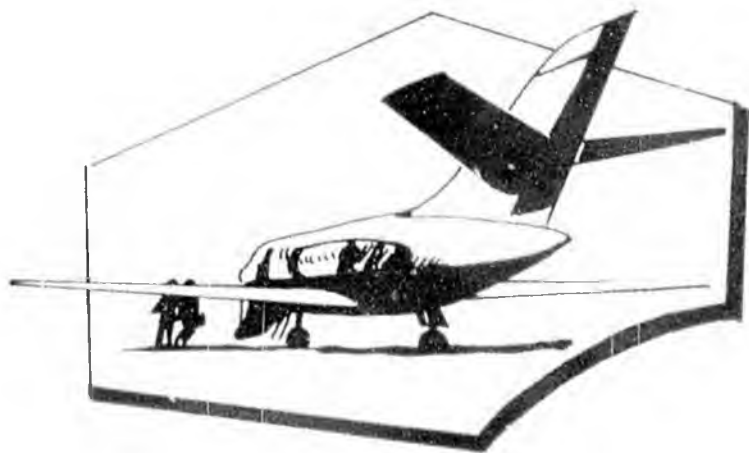


EAR MUFFS PROTECT ALL PARTS OF THE EAR AND OFFER WIDEST RANGE OF SOUND PROTECTIONDON'T REQUIRE FREQUENT ADJUSTMENT.



THIS DAMAGE IS PERMANENT!

**Protection Against
NOISE-INDUCED Hearing Loss**



STATE OF ALASKA

JAY S. HAMMOND, GOVERNOR

DEPT. OF HEALTH AND SOCIAL SERVICES

OFFICE OF THE COMMISSIONER

POUCH H - JUNEAU 99811

Dear Fellow Alaskan:

If you have noticed that you are not hearing as well as you once were, or if you have a ringing noise in your ears, we want to let you know what is happening and what you can do to prevent it.

Because there is no cure for hearing loss caused by noise, the Alaska Department of Health and Social Services is interested in attempting to prevent this type of hearing loss.

This pamphlet has been prepared to alert you to the possibility of hearing loss through your day to day activities. I hope that the information presented here will make you more aware of the reasons for hearing loss and cause you to take measures to preserve this ir retrievable possession so essential to your health and well-being.

Sincerely,



Francis S. L. Williamson
Commissioner

NOISE-INDUCED HEARING LOSS:

Intense bursts of loud noise, such as a blast or an explosion, may produce severe damage to the structures of the middle and inner ear, causing hearing loss. Noise levels of lesser intensity may also produce a hearing loss if you are exposed to them for longer periods of time.

A hearing loss caused by excessive noise starts at high frequencies, usually 4000 cps and may go unnoticed at first. A loss may later occur in lower frequencies, also with continued exposure. At this point, speech may not be as clear as it once was.

Over-exposure to steady noise results in a slowly increasing hearing loss. You probably won't notice this type of loss until it reaches the point where speech is becoming difficult to understand. Unfortunately, this type of hearing loss is permanent. Even though you may be moved from the noisy environment, your hearing will not return to normal. Exposure to noise is the most common cause of hearing loss except for the aging process.



THIS CHART SHOWS THE INTENSITY
 (DECIBEL LEVEL) OF MANY PIECES
 OF EQUIPMENT, AND THE DANGER
 INVOLVED WHEN EXPOSED TO THIS
 NOISE WITHOUT ADEQUATE HEARING
 PROTECTION

	<u>Decibel Level</u>	<u>Possible Sources</u>
EXTREME DANGER	155 dB	Rifle blast, close-up jet engine
	140 dB	Shotgun blast, jet airport
	120 dB	Rock drill, hydraulic press, turbine engine

PROBABLE PERMANENT HEARING LOSS WITH REPEATED EXPOSURE	115 dB	Airplane engine, snow machines, sheet metal hammers, chain saws, marine diesel engine room, air com- pressors, diesel trucks.
	90 dB	

	60 dB to 70 dB	CONVERSATIONAL SPEECH

D A N G E R S I G N S

- Ringing Ears After Noise Exposure
- Difficulty Hearing After Noise Exposure
- Difficulty Hearing in Presence of Background Noise

If these symptoms are present consult your Audiologist or Public Health Nurse

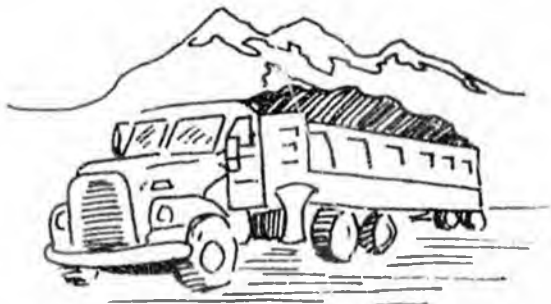
EAR PLUGS OR MUFFS?

