

ALASKA LEGISLATURE COMMITTEE FILES 1981-1982 8672

1511 SHESS SB 344 - SB 365 1511

AWARE

aiding
women from
abuse and
rape
emergencies



P.O. Box 809 Juneau, Alaska 99802

(907) 586-6623 (Business)

(907) 586-1090 (Crisis)

May 4, 1981

The Honorable Senator Charles Parr
Alaska State Legislature
Pouch V
Juneau, AK 99811

Dear Senator Parr:

Violence in the family is reaching epidemic proportions. We see violence in the family occurring on a number of different levels - violence from one spouse to another, violence from parent to child, violence between siblings, and violence from child to parent. And the violence affects us all - even if it is not immediately present in our own family.

Family violence can be deadly. Over half of the homicides in the United States involve family members. This February, in Juneau, there was a tragic incident that left a 2 year old child and his mother dead. Their slayer, the father, then killed himself. And the tragedies go on and on, from Fairbanks to Anchorage to Kodiak to Nome. . .

One of the first steps in breaking the cycle of family violence is providing safe shelter for women and children. But a shelter is more than just a place to escape to. At the shelter a woman receives the emotional support and care that enables her to pick up the pieces of her life. There is one-on-one counseling, support groups, and assistance and referrals to community agencies. Shelter advocates will also help the woman through any court procedure she may be involved with due to rape, incest or spousal assault.

If a woman chooses to continue the relationship, and many women do, the shelter is a safe place to stay while her mate receives counseling from the men's program or at least until her partner cools down.

Violence is learned behavior. This is why children's programs are so important in shelters - so trained, caring advocates can work with the children and teach them alternatives to the violent behavior.

In the spatial analysis we are presenting to you today you will notice that in addition to the living areas normally found in a home, we have added a Children's Program, Counseling Rooms, a Meeting Room, a Library and Office Space. Last year we sheltered 219 children from January to December. With that many children we must have a separate play area. Counseling Rooms are also necessary so that the advocate and client can have a private, uninterrupted place in which they can confer.

24-hour crisis line

Shelter

Advocacy

Education

The Meeting Room will provide the extra space the support groups require. At present our weekly support groups for battered women and rape victims range from 10 to 14 women. The Quiet Room insures that there is at least one place away from the hectic activity of the shelter where a woman can sit and sort out her problems and options.

Shelters alone are not the total solution to the family violence problem. We must have programs to help the men learn alternatives to their violent behavior. We need increased preventative education in our schools, in churches, in law enforcement agencies, in the court system and in other agencies so each member of the community has an understanding of the dynamics of violence against women and children.

Shelters alone are not the answer. The entire community must respond to the challenge. But shelters are the first, basic step in a community response to ending the tragedy of family violence.

Sincerely,



Caren Robinson
Executive Director of AWARE

CR:SB

AWARE

aiding
women from
abuse and
rape
emergencies



P.O. Box 809 Juneau, Alaska 99802

(907) 586-6623 (Business)
(907) 586-1090 (Crisis)

April 29, 1981

A.W.A.R.E.

SPATIAL ANALYSIS PROGRAM

THE FOLLOWING DEFINITIONS, SPATIAL DESIGNATIONS AND ALLOCATIONS ARE INTENDED FOR USE AS A GUIDELINE IN THE BUDGETARY PROCESS AND PRELIMINARY DESIGN ANALYSIS FOR SITE SIZE ALLOCATION. IT SHOULD BE NOTED THAT SPECIFIC DESIGN CRITERIA AND SPECIAL NEEDS OF CERTAIN GROUPS COULD VARY THE AREA REQUIREMENTS AND THE PRIORITIES SET FORTH.

DEFINITIONS:

- Advocate:** personnel specializing in providing services to clients. These services include peer counseling and guidance on clients' personal concerns and also assistance in any medical, law enforcement and court procedures.
- Caseload:** number of clients each advocate can effectively assist.
- Clerical/Staff:** personnel specializing in all aspects of the administration of the program.
- Client:** victim of domestic violence and/or sexual assault (woman or child) who seeks the assistance of the AWARE organization.
- Circulation Space:** 15% of the total allocated space (i.e., hallways, electrical, heating, etc.)
- Coordinator:** personnel specializing in the cooperative interfacing of procedural and educational activities between AWARE and other community agencies, religious groups and social service organizations.
- Designated Space:** 85% of the total allocated space identified for specific functions (i.e., kitchen, bedrooms, bathrooms, etc.)
- Director:** personnel specializing in the administration, implementation and operation of the comprehensive organization.

24-hour crisis line

Shelter

Advocacy

Education

A.W.A.R.E.

Business Group

1 Director	Handle clients on a	200
1 Clerical	continuous basis-25%	250
2 Advocates	usually need shelter.	1150 <u>330</u>
	Sub-Total	780

Basic Shelter

Services: 3 sheltered clients at a time

1 Living Room/Dining		400
1 Children's Play Room		200
1 Kitchen		200
1 Food & General Storage		100
1 Laundry Room		84
1 Entry		110
1 General Storage		200
1 General 1/2 Bath	45" sq. ft.	45
*3 Large Bedrooms	300 sq. ft. each	900
2 Full Baths	60 sq. ft. each	120
1 Counseling Room		<u>115</u>
	Sub-Total	2,474
	Combined	<u>3,254</u>
	15% Circulation	488
		<u>3,742</u> Sq. Ft.

Each Advocate adds 5 clients plus 1 additional client requiring shelter.
 Rooms provided include 115 sq. ft. for an office
 25 sq. ft. for a portion of counseling
 320 sq. ft. for bed & bath
 Increase in general facilities which would require additional
 space for full time occupants 162 sq. ft.

622 Sq. Ft.

After 4 advocates have been added to the base staff, expansion of staff is required as the services will move into 24 hr. crisis and outside counseling as well. A need for a group counseling is required as well as special services for the community can be expected.

*Each client in the shelter should have a separate bedroom for herself and her children (Average of 1.2 children per client). Clients without children will double up in rooms.

- | | |
|---|-----------------|
| 3 Counseling rooms | 115 Sq. Ft. ea. |
| These are required if private offices are not provided for each advocate. | |
| One of these offices becomes necessary when a outside counselor is called in. | |
| 1 Large meeting room | 340 Sq. ft. |
| To be used for group counseling (up to 20 people) | |

The following positions are considered an integral part of community outreach. With these additions, more Advocates may be added until client needs can be met. 115 sq." ea.

- | | |
|--|----------|
| 1 Educational Coordinator | |
| Recommend separate office with adequate space needed for files, books and media materials. | |
| | 150 sq." |
| 1 Legal Coordinator | |
| For counseling and security of confidence materials. Space for legal books, briefs, etc. | |
| | 200 sq." |
| 1 Bookkeeper | |
| Should be added to handle additional load | |
| | 155 sq." |

The following is a list of related groups which can work jointly with A.W.A.R.E. and share common facilities with overlapping needs, related cases and shared individuals.

Women's Resource Center

- | | | |
|---|-----------|--------------|
| 1 Staff/Clerical (partial A.W.A.R.E. staff support) | | 150 |
| 1 Storage & Bath | | 140 |
| 2 Counselors | 185 ea. | 370 |
| 1 Large meeting room for groups | | 490 |
| | Sub-Total | 1150 sq. ft. |
| Additional Counselors | 185 ea. | |

R.A.P.E.

- | | | |
|---------------------------------------|--|-------------|
| 1 Advocate (A.W.A.R.E. staff support) | | 200 sq. ft. |
|---------------------------------------|--|-------------|

INCEST

- | | | |
|---------------------------------------|--|-------------|
| 1 Advocate (A.W.A.R.E. staff support) | | 200 sq. ft. |
|---------------------------------------|--|-------------|

M.E.N.

- | | | |
|---|----------|--------------|
| 1 Staff/Clerical (Partial A.W.A.R.E. staff support) | | 150 |
| 1 Storage & Bath, Misc. | | 140 |
| 2 Counselors | 185 ea. | 370 |
| 1 Meeting room | | 340 |
| | SUBTOTAL | 1000 sq. ft. |
| Additional Counselors | 185 ea. | |

- | | | |
|--|--|------------|
| 1 Program Coordinator | | 150 sq.ft. |
| Should be added if some or all of the groups combine facilities. | | |

1 Media/Public Information Specialist 300 sq. ft.
Should be added if there are 8 or more Advocates

These meeting rooms can be used by all associations involved in this project. Combined use will save on space.

1 Additional meeting room 490 sq. ft.
may be required.

CASELOAD DATA:

- a). The average client's stay in the shelter is 20 days.
- b). Twenty-five percent (25%) of all clients require safe shelter.
- c). Each client averages 1.2 children. Children's ages range from newborn to 18 years old.
- d). The optimum yearly caseload per advocate is 140 clients/advocate/year. Present staffing levels require each advocate to assist 180 clients per year.

COMPARISON OF ARCHITECTS PROJECTIONS TO THE PROGRAM PROJECTIONS

ANCHORAGE

Land 65,000 sq. ft. at \$10/S.F.	\$ 650,000
Construction Architect 12,000 sq. ft. @ \$120.00	1,440,000
Program 11,950 @ \$120 00	1,434,000

BETHEL

Land 18,000 sq. ft. at \$2.77/S.F.	50,000
Construction Architect 6,000 sq. ft. @ \$120.00	720,000
Program 6,082 @ \$180.00	1,095,000

(NOTE: Sq. ft. construction was grossly under estimated)

JUNEAU

Land 12,900 sq. ft. at \$15/S.F.	193,500
Construction Architect 8,900 sq. ft. @ \$91.00	810,100
Program 9,160 @ \$100.00	916,000

(NOTE: A quiet room at 280 sq. ft. has been added since original concept)

NOME

Land 10,000 sq. ft. at \$8.00	80,000
Construction Architect 6,100 sq. ft. @ \$250.00	1,525,000
Program 6,841 @ \$225.00	1,540,000

Special attention should be given to the cost per sq. ft. as each area is different and has been changed to reflect today's best estimates.

JUNEAU SPATIAL ANALYSIS PROGRAM		No. Rooms in Base	Sq.ft. in Base	No. Extra Types	Sq.ft. of each type	(3x4) Total of Extra	TOTAL
1	LIVING ROOM	1	400	X	400	=	400
2	CHILDREN'S PLAY ROOM	1	200	X	200	=	200
3	KITCHEN	1	200	X	200	=	200
4	FOOD & STORAGE	1	100	X	100	=	100
5	GENERAL STORAGE	1	200	X	200	=	200
6	ENTRY'S	2	110	X	55	=	110
7	LAUNDRY	1	84	X	84	=	84
8	GENERAL 1/2 BATH	1	45	X	45	=	45
9	COUNSELING ROOM	1	115	X	115	=	115
10	BEDROOMS (only)	3	900	5 X	300	= included	900
11	2 FULL BATHS	2	120	X	60	= below	120
12	DIRECTOR	1	200	X	200	=	200
13	CLERICAL	1	250	X	250	=	250
14	ADVOCATES (office only)	2	330	3 X	115	= 345	675
15	CIRCULATION 15%		488	X	488	=	488
16							
17							
18	EXTRA ADVOCATE/BEDROOM			4 X	622	= 2488	2488
19	COUNSELING ROOM			2 X	115	= 230	230
20	MEETING ROOM			1 X	340	= 340	340
21	EDUCATIONAL COORDINATE			1 X	150	= 150	150
22	LEGAL COORDINATE			1 X	200	= 200	200
23	BOOKEEPER			1 X	155	= 155	155
24							
25	WOMEN'S RESOURCE CENTER						
26	CLERICAL	1	150	X	150	=	
27	STORAGE/BATH	1	140	X	140	=	
28	COUNSELORS	2	370	X	185	=	
29	LARGE MEETING ROOM	1	490	X	490	=	
30							
31	M.E.N.						
32	STAFF	1	150	X	150	=	
33	STORAGE/BATH	1	140	X	140	=	
34	COUNSELOR	2	370	X	185	=	
35	MEETING ROOM	1	340	X	340	=	
36							
37	R.A.P.E. ADVOCATE	1	200	1 X	200	= 200	200
38							
39	INCEST ADVOCATE	1	200	1 X	200	= 200	200
40							
41	PROGRAM DIRECTOR			X	150	=	
42	MEDIA SPECIALIST			X	300	=	
43	MEETING ROOMS			1 X	340	= 340	1340
44	LARGE MEETING			1 X	490	= 490	490
45	QUIET ROOMS			1 X	200	= 280	280
46	LIBRARY			X	280	=	

TOTAL = 9,160

Form 10112 Rev. 1-68 - Form 0517 Green

Form 10112 Rev. 1-68 - Form 0517 Green

AREA	ANCHORAGE SPATIAL ANALYSIS PROGRAM	1		2		3		4		5		TOTAL
		No. Rooms in Base	✓	Sq. ft. in Base	✓	No. Extra Types	X	Sq. ft. of each type	=	(3x4) Total of Extra	=	
	LIVING ROOM	1	✓	400	✓	1	X	400	=	400		800
	CHILDREN'S PLAY ROOM	1	✓	200	✓		X	200	=			200
	KITCHEN	1	✓	200	✓		X	200	=			200
	FOOD & STORAGE	1	✓	100	✓		X	100	=			100
	GENERAL STORAGE	1	✓	200	✓	1	X	200	=	200		400
	ENTRY'S	2	✓	110	✓	1	X	55	=	55		165
	LAUNDRY	1	✓	84	✓		X	84	=			84
	GENERAL 1/2 BATH	1	✓	45	✓		X	45	=			45
	COUNSELING ROOM	1	✓	115	✓	2	X	115	=	230		345
	BEDROOMS (only)	3	✓	900	✓	12/3	X	300	=	900		1800
	2 FULL B'THS	2	✓	120	✓		X	60	=			120
	DIRECTOR	1	✓	200	✓		X	200	=			200
	CLERICAL	1	✓	250	✓		X	250	=			250
	ADVOCATES (office only)	2	✓	330	✓	3/0	X	115	=			330
	CIRCULATION 15%		✓	488	✓		X	488	=			488
	EXTRA ADVOCATE/BEDROOM		✓		✓	6	X	622	=	3732		2488
	COUNSELING ROOM		✓		✓		X	115	=			
	MEETING ROOM		✓		✓	1	X	340	=	340		340
	EDUCATIONAL COORDINATE		✓		✓	1	X	150	=	150		150
	LEGAL COORDINATE		✓		✓	1	X	200	=	200		200
	BOOKEEPER		✓		✓	1	X	155	=	155		155
	WOMEN'S RESOURCE CENTER		✓		✓							
	CLERICAL	1	✓	150	✓		X	150	=			150
	STORAGE/BATH	1	✓	140	✓		X	140	=			140
	COUNSELORS	2	✓	370	✓		X	188	=			370
	LARGE MEETING ROOM	1	✓	490	✓		X	490	=			490
	M.E.N.		✓		✓							
	STAFF	1	✓	150	✓		X	150	=			150
	STORAGE/BATH	1	✓	140	✓		X	140	=			140
	COUNSELOR	2	✓	370	✓		X	185	=			370
	MEETING ROOM	1	✓	340	✓		X	340	=			340
	R.A.P.E. ADVOCATE	1	✓	200	✓		X	200	=			200
	INCEST ADVOCATE	1	✓	200	✓		X	200	=			200
	PROGRAM DIRECTOR		✓		✓		X	150	=			
	MEDIA SPECIALIST		✓		✓		X	300	=			
	MEETING ROOMS		✓		✓	1	X	340	=	340		340
	LARGE MEET'NG		✓		✓		X	490	=			
	QUIET ROOMS		✓		✓	1	X	200	=	200		200
	LIBRARY		✓		✓		X	280	=			

TOTAL = 11,950

Washington
 Form 0512 Rev. 1-68

Washington
 Form 0512 Rev. 1-68

EA

**BETHEL
SPATIAL ANALYSIS
PROGRAM**

	<u>1</u> No. Rooms in Base	<u>2</u> Sq. ft. in Base	<u>3</u> No. Extra Types	<u>X</u>	<u>4</u> Sq. ft. of each type	<u>=</u>	<u>5</u> (3x4) Total of Extra	<u>6</u> TOTAL
LIVING ROOM	1	400	1	X	400	=	400	800
CHILDREN'S PLAY ROOM	1	200		X	200	=		200
KITCHEN	1	200	1	X	200	=	200	400
FOOD & STORAGE	1	100		X	100	=		100
GENERAL STORAGE	1	200		X	200	=		200
ENTRY'S	2	110		X	55	=		110
LAUNDRY	1	84		X	84	=		84
GENERAL 1/2 BATH	1	45	2	X	45	=	90	135
COUNSELING ROOM	1	115		X	115	=		115
* BEDROOMS (only)	3	900	2	X	300	=	600	1500
11 2 FULL BATHS	2	120		X	60	=		120
12 DIRECTOR	1	200		X	200	=		200
13 CLERICAL	1	250		X	250	=		250
* 14 ADVOCATES (office only)	2	330		X	115	=		330
15 CIRCULATION 15%		488		X	488	=		488
16		3742						
* 17 EXTRA ADVOCATE/BEDROOM				X	622	=		
19 COUNSELING ROOM			2	X	115	=	230	230
20 MEETING ROOM			1	X	340	=	340	340
21 EDUCATIONAL COORDINATE				X	150	=		
22 LEGAL COORDINATE				X	200	=		
23 BOOKEEPER				X	155	=		
24 WOMEN'S RESOURCE CENTER								
26 CLERICAL	1	150		X	150	=		
27 STORAGE/BATH	1	140		X	140	=		
28 COUNSELORS	2	370		X	185	=		
29 LARGE MEETING ROOM	1	490		X	490	=		
30 M.E.N.								
31 STAFF	1	150		X	150	=		
32 STORAGE/BATH	1	140		X	140	=		
33 COUNSELOR	2	370		X	185	=		
34 MEETING ROOM	1	340		X	340	=		
35 R.A.P.E. ADVOCATE	1	200		X	200	=		
36 INCEST ADVOCATE	1	200		X	200	=		
37 PROGRAM DIRECTOR				X	150	=		
38 MEDIA SPECIALIST				X	300	=		
39 MEETING ROOMS				X	340	=		
40 LARGE MEETING				X	490	=		
41 QUIET ROOMS			1	X	200	=	200	200
42 LIBRARY			1	X	280	=	280	280

Bureau of the Census
 Form 1512 Data - Form 5512 Green

Bureau of the Census
 Form 1512 Data - Form 5512 Green

TOTAL = 6082

EA
Form 1012 Buff - Form 6512 Green
Form 1012 Buff - Form 6512 Green
Form 1012 Buff - Form 6512 Green