Prevention of injury on the job is not new to you; you wear a hard hat, goggles, safety boots, etc...should you think of working in a high noise area without hearing protection?

Many ear plugs and muffs are designed to block out only the concussion of damaging noise. You can still hear conversation almost normally.

Ear plugs will not hurt your ears or put a hole in the eardrum. You may need a little time to get used to them, just like a new pair of eyeglasses. Ear plugs come in several sizes, and some need to be fitted. A snug fit is important in keeping out damaging sound.

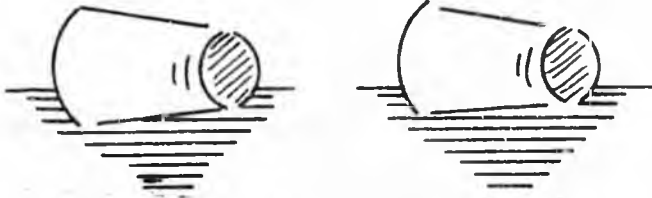
Ear muffs are worn over the entire ear, and may be worn with a hard hat. They may be a little more expensive than earplugs, but they are more comfortable to wear and offer more protection.



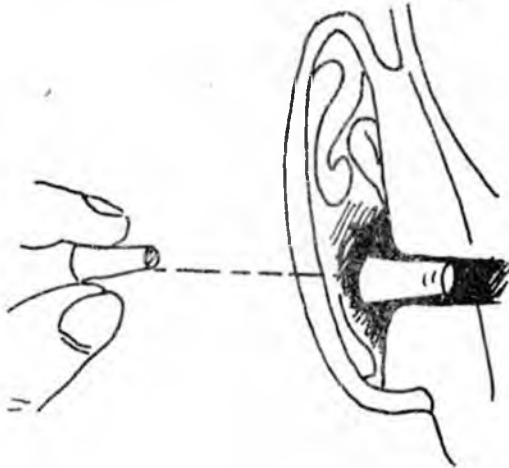
The following page shows you which type of ear protection is advisable in different situations. Ordering information is also shown.

RECOMMENDED FOR PERSONS WHO ARE EXPOSED TO GREATER THAN 90 dB OF NOISE (SEE CHART) THROUGHOUT THE WORKING DAY:

E.A.R. Ear Plugs



This ear plug fits nearly all ears and is comfortable and inexpensive.



A snug fit is important in keeping out damaging sound.

RECOMMENDED FOR THOSE PERSONS WHO ARE INTERMITTENTLY EXPOSED TO GREATER THAN 90 dB OF NOISE, SUCH AS BLASTS FROM JET ENGINES; OR THOSE WHO CANNOT TOLERATE A PROTECTIVE DEVICE IN THE EAR CANAL.

Ear muffs are the most comfortable of all protection devices. They may be worn with hard hats.



THE MOST EFFECTIVE COMBINATION FOR EAR PROTECTION IN EXTREMELY HIGH RISK NOISE AREAS (120 dB+) ARE PLUGS WORN WITH MUFFS.

COMPANY	PRODUCT	PRICE
Big Three Lincoln Alaska 6415 Arctic Blvd Anchorage, AK 276-1216	E.A.R. foam ear plugs	.25 Pair
	David Clark headband muff	8.70 Each
Liquid Air, Inc. 6510 Arctic Spur Anchorage, AK 272-6541	Glendale headband muff	9.50 Each
	MSA headband muff	9.50 Each
	Glendale rubber ear plug	.85 Pair
Arctic Welding & Supply 1110 E. Northern Lights Blvd Anchorage, AK 276-6870	Glendale auraldome muffs	12.00 Each
	E.A.R. foam ear plug	.40 Pair 65.00 Box
Sahlberg Safety & Supply 1702 Ship Avenue Anchorage, AK	David Clark headband muff Type E310	8.20 Each
	E.A.R. foam ear plug	.19 Pair
	3-M, rubber fin plugs	.25 Pair