NOME SPATIAL ANALYSIS PROGRAM	1		2		3 X		4 = 5		6	
	No. Rooms in Base	✓	Sq. ft. in Base	No. Extra Types	Sq. ft. of each type	(3x4) Total of Extra			TOTAL	
LIVING ROOM	1	✓	400		X 400	=			400	
CHILDREN'S PLAY ROOM	1	✓	200		X 200	=			200	
KITCHEN	1	✓	200		X 200	=			200	
FOOD & STORAGE	1	✓	100		X 100	=			100	
GENERAL STORAGE	1	✓	200		X 200	=			200	
ENTRY'S	2	✓	110		X 55	=			110	
LAUNDRY	1	✓	84		X 84	=			84	
GENERAL 1/2 BATH	1	✓	45	1	X 45	=	45		90	
COUNSELING ROOM	1	✓	115	2	X 115	=	230		345	
BEDROOMS (only)	3	✓	900	*5/3	X 300	=	900		1800	
2 FULL BATHS	2	✓	120		X 60	=			120	
DIRECTOR	1	✓	200		X 200	=			200	
CLERICAL	1	✓	250		X 250	=			250	
ADVOCATES (office only)	2	✓	330	* 2	X 115	=	230		560	
CIRCULATION 15%		✓	488		X 488	=			488	
EXTRA ADVOCATE/BEDROOM COUNSELING ROOM		✓		5	X 622	=	1244		1244	
MEETING ROOM		✓		1	X 115	=	115		115	
EDUCATIONAL COORDINATE		✓		1	X 340	=	340		340	
LEGAL COORDINATE					X 150	=				
BOOKEEPER					X 200	=				
WOMEN'S RESOURCE CENTER					X 155	=				
CLERICAL	1		150		X 150	=				
STORAGE/BATH	1		140		X 140	=				
COUNSELORS	2		370		X 185	=				
LARGE MEETING ROOM	1		490		X 490	=				
M. E. N.										
STAFF	1		150		X 150	=				
STORAGE/BATH	1		140		X 140	=				
COUNSELOR	2		370		X 185	=				
MEETING ROOM	1		340		X 340	=				
R. A. P. E. ADVOCATE	1		200		X 200	=				
INCEST ADVOCATE	1		200		X 200	=				
PROGRAM DIRECTOR					X 150	=				
MEDIA SPECIALIST					X 300	=				
MEETING ROOMS					X 340	=				
LARGE MEETING					X 490	=				
QUIET ROOMS					X 200	=				
LIBRARY					X 280	=				

TOTAL = 6,841

Dot Lake
Tanacross
Northway
Tetlin
Mentasta
and
Tok Area

Upper Tanana Regional Council on Alcoholism Inc.

P.O. BOX 155

TOK, ALASKA 99780

Telephone 883-4201 or 5147

882-4801

May 9, 1981

Senator Charles Parr
Pouch V
Juneau, Alaska 99811

Subject: A shelter in Tok, Alaska

Dear Senator Parr:

Tok is the central point to the above named communities. By having a shelter in Tok, the U.T.R.C.A. would be able to provide transportation from and to the outlying villages. Also, the U.T.R.C.A. has the staff to provide counseling and referral services and also the court liaison person to work with the troopers and court system. We also have the contacts with all other agencies that would be involved in providing the proper care and services to the families who would use these shelters.

The legislature would provide the initial funding for the first year to build and get the facility in operation. For the second year and after, the U.T.R.C.A. would be responsible to maintain and staff the facility and provide full service for the person who would use the program's services from the whole Upper Tanana Region.

Services would be provided by U.T.R.C.A. and funding would be provided by other agencies for facility operation.

A registered nurse would be hired as facility supervisor, and a social service associate to provide more appropriate services to women and children who are admitted to the center.

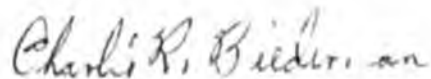
The Upper Tanana Region has an estimated 1,750 persons living in the communities of Tok, Tanacross, Tetlin, Dot lake, Northway and Mentasta. The figure does not include Eagle and persons living along the highway, which would also receive our services.

I understand that there is a bill in the legislature now to provide funding for services to victims of domestic violence, and I would like you to consider our request for \$200,000. to start up the program in Tok. I can

assure you that the amount of funds to operate in the second year would be reduced.

Enclosed with this letter is the estimated budget for the program cost.

Very truly yours,

A handwritten signature in cursive script that reads "Charles R. Biederman".

Charles R. Biederman

CRB:mhh

cc: Senator John Sackett
enclosure

Dot Lake
Tanacross
Northway
Tetlin
Mentasta
and
Tok Area

Upper Tanana Regional Council on Alcoholism Inc.

P.O. BOX 155

TOK, ALASKA 99780
Telephone 883-4201 or
883-4801

PROGRAM COSTS

1 R. Nurse - Supervisor	\$25,000.00
1 Social Service Associate	19,000.00
1 Facility Worker, Health Aide	15,000.00
2 Facility Worker, Health Aide, (part-time)	30,000.00
	<hr/>
	89,000.00
16.7%	14,863.00
	<hr/>
	\$103,863.00
Rent @ \$1,000./year	12,000.00
Utilities, Heat, Electric, and Phone	9,600.00
Client food, Est. Self Prepared and Contracted	16,425.00
All Insurance Coverage	4,500.00
Facility Renovations: To meet Fire Safety Standards, Health & Sanitation	20,000.00
Miscellaneous	2,012.00
Beds and Bedding Supplies	3,600.00
Kitchen & Furnishings	4,000.00
Furniture	4,000.00
Transportation	4,600.00
Administrative Costs	10,600.00
Office Furnishing & Supplies	4,800.00
	<hr/>
	\$200,000.00

A Private Non-Profit Organization dedicated to combating Alcohol Abuse and
A Chartered Chapter of the National Council on Alcoholism - Alaska Region,
A State Division of the National Council on Alcoholism.

CONSTRUCTION COST ESTIMATES

ARCHITECT'S				PROGRAM			DOT (STATE REVIEW)					
sq. ft.	x	\$/sq.ft.=	TOTAL	sq. ft.	x	\$/sq.ft.=	TOTAL	INDEX	sq. ft.	x	\$/sq.ft.=	TOTAL
ANCHORAGE	12,000	120	<u>1,440.0</u>	11,950	120	<u>1,434.0</u>		100	11,950	160.00		<u>\$1,912,000</u>
BETHEL	6,000	120	<u>720.0</u>	6,082	180	<u>1,095.0</u>		130.5	6,082	208.80		<u>\$1,252,800</u>
JUNEAU	8,900	91	<u>810,100</u>	9,160	100	<u>916.0</u>		104.0	9,160	166.40		<u>\$1,480,960</u>
NCME	6,100	250	<u>1,525.0</u>	6,841	225	<u>1,540.0</u>		137.5	6,841	220.00		<u>\$1,342,000</u>

The costs that have been inserted on this form were based on the following assumptions:

1. Land costs are NOT included in the sq ft. costs.
2. All design, design management, and construction management costs are NOT included in the sq. ft. costs.
3. If project costs are required, use a 1.4* multiplier.

*(DOT/PP Planning uses a 1.5 multiplier)

PROJECT COST ESTIMATE SUMMARY -- MAY 1981

ANCHORAGE	%	ARCHITECT	PROGRAM ANALYSIS	%	DEPT. OF TRANSPORTATION
CONSTRUCTION	* of	1,440,000	1,434,00		SEE ATTACHMENT A
INTERIOR FURNISHINGS	12	170,500	170,500		
EQUIPMENT	2	26,000	26,000		
SOILS	1	10,000	10,000		
SURVEY	.5	6,000	6,000		
INDEPENDENT COST ESTIMATOR	.5	7,000	7,000		
LEGAL, TITLE, APPRASIALS	1	10,000	10,000		
PROGRAMMING AND SITE ANALYSIS	2	23,000	23,000		
ARCHITECTURAL FEES	12	72,000	172,000		
ESTIMATED REIMBURSABLES	.5	8,000	8,000		
LAND	NA	650,000	650,000		
SUBTOTAL	**	2,565,500	2,559,500		
OWNER'S PROJECT MANAGEMENT AND EXPENSES		43,000	43,000		
RELOCATION		7,500	7,500		
PROJECT CONTINGENCY	10	258,000	256,000		
INFLATION	15	386,000	384,000		
ESTIMATED TOTAL		3,217,000	3,207,000	A	3,735,800

* % of construction costs

or B 3,825,000

** % of construction sub-total

PROJECT COST ESTIMATE SUMMARY -- MAY 1981

BETHEL		ARCHITECT	PROGRAM ANALYSIS	DEVELOPMENT
CONSTRUCTION	* of	720,000	1,095,000	SEE ATTACHMENT A
INTERIOR FURNISHINGS	9	66,400	66,400	
EQUIPMENT	.3	24,600	24,600	
SOILS	1	5,000	7,000	
SURVEY	.5	3,000	3,000	
INDEPENDENT COST ESTIMATOR		0	5,000	
LEGAL, TITLE, APPRASIALS	.5	2,000	3,000	
PROGRAMMING AND SITE ANALYSIS	2	15,000	15,000	
ARCHITECTURAL FEES	9	65,000	98,800	
ESTIMATED REIMBURSABLES	1	5,000	10,000	
LAND	8	50,000	50,000	
SUBTOTAL	**	962,000	1,377,800	
OWNER'S PROJECT MANAGEMENT AND EXPENSES		0	48,000	
RELOCATION		0	5,000	
PROJECT CONTINGENCY	19/ 100	139,000	137,000	
INFLATION	0/ 15	0	205,000	
ESTIMATED TOTAL		1,100,000	1,772,800	A 2,015,500