COMPANY	PRODUCT	PRICE
Safety Inc. 1952 Dowling Road. Anchorage, AK	Flents	8.95 (1-11) Each
	FL 080 headband muff	8.75 (12-100) Each
	Piece & Quiet headband muff	3.00 Each
	Silaflex F-1092 moldable plastic ear plug	15.00 Box
	Dielectric FL 085 ear muff	6.00 Each
	Flexaplug	1.50 (1-11) Pair
	five flanged	1.25 (12-99) Pair
	silicone	1.00 (100+) Pair
	ear plug	
	E.A.R. foam ear plug	.75 (1-11) Pair .60 (12-99) Pair .50 (100+) Pair

If you have questions, or if you require further information, contact the Audiologist in your area:

Southeastern Region:



Audiology Unit, 1 South
P.O. Box 577
Mt. Edgecumbe, Alaska 99835
Ph. 966-8320

Southcentral Region:



Communicative Disorders Program
3401 East 42nd Avenue
Anchorage, Alaska 99504
Ph. 274-1559

Northern Region:



Communicative Disorders Program
1020 Barnette Street-Annex
Fairbanks, Alaska 99701
Ph. 452-6291

The Alaska Department of Health and Social Services does not imply endorsement of only those products shown in this brochure. They are intended for samples of design and protection only.

Alaska Dept. of Health & Social Services
Communicative Disorders Program
3710 East 20th Avenue
Anchorage, Alaska 99504

September 1977

Pamphlet #3

STATE OF ALASKA

DEPT. OF HEALTH AND SOCIAL SERVICES

DIVISION OF PUBLIC HEALTH COMMUNICATIVE DISORDER PROGRAM

JAY S. HAMMOND, GOVERNOR

3401 East 42nd Avenue
Anchorage, Alaska 99504

STATUS REPORT OF PREVENTIVE SERVICES TO THE HEARING IMPAIRED REQUESTED BY REPRESENTATIVE THELMA BUCHHOLDT

Preventive programs for otitis media and noise induced hearing loss are two separate issues, although both conditions result in mild to moderate hearing loss with consequent degrees of handicap. Specific recommendations will be made for prevention in each of these areas with the realization that, for any such program to succeed it must be accomplished in a coordinated manner with each of the major health care organizations including the Community Health Aide Program, Alaska Department of Health and Social Services (public health nurses and Communicative Disorders Program) and the Indian Health Service physicians. A fiscal note is included on the final page.

NOISE INDUCED HEARING LOSS

The prevalence of noise induced hearing loss in rural Alaska has been found to be unusually high because of the repeated exposure of many individuals to snowmobiles, rifle fire, light aircraft, chain saws, motor boats, etc. This is a permanent but preventable condition through health education and use of proper ear protection. The following preventive steps are recommended.

1. A school health curriculum section on noise induced hearing loss and its prevention should be developed and provided to all school districts along with the necessary audio/visual materials and instructional guidelines for implementing this program.
2. Pamphlets have been developed by the Communicative Disorders Program explaining the hazards of exposure to excessive loud noises and protective measures. Samples of these are attached to this document. These items should be produced in greater volume and distributed more widely than is presently possible.
3. Policy and procedure for distribution of ear plugs by the public health nurses to high risk populations has been established by the Communicative Disorders Program but funding for purchase of these ear plugs in bulk is not a budgeted item. These ear plugs would be provided to individuals who are already experiencing various degrees of noise induced loss and to those persons who participate in health education programs with respect to noise induced hearing loss. For other individuals health education pamphlets should be provided which would inform them where they can write to purchase ear plugs at their own expense.

OTITIS MEDIA

Otitis media is a more complex issue because, even though it is a major source of morbidity in Alaska, a primary, initial cause of the problem has not been isolated. It is likely that a combination of factors are involved including nutrition, sanitation, availability of medical care, climate, crowded housing conditions, etc.. While PRIMARY PREVENTION (the prevention of otitis media before its occurrence) is a matter for ongoing clinical research to address, (see Dr. Spence's paper) several very positive steps can be taken in SECONDARY PREVENTION to manage the disease after its occurrence to lessen its debilitating effects and prevent further complications. These steps include (1) conducting early identification programs, insuring effective medical treatment and assuring prompt and appropriate referral (2) providing necessary surgical treatment (3) providing audiological and educational management for children with educationally significant hearing losses (4) conducting a systematic program to monitor hearing status of impaired and high risk individuals (5) implementing comprehensive hearing health education programs.