* % of construction costs

OR B 2,070,000

** % of construction subtotal

PROJECT COST ESTIMATE SUMMARY -- MAY 1981

JUNEAU

		ARCHITECT	PROGRAM ANALYSIS	DEPT. OF TRANSPORTATION
CONSTRUCTION	• of	810,000	916,000	SEE ATTACHMENT A & B
INTERIOR FURNISHINGS	7	58,000	58,000	
EQUIPMENT	1	12,000	12,000	
SOILS	.5	5,000	5,000	
SURVEY	.5	2,000	2,000	
INDEPENDENT COST ESTIMATOR		0	5,000	
LEGAL, TITLE, APPRAISALS	.5	3,000	3,000	
PROGRAMMING AND SITE ANALYSIS	1	15,000	15,000	
ARCHITECTURAL FEES	7 10	54,200	91,000	
ESTIMATED REIMBURSABLES	.5	6,000	8,000	
LAND	NA	193,500	193,500	
SUBTOTAL	••	1,154,200	1,308,500	
OWNER'S PROJECT MANAGEMENT AND EXPENSES			48,000	
RELOCATION			7,000	
PROJECT CONTINGENCY	10		130,000	
INFLATION	15		125,000	
ESTIMATED TOTAL		1,154,200	1,168,500	A 2537,200

• 1 of construction costs

or B 2,640,000

•• 1 of construction subtotal

PROJECT COST ESTIMATE SUMMARY -- MAY 1981

NOME

		ARCHITECT	PROGRAM ANALYSIS	DEPT. OF TRANSPORTATION
CONSTRUCTION	* of	1,525,000	1,540,000	
INTERIOR FURNISHINGS	6	93,000	93,000	
EQUIPMENT	1	10,000	10,000	SEE ATTACHMENT A
SOILS	1.5	18,000	18,000	
SURVEY	.5	7,000	7,000	
INDEPENDENT COST ESTIMATOR	.5	7,000	7,000	
LEGAL, TITLE, APPRASIALS	.5	5,000	5,000	
PROGRAMMING AND SITE ANALYSIS	1.5	17,000	17,000	
ARCHITECTURAL FEES	10	152,000	154,000	
ESTIMATED REIMBURSABLES	1	15,000	15,000	
LAND	NA	80,000	80,000	
SUBTOTAL	**	1,936,000	1,953,000	
OWNER'S PROJECT MANAGEMENT AND EXPENSES		48,000	48,000	
RELOCATION		5,000	5,000	
PROJECT CONTINGENCY	10	199,000	195,000	
INFLATION	15	298,000	282,000	
ESTIMATED TOTAL		2,486,000	2,483,000	A 2,089,500

* 1 of construction costs

** 1 of construction subtotal

or B 2,300,000

ATTACHMENT A

	% OF * TOTAL COST	ANCHORAGE	BETHEL	JUNEAU	NOME
LAND (TITLE, ADMINISTRATION, ETC.)	0.25	6.5	4.3	5.0	4.6
SITE INVESTIGATION	0.24	6.2	4.1	4.8	4.4
AR. WORK	0.79	20.5	13.5	15.9	14.4
DESIGN SERVICES	4.87	126.5	82.9	98.0	88.8
DOT/PF ADMINISTRATION	5.00	129.9	85.1	100.6	91.2
DESIGN SECTION	1.75	45.5	29.8	35.2	31.9
CONSTRUCTION SECTION	3.25	84.5	55.3	65.4	59.3
EQUIPMENT	5.12	133.0	87.2	103.1	93.4
CONSTRUCTION CONTRACT	73.58	1,912.0	1,252.8	1,481.0	1,342.0
CONSTRUCTION CONTINGENCY	5.	133.8	87.7	103.7	93.9
SUB-TOTAL	100%	2,598.5	1,702.6	2,012.8	1,823.9

*Assume A.W.A.R.E. facilities are similar to Pioneer Homes.

CONSTRUCTED BY DOT/PF.

LAND COST (ASSUMED)	650.0	50.0	193.5	80.0
SUBTOTAL	<u>3,248.5</u>	<u>1,752.6</u>	<u>2,206.3</u>	<u>1,903.9</u>
INFLATION @ 15%	487.3	262.9	330.9	285.6
TOTAL	<u>3,735.8</u>	<u>2,015.5</u>	<u>2,537.2</u>	<u>2,089.5</u>

ATTACHMENT B

CONSTRUCTION COST

ANCHORAGE	$\$1,912.0 \times 1.4^* + 650.0$ (land)	= \$3,325.0
	Inflation @ 15% = 500.0	= \$3,825.0
BETHEL	$\$1,252.8 \times 1.4 + 50.00$ (land)	=\$1,800.0
	Inflation @ 15% = 270.0	=\$2,070.0
JUNEAU	$\$1,481.0 \times 1.4 + 193.5$ (land)	=\$2,300.0
	Inflation @ 15% = 340.0	=\$2,640.0
NOME	$\$1,342.0 \times 1.4 + 80.0$ (land)	=\$2,000.0
	Inflation @ 15% = 300.0	=\$2,300.0

* Multiplier factor of 1.4 includes:

Project Contingency	@ 5% of construction cost
Change Order	@ 7% of construction cost
Design Fee (Soils, Survey & Appraisal)	@ 12% of construction cost
Equipment & Furnishings	@ 9% of construction cost
DGT/PP Administrative Cost	@ 6% of construction cost
ARTWORK	@ 1% of construction cost

40%

1.1 million \$B. 344 for
Baker. Supports rate
a indicator for USman in
China. Need price for
turner from Chicago, very
urgent!

Jay Peterson
Phone call

5/13/81

MSG 81-00013840 PRTY 1 04/23/81 18:36:17 ORIG: LM00 IN= 0007 OUT= 0112
FROM: MARTIE/MATSU TO: JUNEAU INFORMATION
TARGET: LJH2 SUBJ: P.O.M. PAGE 0002

TO: SENATORS PARR, COLLETTA, FISCHER, STIMSON, KELLY
REPRESENTATIVE CARNEY

FROM: JUDY FINK, SRB 2030, WASILLA 99687

PLEASE SUPPORT THE SHELTERS AS PROVIDED IN CSSB344. I AM FOR THE SHELTERS
AND I THINK EVERYBODY ELSE SHOULD BE, TOO.

MSG 81-00013840 PRTY 1 04/23/81 18:36:17 ORIG: LM00 IN= 0007 OUT= 0112
FROM: MARTIE/MATSU TO: JUNEAU INFORMATION
TARGET: LJH2 SUBJ: P.O.M. PAGE 0001

TO: SENATORS PARR, STIMSON, COLLETTA, FISCHER, KELLY
REPRESENTATIVE CARNEY

FROM: PENNY VOGT, PO BOX 1350, WASILLA 99687

PLEASE SUPPORT CSSB344 TO FUND SHELTERS THROUGHOUT THE STATE. THEY ARE NEEDED

P.O.M.

TO: SENATOR KERTTULA
REP. CARNEY
SENATE HESS COMMITTEE
SENATOR PARR, SENATOR STIMSON, SENATOR COLLETTA, SENATOR FISCHER,
SENATOR KELLY

FR: L. MARINE JOHNSON, BOX 1267, PALMER 99645

I SUPPORT SB 344 REQUESTIN FUNDING FOR THE BATTERED WIVES SHELTER TO
BE LOCATED IN THE VALLEY. FROM PAST PERSONAL EXPERIENCE, I KNOW THERE IS
A DEFINITE NEED FOR THIS SHELTER. I ALSO BELONG TO VALLEY WOMENS
RESOURCE CENTER AND KNOW OF THE CONTINUING NEED FOR THIS. THANK YOU FOR
YOUR ASSISTANCE. \

LA51 1962 14.51 JA01 0021 14.52 04/23/81

TO: SENATOR KERTTULA
REP. CARNEY
SENATE HESS COMMITTEE
SENATOR PARR, SENATOR STIMSON, SENATOR COLLETTA, SENATOR FISCHER,
SENATOR KELLY

FR: PAM MEIER, BOX 2343, PALMER 99645

WOULD APPRECIATE YOUR SUPPORT AND PASSAGE OF SB 344 PROVIDING FOR A
BATTERED WOMENS SHELTER FOR THE VALLEY. I THINK IT IS BADLY NEEDED
AND, FROM PAST PERSONAL EXPERIENCE, KNOW WOMEN IN THIS AREA HAVE NO
PLACE TO GO BUT ANCHORAGE. AT A TIME LIKE THIS, ANCHORAGE IS A
FOREIGN ATMOSPHERE WHEN YOU ARE USED TO LIVING IN THE VALLEY.

FROM \

P.O.M.

TO: SENATOR KERTTULA
REP. CARNEY
SENATE HESS COMMITTEE
SENATOR PARR, SENATOR STIMSON, SENATOR COLLETTA, SENATOR FISCHER,
SENATOR KELLY

FR: ROYR BADGER, BOX 2066, PALMER 99645

PLEASE SUPPORT THE SB 344, PROVIDING FOR A WOMEN'S SHELTER IN THE VALLEY
IT IS BADLY NEEDED. THANK YOU. \

P.O.M.

TO: SENATOR KERTTULA
REP. CARNEY
SENATE HESS COMMITTEE
SENATOR PARR, SENATOR STIMSON, SENATOR COLLETTA, SENATOR FISCHER,
SENATOR KELLY

FR: CHIEF GARDNER, BOX 978, PALMER 99645

I SUPPORT SB 344, FOR THE WOMENS SHELTER IN THE VALLEY. IT IS NEEDED
IN VALLEY. \

4

MSG 81-00013754 PRY 1 04/23/81 15:11:11 ORIG: LM00 IN= 0004 OUT= 0062
FROM: MARTIE/MATSU TO: JUNEAU INFORMATION
TARGET: LJH2 SUBJ: P.O.M. PAGE 0002

TO: SEN. PARR, SEN. STIMSON, SEN. COLLETTA, SEN. FISCHER, SEN. KELLY

FROM: REGINA BROWNE, BOX 2433, PALMER 99645
745-4822 8-4:30, 745-4060 EVENINGS

RE: CSSB344

I URGE YOUR SUPPORT OF THIS BILL AS IT PROVIDES A VALUABLE SERVICE FOR MANY COMMUNITIES WHERE IT IS SORELY NEEDED. IN RURAL OR SEMI-RURAL AREAS, VICTIMS OF ASSAULT HAVE FEW PLACES TO TURN DURING CRISES. FAMILIES AND COMMUNITIES WILL BENEFIT IN THE LONG RUN FROM SHELTERS SUCH AS THIS BILL PROMOTES.

MSG 81-00013754 PRY 1 04/23/81 15:11:11 ORIG: LM00 IN= 0004 OUT= 0062
FROM: MARTIE/MATSU TO: JUNEAU INFORMATION
TARGET: LJH2 SUBJ: P.O.M. PAGE 0001

TO: SENATORS KERTTULA, PARR, STIMSON, COLLETTA, FISCHER, KELLY
REP. CARNEY

FROM: CAROLYN COVINGTON, SRD BOX 9340, PALMER 99645
745 3365
REPRESENTING THE VALLEY WOMEN'S GROUP

RE: CSSB344

SUPPORT THE TOTAL BILL. THE NEED IN THE MAT SU VALLEY FOR A SHELTER OF THIS TYPE IS DRASTIC. I AM CERTAIN THE NEED IS AS SEVERE OR MORE SEVERE IN OTHER PARTS OF THE STATE. PLEASE LEND YOUR FULL AND ENTHUSIASTIC SUPPORT.

10

MSG 81-00013763 PRTY 1 04/23/81 15:19:17 ORIG: LF01 IN= 0004 OUT= 0074
FROM: MAXINE/FAIRBANKS TO: JUNO INFO PAGE 0011
TARGET: LJH2 SUBJ: POM

TO: REP BETTISWORTH, BROWN, FANNING, RANDOLPH, ROGERS, SMITH
SEN BENNETT, FARR, FAHRENKAMP

FR: LORETTA CROSS-JOHNSON, WOMEN IN CRISIS
302 CHARLES ST., FAIRBANKS 99701 PH. 452-2293

RE: SB 344, HB 91 AND GEN FUNDING FOR WOMEN'S SHELTERS

I STRONGLY URGE YOUR SUPPORT ON THESE ISSUES. THEY ARE A MOST POSITIVE STEP
IN THE RIGHT DIRECTION.

I AM CONVINCED THE PAST RECORD OF OUR SHELTER AND OTHERS IN ALASKA OFFER MERIT
ENOUGH TO BASE SUPPORT FOR WHAT THESE BILLS PROPOSE.

CONTACT: BOX 74440, FBX 99707 PH. 456-2552

-----EOM

SB 344

ASSAULT. THANK YOU.

MORE - 6 NXT MSG U/R/S PREV MSG U/R/S RESEND CANCEL

MSG 81-00014228 PRY 1 04/27/81 16:41:22 ORIG: LM00 IN= 0004 CI = 0059
FROM: MARTIE/MATSU TO: JUNEAU INFORMATION
TARGET: LJ08 SUBJ: P.O.M. PAGE 0001

TO: SENATORS KERTTULA, PARR, STIMSON, COLLETTA, FISCHER, KELLY
REPRESENTATIVE CARNEY
FROM: MILDRED (KATHY) MCELHANEY, BOX 637, PALMER 99645
WK. 376-2437, HM 745-3739
RE: SSSB344
SUPPORT THIS BILL REGARDING SHELTER FOR VICTIMS OF VIOLENCE AND SEXUAL
ASSAULT. THANK YOU.

MORE NXT MSG U/R/S PREV MSG U/R/S RESEND CANCEL

SB 344

Naska -

Bethel shelter
no building exists
getting kicked out
of current bldg.

2-4322 n liv - law - ~~GA SYSTEM~~ in House Budget including 208,000 for Fairbanks
H&SS Harman

Introduced: 4/6/81
Referred: Health, Education & Social services and Finance

Funding Information	
General Fund	\$9,075,000
Other Funds	-0-
	<u>\$9,075,000</u>

BY FISCHER, BENNETT, BRADLEY, COLLETTA, FAHRENKAMP, FERGUSON, GILMAN, HOHMAN, RODEY, STIMSON, STURGULEWSKI AND ZIEGLER

1 IN THE SENATE

2 SPONSOR SUBSTITUTE FOR SENATE BILL NO. 344

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 TWELFTH LEGISLATURE - FIRST SESSION

6 A BILL

6 For an Act entitled: "An Act making special appropriations to various
7 municipalities for the construction and improvement of
8 shelters for victims of domestic violence and sexual
9 assault; and providing for an effective date."

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

11 * Section 1. The sum of \$2,500,000 is appropriated from the general fund
12 for payment as a grant to the City of Nome for a shelter for victims of
13 domestic violence and sexual assault.

14 * Sec. 2. The sum of \$1,100,000 is appropriated from the general fund
15 for payment as a grant to the City of Bethel for a shelter for victims of
16 domestic violence and sexual assault.

17 * Sec. 3. The sum of \$3,250,000 is appropriated from the general fund
18 for payment as a grant to the Municipality of Anchorage for a shelter for
19 victims of domestic violence and sexual assault.

20 * Sec. 4. The sum of \$1,200,000 is appropriated from the general fund
21 for payment as a grant to the City and Borough of Juneau for a shelter for
22 victims of domestic violence and sexual assault.

23 * Sec. 5. The sum of \$200,000 is appropriated from the general fund for
24 payment as a grant to the City of Ketchikan for improvements to the shelter
25 for victims of domestic violence and sexual assault.

26 * Sec. 6. The sum of \$200,000 is appropriated from the general fund for
27 payment as a grant to the Matanuska-Susitna Borough for a shelter for victims
28 of domestic violence and sexual assault.

29 * Sec. 7. The sum of \$275,000 is appropriated from the general fund for

1 payment as a grant to the City of Kodiak for a shelter for victims of
2 domestic violence and sexual assault.

3 * Sec. 8. The sum of \$350,000 is appropriated from the general fund for
4 payment as a grant to the City of Barrow for a shelter for victims of
5 domestic violence and sexual assault.

6 * Sec. 9. The appropriations made by this Act shall be disbursed in
7 accordance with AS 37.05.315.

8 * Sec. 10. This Act takes effect immediately in accordance with AS 01.-
9 10.070(c).

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Anch Daily News
4/27/81

opinion

Anchorage Daily News

Winner, 1976 Pulitzer Prize Gold Medal for Public Service

Katherine Fanning
Editor and Publisher



Gerald E. Grilly
General Manager

Stan Abbott
Executive Editor

Howard Weaver
Managing Editor

Lawrence Fanning, Editor and Publisher 1967 to 1971
Alaska's Only Morning Newspaper • Founded in 1946 by Norman C. Brown

Shelters provide place for escape

Alaska's wide-open spaces can be viciously confining when alcohol-induced violence strikes the home. Isolation and fear become all the more terrifying when distance prevents escape.

Thus we're pleased to see the Alaska Legislature consider a bill to create crisis shelters designed to temporarily house women who are forced from their homes by family violence.

The price tag is \$9.6 million, and it doesn't loom very large when tucked in among the multi-billion-dollar proposals before the legislature. The money would buy shelters in Nome, Bethel, Barrow, Anchorage, Juneau, Ketchikan, the Matanuska-Susitna Borough, Kodiak, Kenai and Fairbanks — as well as some measure of peace for those under threat.

The first response to statistics on family violence, we suppose, is one of unease, of sadness that families can become their own worst enemies under the pressures of change and uncertainty in Alaska.

But a sigh and a saddened comment on the times do nothing to assist those who need a place to escape — to avoid the violence, to work out problems, to restore a sense of personal worth. At their best, shelters can give broken families a chance to be reunited, with counseling directed at coping with the stresses involved. At minimum, shelters at least can place victims out of harm's reach.

The pace of change in Alaska — especially in rural areas fighting to reconcile subsistence traditions with modern demands — brings turmoil along with social and economic upheaval. That turmoil too often leads to alcoholic escape, and that escape too often leads to violence. The most convenient targets, unfortunately, often are within the family.

Statistics and testimony from all quarters indicate worsening problems with alcoholism and violent crime in Alaska. One of the most nagging side effects of the situation is family violence. Women's shelters will not remove the roots of the problem, but they will give its victims a place to flee.

Legislators correctly will scrutinize the proposal to assure that the cost is not unreasonably high. But when all is said and done, we hope the legislature will look favorably on this endeavor — however disheartening the

S

B

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SB 345

lines 13-15

ambiguity?

call when scheduled -
Sarah K
at how

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST

Bill/Resolution No. SB 345

Title An Act relating to the prescription and administration of dimethyl sulfoxide(DMSO).