Some progress has been made in each of these areas but further effort is needed in each to insure a program with the necessary depth and continuity to handle a problem of the magnitude that exists. I will summarize these below:

1. Early identification, effective medical treatment and appropriate referral.

A system for early identification has been established which includes identification and treatment by health aides and public health nurses with the assistance of regionally based audiologists followed by referral to the audiologists and Indian Health Service physicians when appropriate. However, well thought out training moduals need to be developed to insure that all health providers are able to conduct indentification, diagnostic and treatment programs in a uniform manner and according to guidelines which have been established jointly by Department of Health and Social Services and the Indian Health Service, Ear, Nose and Throat Section. (These guidelines have been developed but training packets and mechanisms for implementing training programs in this area have not been addressed.) In addition, TRACER studies need to be undertaken to check for gaps in the referral process. Through this mechanism cases of chronic otitis media would be studied retrospectively to evaluate each step of the treatment and referral process using Assessment of Medical Care for Children, Institute of Medicine (1974), as a guide.

2. SURGICAL CARE

Effective surgical treatment for various types of otitis media is available through the Ear, Nose and Throat Section of the Alaska Native Medical Center, the Section of Family Health's Handicapped Children's Program and Medicaid working cooperatively. This is the desirable mechanism to employ to obtain surgery for clients in need however, all of these programs have been inadequately funded to meet the pressing need and considerable backlog of clients has accumulated in much of the State, especially in the Bethel area. (Dr. Spence will address this in his paper.)

3. Audiological and educational management of children with handicapping hearing loss.

Audiology programs have been established in three regions of the State and a fourth clinic in the Bethel region is being requested of the Legislature in the Governor's Budget for Fiscal Year 1979. Each regional clinic functions in a coordinated manner with the nurses, health aides, physicians and schools of their respective areas. These audiological facilities provide a high quality and substantial quantity of clinical audiology care and are the nucleus of services for the hearing impaired. If the Bethel office is funded by the Legislature the only deficit will be the lack of clerical support and travel monies needed to run the Bethel Regional Office. These items were deleted by the Governor's Budget Review Committee.

4. Need for a systematic approach to monitoring hearing status of clients.

An audiology data system has been designed by the Communicative Disorders Program which incorporates input from programs conducted by the public health nurses, the audiologists of the Communicative Disorders Program, personnel testing hearing for the Indian Health Service, Ear, Nose and Throat Section, and from school hearing conservation programs. Common input and data management for all of these health care providers is incorporated into one functioning data system to provide ongoing patient management information and statistical reports to participating parties. This system lacks only funding of part time clerical support and computer key punch costs to become fully functional.

5. Health education materials such as those attached, (For Teachers With Hearing-Impaired Students in a Regular Classroom + Who Can Help?) need to be produced in greater volume and distributed to parents, teachers, and health care providers. Appropriate films also are needed to enhance health education efforts.



David R. Canterbury, Ed.D., Chief
Communicative Disorders Program

1. Primary Prevention of Otitis Media.

Basic research must be conducted in this area to ascertain which additional measures should be instituted on a population-wide basis. Results of this research will be of sufficient interest nation-wide that federal maternal and child health research funds would very likely be awarded if a grant proposal can be developed. The high incidence of otitis media in Alaska and availability of an integrated health care network are factors which make Alaska an ideal location for this research. Existing staff can be delegated the responsibility for development of this grant proposal.

2. Surgical Care.

Since inception of the emphasis program to provide surgical restoration of chronic otitis media with perforation, there has been a priority system used

in selecting cases for surgery (bilateral, age 8-18 as high priority). In recent years there has been a rising level of expectation, i.e., a desire to extend the criteria for surgery to unilateral cases and older persons. These expectations are not unrealistic and, indeed, are being met in urban areas of our State. Funding, however, has not been increased to allow the Handicapped Children's Program and the Alaska Native Health Service to meet these expectations. In FY 1978 a \$100,000 appropriation has resulted in 200 additional surgical cases in that area which had the largest backlog of cases. Renewal of this funding within the Handicapped Children's Program would allow much needed increased surgical care in other areas of the State.

David A. Spence

David A. Spence, M.D., M.P.H., Chief
Section of Family Health