Requested by Kerttula

Date 4-9-81

II. FISCAL DETAIL

Agency Affected Department of Commerce & Economic Development

Program Category Affected Public Protection

BRU, Program, or Subprogram(s) Affected Regulation & licensing of professions - Admin/Boards

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

EXPENDITURES (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES						
200 TRAVEL		2.5				
300 CONTRACTUAL		.5				
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC						
TOTAL	0	3.0	0	0	0	0

FUNDING (Thousands of Dollars)

GENERAL FUND	0	3.0	0	0	0	0
FEDERAL FUNDS						
OTHER (Specify Fund Source)						

POSITIONS

FULL TIME	0	0	0	0	0	0
PART TIME						
TEMPORARY						

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

TRAVEL - in FY'82 only

Hotel regulation hearings, one day each; Anchorage,

Fairbanks, Juneau

Medical Board members and 1 Dept. staff person

2,500.00

CONTRACTUAL

Room rental for hearings, transcription of hearings,

publication and printing costs

500.00

IV. DATE 4-9-81

PREPARED BY Marigrie Odland, Regulations Specialist

AGENCY Division of Occupational Licensing

PHONE 465-2536

Original: Legislative Finance

cc: Budget and Management

Prime Sponsor (If Not Legislator Named)

8748

PS

Rocky -
pls notify
when the bill
comes up

Leo Duran called from NYC
public affairs consultant
212 - 688 - 0771
3 hrs. ahead of Alaska

Introduced: 3/31/81
Referred: Health, Education
& Social Services and
Judiciary

1 IN THE SENATE BY STIMSON

2 SENATE BILL NO. 348

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 TWELFTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act relating to the use of standardized tests to
7 determine admission to institutions of higher educa-
8 tion."

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

10 * Section 1. It is the purpose of this Act to

11 (1) ensure that persons, institutions, and agencies, and the
12 general public are fully informed about the characteristics, limitations,
13 and appropriate uses of standardized tests which are used to determine
14 admission to postsecondary programs of study;

15 (2) improve the quality of standardized tests, by promoting
16 accuracy, validity, and reliability in the development and administration of
17 standardized tests and to improve the use of the tests by better under-
18 standing of their characteristics and limitations and better interpretation
19 of test results; and

20 (3) protect the public interest by making available more informa-
21 tion about standardized tests.

22 * Sec. 7. AS 14 is amended by adding a new chapter to read:

23 CHAPTER 14. STANDARDIZED TEST DISCLOSURE.

24 Sec. 14.14.010. USE OF STANDARDIZED TESTS TO DETERMINE ADMISSIONS
25 TO INSTITUTIONS OF HIGHER EDUCATION. An institution of higher educa-
26 tion in the state may not use the results of a standardized test as a
27 basis for the admission of a student to a program of study, unless that
28 institution complies with this chapter and with the regulations adopted
29 under it.

1 Sec. 14.34.015. RIGHT OF PRIVACY. Standardized test answers and
2 scores are confidential and are not a public record. The test agency
3 shall protect the test subject's right to privacy under regulations
4 issued by the commission. The regulations shall provide for release of
5 the answers and scores to the test subject or his designee.

6 Sec 14.34.020. DISCLOSURE STATEMENTS. An institution of higher
7 education which uses the results of a standardized test as a basis for
8 admission of a student to a program of study at that institution shall
9 file with the commissioner, in the manner and form the commissioner
10 determines, a disclosure statement relating to that test. The dis-
11 closure statement shall include a statement describing the following:

12 (1) the purpose of the test and the purpose for which the
13 test results are to be used;

14 (2) the accuracy of the test in terms of

15 (A) reliability,

16 (B) validity, and

17 (C) measurement error;

18 (3) the procedures used in determining norms used for the
19 test;

20 (4) the format of the test, including the percentage of the
21 items which require true or false responses, essay responses, multiple-
22 choice responses, analogy responses, and other types of responses;

23 (5) the time allowed for test subjects to complete various
24 sections of the test and the rationale for using any time limitations
25 so imposed;

26 (6) the time allowed for scoring and returning the tests,
27 which time may not exceed 30 days;

28 (7) any minimum scores used by the institution or recommended
29 by the test agency and the purposes and rationale for the minimum
30

1 scores;

2 (8) the extent to which the test has been reviewed for
3 inherent racial, ethnic, sex, regional, and cultural biases;

4 (9) when the test was most recently updated and the policy
5 of the test agency for periodic updating of the test; and

6 (10) the costs of the test, including the costs of develop-
7 ment, production, promotion, administration, scoring, and reporting the
8 test.

9 Sec. 14.34.030. REGULATIONS. The commissioner shall adopt regu-
10 lations respecting any test for which a disclosure statement has been
11 filed in accordance with AS 14.34.020. These regulations shall provide

12 (1) that there shall be on file with the commissioner

13 (A) a copy of the test questions used in calculating
14 the test subjects' raw scores;

15 (B) the corresponding responses expected by the test
16 agency to these questions; and

17 (C) a description of the manner in which the raw scores
18 are transferred into the scores reported to the test subjects, to-
19 gether with an explanation of the procedures used in transferring
20 raw scores into reported scores;

21 (2) that, upon the request of a test subject, the test
22 agency or institution of higher education using the test shall make
23 available to the test subject at least 30 days after a test has been
24 scored

25 (A) a copy of the test questions used in determining
26 the subject's raw score;

27 (B) the test subject's individual answers to those
28 questions and the expected response to those questions; and

29 (C) a statement of the raw score used to calculate the

1 scores reported to the test subject;

2 (3) that reasonable fees may be charged to cover the cost of
3 making test results available to test subjects; and

4 (4) that test subjects' rights to privacy are protected and
5 that test results and scores are not made available to the general
6 public.

7 Sec. 14.34.090. DEFINITIONS. In this chapter

8 (1) "institution of higher education" means an educational
9 institution which is legally authorized to provide a program of study
10 beyond secondary education in Alaska and which provides an educational
11 program for which it awards credit toward an associate's degree, a
12 bachelor's degree or a higher degree;

13 (2) "program of study" means a course of study for a period
14 of at least one academic year for which credit toward a degree or
15 certificate is awarded;

16 (3) "standardized test" means a test that is given at the
17 expense of the test subject and is designed for use, or is used, in the
18 process of selecting students for admission to programs of study at
19 institutions of higher education;

20 (4) "test agency" means an organization, association,
21 corporation, partnership, or individual that develops, sponsors, or
22 administers a standardized test;

23 (5) "test subject" means a person to whom a standardized
24 test is administered.

25 Sec. 14.34.100. SHORT TITLE. This chapter may be cited as the
26 Standardized Test Disclosure Act.
27
28
29

Standardized Testing and Minority Students

ROBERT L. GREEN and ROBERT J. GRIFFORE

In The Journal of Negro Education

TESTING is pervasive and powerful in its influence on modern life. The negative aspects of testing procedures are especially apparent with respect to racial minorities, since tests can serve as a convenient tool for rationalizing discriminatory practices. Because of past discrimination in all aspects of American life, racial minorities as a group have not performed well on standardized tests when compared with their white counterparts. To the extent that this difference has been attributed to genetic factors, some educators might have reached the conclusion that minorities cannot be expected to perform acceptably in educational or employment settings. When, however, the experiences of one group of test subjects have been marked by inferior schools, inferior housing, inferior opportunities for employment, inferior incomes, and inferior health care, it is difficult to imagine that their innate abilities would allow them to compete on an equal basis with members of a group not similarly and deliberately discriminated against. It is imperative to reserve judgment concerning innate abilities until society has been reconstructed to

provide equality from the very beginning in all areas of life for all citizens.

In addition to issues related to the general discrimination in American life, a consideration of current testing practices requires attention to two specific issues: unfairness in the tests themselves and unfairness in the use of tests and test scores.

Unfairness in the test itself, or test bias, is present when a test does not measure the same dimensions of achievement across different groups. Test bias can, first, be due to the content of the test. Test constructors have traditionally been white and middle-class. In addition, "tryout groups" for standardized tests may fail to in-

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Robert L. Green is Dean and Professor of Educational Psychology, and Robert J. Griffore is Assistant Professor of Urban and Metropolitan Studies, both at the College of Urban Development, Michigan State University, East Lansing. Condensed from The Journal of Negro Education, XLIX (Summer 1980), 238-52. © 1980, Howard University.

clude minority children, with the result that too many questions inappropriate for such children are included (a problem the solution for which is within the control of publishers). Dialect or language differences between majority and minority students also can be a source of bias. And certain test items may have irrelevant difficulty for children of low socioeconomic status (by calling for middle-class common knowledge, for example).

Test bias can also arise from inappropriate test norms. The issue is the selection of the samples of students used in establishing a "national norm." If the sample leaves out or misrepresents some major ethnic, racial, regional, community-type, or income group, the term "national norm" is a misrepresentation. The standardization sample used for the Metropolitan Achievement Test in 1958, for example, overrepresented middle-class, rural, and southeastern students. When "biased" norms such as these are used to make decisions concerning poor or minority children, needless errors to their detriment can result. There may be occasions when school systems or researchers need to make group comparisons for evaluation purposes, however, it should never be necessary to compare *individual* elementary school children to "national norms."

Other problems emerge when scores are reported as grade equivalents, which may easily be mistaken for standards of minimum

performance. Teachers and principals want all of their students to be at or above grade level. When some do not—an almost certain eventuality—it is tempting to judge the low-achieving students as inherently inadequate. If between-child comparisons need to be made, local norms are more appropriate.

Test validity can also be harmed by "atmosphere variables" such things as speededness (time allowed for testing), test-wisness, answer sheet format, item type, examiner characteristics, expected use of the test results, and achievement motivation. Although the data are not entirely clear, several studies done with naive test-takers have found that significant score improvements were made under unspeeded conditions when compared to speeded conditions. Since young, educationally "under-classed" children may be especially test-naive, the time limits of early achievement tests could present an important source of test unfairness for these less privileged children. There is also evidence that children of middle socioeconomic status are more sophisticated in test-taking than educationally underclass children, that this difference can affect test performance, and that test-taking skills can be taught to school children.

Using Tests Unfairly

Whether or not a test is relatively unbiased, it can be used unfairly. According to T. A. Cleary's

definition, a test is unfair to a group if the success of that group on the criterion is predicted with less accuracy than that of other groups. Under Clary's model, an aptitude test should be able to explain a substantial proportion of the variance that occurs in the criterion.

While predictors are not perfect, one would expect instruments which can so powerfully influence major life decisions of so many individuals to be at least moderately good predictors. From some data, though, it appears that standardized aptitude tests do not approach an acceptable level of predictive validity for academic performance. Most college admissions decisions are made using a combination of aptitude test score and previous grade point averages. Yet Allan Naim and his associates report that the combination of Scholastic Aptitude Test (SAT) scores and high school grades still accounts for an average of only about 17 percent of the variance in first-year college grades. Furthermore, even course grades are known to be unreliable measures of performance.

Another problem is that the correlations which establish the predictive validity of aptitude tests are attenuated. Criterion scores are available only for students who are admitted. It is not known how much higher the correlation would be if scores from all applicants were used. In any case, students who score low and are rejected should not be viewed simply as an in-

pediment to calculating correct validity coefficients. These young people's futures are dramatically altered by their rejection; they might very well have performed at a high level if accepted.

Other factors may influence test performance—test anxiety, for example. To the extent that anxiety acts as a debilitating factor, test performance is motivated by fear of failure, which might result in lower test performance. Indeed, performance on the SAT has been found very susceptible to examinees' anxiety. And test anxiety appears to be inversely related to social class and also more prevalent among minority examinees. Academic performance, also, is not necessarily influenced by anxiety to the extent that standardized test scores are so influenced. Test-taking motivation may be different from the motivation that produces performance in the classroom. Different cognitive styles and students' academic self-concepts are likely to influence aptitude test scores as well.

To Decrease Bias

It is not our intention to suggest that all tests should be abandoned. Indeed, in the absence of standardized tests, selection and placement decisions might become wholly subjective and even more unfair. However, it is extremely important that standardized testing practices involve less unfairness, and that the tests themselves have less inherent bias. In response to these

needs, we offer the following recommendations:

1. A National Bureau of Standards for Educational and Psychological Tests and Testing should be established. Such a review agency is necessary in a society which has come to rely on testing as a primary standard for selection, classification, and placement decisions in many aspects of the lives of the citizens.

2. The National Institute of Education should allocate funds for conducting independent validation and reliability studies on widely used educational and psychological instruments.

3. There should be full involvement of minority professionals in developing, revising, and reviewing standardized achievement tests.

4. Corporations that produce standardized tests should take an active approach toward limiting test misuse. The assumption of a neutral position is not realistic.

5. Test producers should join with school systems, educators, and measurement specialists to seek ways in which instruments can be designed to enhance the educational status of all children through improvement of instruction.

6. Educators must acknowledge the social, political, and economic ramifications of testing. Tests and their uses do make a difference in children's lives.

7. Testing companies should be urged to allocate a specified portion of their resources to research

on test unfairness and bias and to the development of alternatives. The alternative to such internal efforts might be other external monitoring procedures such as the current so-called "truth in testing" bills.

8. Test-naïve students should be given instruction and practice to enable them to compete better with children who have already developed effective test-taking strategies.

9. Test producers and test users should become aware of what standardized achievement tests can and cannot do.

10. Companies that refuse to examine seriously all aspects of test bias, that refuse to broaden their standardization sample to include a range of racial and class groups when gathering normative data, and that refuse to include black, Hispanic, and Native American professionals in the construction and full assessment of their instruments should not be supported in their marketing efforts by public schools or by institutions of higher education.

Test bias and the misuse of tests can have a negative impact which reverberates throughout society. That a particularly deleterious effect is felt by minorities has been emphasized by the literature. Yet the testing companies continue to prosper. For the protection of future generations, it is time to check the unmonitored and uncontrolled growth of the testing industry.

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STATE OF ALASKA

DEPARTMENT OF EDUCATION

OFFICE OF THE COMMISSIONER

JAY S. HAMMOND
GOVERNOR

POUCH F - ALASKA OFFICE BUILDING
JUNEAU, ALASKA 99811

MEMORANDUM NUMBER 81-19

TO: All Concerned with DOE Regulations

FROM: Marshall L. Lind *MLL* Commissioner
Department of Education

SUBJECT: Special Education regulations.

DATE: February 17, 1981

Attached is the material being proposed as regulation. The Department will look forward with interest to your comments relevant to these proposals. Copies of the proposed regulations are available from the Office of the Commissioner, Department of Education, Pouch F, Juneau, Alaska 99811.

Written responses must be received prior to May 8, 1981, and should be sent to the Commissioner of Education, Pouch F, Juneau, Alaska 99811. At any time following that date, the State Board of Education may adopt these regulations substantially as set forth without further notice.

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Attachment: Notice of Proposed Changes
Regulations

NOTICE OF PROPOSED CHANGES IN THE
REGULATIONS OF THE
DEPARTMENT OF EDUCATION

Notice is hereby given that the Department of Education, under authority vested by AS 14.07.060, proposes to amend regulations in Title 4 of the Alaska Administrative Code to interpret and implement AS 14.30.191 as follows:

1. 4 AAC is amended by adding a chapter which sets out minimum requirements for school district programs for exceptional students, including eligibility criteria of students, certification requirements of teachers and administrators, requirements of surrogate parents and Department of Education monitoring requirements.

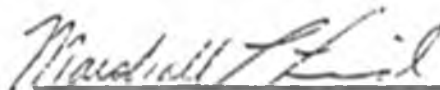
These changes will not require an increased appropriation.

Notice is also given that any person interested may present written statements or arguments relevant to the action proposed to the Commissioner's Office; Sixth floor, State Office Building, Pouch F, Juneau, Alaska, 99811, before 4:30 p.m. on May 8, 1981.

The State Board of Education, upon its own motion or at the instance of any interested person, may thereafter adopt the proposals substantially as described above without further notice or may decide to take no action on them.

Copies of the proposed regulations may be obtained by writing to the Commissioner of Education, Pouch F, Juneau, Alaska 99811.

DATE 2-18-80



Marshall L. Lind
Commissioner of Education

SPECIAL EDUCATION REGULATIONS

Attached are copies of regulations being proposed for Special Education. We ask that you review this document and forward in writing your comments to the Office of the Commissioner, Pouch F, Juneau, Alaska 99811 by May 8, 1981.

The regulations proposed are to regulate those portions of Public Law 94-142 and Alaska School Law where either the law does not speak to a specific issue or for which clarification of the law is needed. The procedures handbook will be revised to detail the law and define the management of special education in Alaska. Prior to these regulations the 1978 Handbook both regulated and defined procedure. On advice of counsel by the Attorney General's staff, it was felt these should be separated into two publications.

These regulations, if adopted, will replace the 1978 Special Education Handbook which was adopted into regulation by reference through 4 AAC 33.020 Education Regulation through Register 67, Alaska Administrative Code. The 1978 Handbook restates 94-142 and state law, in addition to addressing those issues which need to be in regulation. The Handbook has proved to be cumbersome, since any time state or federal law changes, a change in regulation is necessary.

REGULATIONS:

Proposed

Personnel: 4 AAC 52.030(c) will require special education administrator to have an administrator certificate endorsed in special education.

4 AAC 52.030 (b) will require a minimum of one hour each week of direct supervision of aides working with students by special education personnel.

Gifted/Talented 4 AAC 52.040 will establish minimum requirements for students to be eligible for services for the gifted/talented programs. Eliminates the 5% ceiling on a district.

Establishes certification by multi-disciplinary team.

Mentally Retarded 4 AAC 52.040(c) Establishes eligibility at two or more standard deviations below norm but does allow psychologist to certify eligibility at one and two-thirds standard deviations. This will give psychologists some allowance for such things as test error and test conditions.

Established deficit of 25% in adaptive behavior by an instrument designed to assess adaptive behavior.

Establishes certification by multi-disciplinary team.

Learning Disabled 4 AAC 52.040(d) Establishes eligibility by a severe discrepancy between chronological grade level, intelligence and achievement. Uses the formula: $65\% \text{ of } \frac{(I.Q. \times CGP)}{100}$

Establishes certification by multi-disciplinary team for students not covered by formula. Team can override formula.

Screening 4 AAC 52.040(m) will establish screening for the existence of exceptional conditions by the third grade.

1978 Handbook

Special Education administrator could have either Type B Administrative Certificate endorsed in Special Education or a Type A endorsed in Special education and a Type B Administrative Certificate.

Called for direct supervision of aides by approved special education personnel.

Allowed districts to establish requirements for eligibility into gifted/talented programs.

Set a 5% ceiling for funding by the State.

Established eligibility at one and two-thirds standard deviations below mean.

Established adaptive behavior as three-fourths or less of chronological age.

Does not define severe discrepancy but indicates severe discrepancy must exist between achievement and intellectual ability.

not included.

4 AAC is amended by adding a chapter to read as follows:

CHAPTER 52. SPECIAL EDUCATION.

Section:

10. Purpose
20. Scope
30. Personnel
40. Enrollment eligibility requirements
50. Personnel Development
60. Compliance Monitoring
70. Child entitled to surrogate parent
80. Qualifications of surrogate parent
90. Duties of surrogate parent
100. Appointment of surrogate parent
110. Payment
120. Change in handicapped child placement
130. Replacement or removal of surrogate parent
190. Definitions

4 AAC 52.010. PURPOSE. The purpose of this chapter is to set out the minimum requirements of school district programs for the education of exceptional students. (Eff. / / , Register)

Authority: AS 14.20.191(c)
AS 14.07.300

4 AAC 52.020. SCOPE. (a) State aid is provided to school districts to assist them in the establishment, maintenance and improvement of programs for exceptional students.

(b) School district programs or services for exceptional students must conform to the requirements imposed by this chapter. (Eff. / / , Register)

Authority: AS 14.20.191(c)

4 AAC 12.030. PERSONNEL. (a) Persons employed as teachers of exceptional students must possess or be eligible to possess a valid regular certificate issued under 4 AAC 12.020, with an endorsement in special education.

(b) Notwithstanding the requirements of (a) of this section, teachers of students who are gifted or talented must possess or be eligible to possess a valid regular certificate; or

(c) Persons employed to provide professional support services including, but not limited to, speech or language pathology, psychology, counseling, audiology, and psychology, must possess or be eligible to possess a valid

(1) regular certificate issued under 4 AAC 12.020 endorsed in the area in which the person is employed; or

(2) special services certificate issued under 4 AAC 12.040 in a field appropriate to employment.

(d) Persons employed solely to administer school district special education programs must possess or be eligible to possess a valid administrative certificate issued under 4 AAC 12.030 with an endorsement in special education or a related field.

(e) Each school district must provide each person employed as a special education aide with a minimum of one hour each week of direct supervision by a qualified special education teacher or professional support person trained in the area of employment of the aide

4 AAC 12.040. ENROLLMENT ELIGIBILITY REQUIREMENTS. (a) To be eligible for services for the gifted or talented, a student in grades 1 - 12 must, at a minimum

(1) score two standard deviations above the norm on one level- equal standardized test of intelligence and score above the 95th per-

centile on two standardized tests of achievement, one of which may be a test or a subtest of achievement in one or more subject areas; or

(2) score two standard deviations above the norm on one standardized test of intelligence and score below the norm on two standardized tests of achievement; or

(3) be certified by a recognized expert in the appropriate area of expertise as demonstrating outstanding talent in

(A) leadership; or

(B) visual arts; or

(C) performing arts; and

(4) be certified by the multidisciplinary team as having met the requirements of (1), (2) or (3) of this section and requiring special services that cannot be provided by the student's regular school program.

(b) To be eligible for services for the gifted or talented, a student between the ages of three and five must:

(1) score two standard deviations above the norm on a standardized test of intelligence; and

(2) be certified by the multidisciplinary team as being superior in one or more areas of academic or talented achievement.

(c) To be eligible for services for the mentally retarded, a student must

(1) score two or more standard deviations below the norm on an individual standardized test of intelligence and be certified by a psychologist as being mentally retarded; and

(2) demonstrate evidence of a deficit of 25 percent or more in objective behavior as measured by an instrument designed to assess objective behavior; and

(4) manifest the deficit in adaptive behavior during the developmental period; and

(5) be certified by the multidisciplinary evaluation team as being eligible for and in need of special education services for the mentally retarded.

(d) To be eligible for services for the learning disabled, a student must

(1) demonstrate a severe discrepancy between chronological grade level, intelligence, and achievement; and

(2) be certified by the multidisciplinary team as being eligible for and in need of special education services for the learning disabled.

(e) To be eligible for services for the emotionally disturbed, a student must

(1) evidence problem behavior; and

(2) be diagnosed as emotionally disturbed by a certified psychologist; and

(3) evidence educational performance below that which would otherwise be expected of the student; and

(4) be certified by the multidisciplinary team as being in need of special education services for the emotionally disturbed.

(f) To be eligible for services for the orthopedically handicapped, a student must

(1) be diagnosed by a physician as being orthopedically handicapped; and

(2) be certified by the multidisciplinary team as being in need of special education services that cannot be provided by the student's regular school program.

(g) To be eligible for services for the blind or partially sighted, a student must

(1) be diagnosed by an ophthalmologist as being blind or partially sighted; and

(2) be certified by the multidisciplinary team as being in need of special education services for the visually impaired.

(h) To be eligible for services for the deaf or hard of hearing a student must

(1) be certified by an audiologist or diagnosed by a physician as being deaf or hard of hearing; and

(2) be certified by the multidisciplinary team as qualifying for and in need of special education services for the hearing impaired.

(i) To be eligible for services because of the existence of a health impairment, a student must

(1) be diagnosed by a physician as being health impaired; and

(2) be certified by the multidisciplinary team as qualifying for and being in need of special education services for the health impaired.

(j) To be eligible for services because of the existence of a communicative disorder, a student must:

(1) be diagnosed by a physician or certified speech pathologist as having an articulation, language, voice or fluency disorder; and

(2) be certified by the multidisciplinary team as qualifying for and being in need of special education services for the health impaired.

(k) To be eligible for services for the deaf/blind, a student must

(1) be diagnosed by an ophthalmologist as being blind; and

(2) be certified by an audiologist or diagnosed by a physician as being deaf; and

(3) be certified by the multidisciplinary team as being in need of special education services for the deaf/blind.

(l) To be eligible for services for the multiple handicapped, a student must

(1) be certifiable in two or more handicapping conditions except deaf/blind, and

(2) be certified by the multidisciplinary team as requiring special education services which cannot be provided in a program for one of the handicapping conditions.

(m) All students must be screened for the existence of exceptional conditions by the third grade.

(n) All students who meet the eligibility requirements for special education services must receive the services required by the multidisciplinary team (Eff. / / /, Register)

Authority: AS 14.30.191(d)
AS 14.07.060

4 AAC 52.050. PERSONNEL DEVELOPMENT (a) Each school district must provide a program of on-going training for all personnel employed as teachers, related services providers and teacher aides in special education. (Eff. / / /, Register)

Authority: AS 14.07.060
AS 14.30.250

4 AAC 52.060. COMPLIANCE MONITORING. (a) The department will, from time to time, monitor school district special education programs. At least 30 days prior to monitoring a program, the department must serve notice, in writing, to the district of the date of the monitoring visit.

(b) Compliance monitoring may consist of

(1) verification of enrollment and attendance data reported by the district in its special education program;

(2) evaluation of all special education records and student files;

(3) on-site review of programs; or

(4) interviews with district staff, parents of students enrolled in special education programs and the general public.

(c) During the monitoring process, the district must provide the department, upon request, with the following information:

(1) for each student enrolled in a special education program:

(A) name;

(B) age;

(C) exceptionality;

- (D), type of service;
- (E) related services;
- (F) level of service;
- (G) special service;
- (H) entry date;
- (I) exit date;
- (J) location of service;

(2) a description of the district child find procedures, related to

- (A) screening;
- (B) referral; and
- (C) public awareness;

(3) a list of private schools in the district and verification of the notice given by the district of the availability of special education services;

(4) the district inservice training program for special education staff, including

- (A) training needs assessment; and
- (B) training activities planned and completed;

(5) the names of all special education teachers, teacher aides, evaluation personnel and persons providing services related to special education in the district;

(6) the names of students placed out of the district; and

(7) the names of public and private persons or agencies available within the district from which independent evaluations may be obtained. (Eff. / / , Register)

Authority: AS 14.07.060

4 AAC 52.070. CHILD ENTITLED TO SURROGATE PARENT. A local school district must appoint a surrogate parent for a handicapped child residing within the local school district boundaries if:

(1) the local school district cannot identify a person acting as a parent or legal guardian of the handicapped child; or

(2) the local school district exercising diligence cannot locate the whereabouts of at least one person acting as a parent or legal guardian of the handicapped child; or

(3) the local school district locates the whereabouts of at least one person acting as a parent or legal guardian of the handicapped child, but that person affirmatively disclaims or voluntarily relinquishes responsibility for the handicapped child's educational program; or

(4) the handicapped child is in the custody of a public agency.
(Eff. / / , Register)

Authority: AS 14.07.060

4 AAC 52.080. QUALIFICATIONS OF SURROGATE PARENT. A surrogate parent must be an adult who:

(1) has no interest that conflicts with the interests of the handicapped child he or she represents;

(2) is not an employee of a public agency which is involved in the education or care of the handicapped child; and

(3) has participated in a training program for surrogate parents developed by the department and conducted by the local school district. (Eff. / / , Register)

Authority: AS 14.07.060

4 AAC 52.090. DUTIES OF SURROGATE PARENT. The surrogate parent may represent the handicapped child in all matters relating to the identification, evaluation, educational placement of the handicapped child and the provision of free appropriate public education to the handicapped child. (Eff. / / , Register)

Authority: AS 14.07.060

4 AAC 52.100. APPOINTMENT OF SURROGATE PARENT. (a) A local school district shall develop and implement a plan which provides for the systematic identification of handicapped children who are entitled to the appointment of a surrogate parent under 4 AAC 52.070.

(b) When a local school district has identified a handicapped child entitled to a surrogate parent, it shall:

Register , 1980 EDUCATION 4 AAC 52.110
4 AAC 52.130

(1) appoint a person meeting the qualifications of 4 AAC 52.080 as surrogate parent on forms prepared by the department; or

(2) petition the superior court for the judicial district in which the handicapped child resides for the appointment of a surrogate parent.

(c) In appointing or recommending appointment of a surrogate parent under paragraph (b) of this section, a local school district shall give preference to a member of the handicapped child's immediate or extended family, or foster parent, or family friend, over a person having no prior involvement with the handicapped child. (Eff. / / , Register)

Authority: AS 14.07.060

4 AAC 52.110. PAYMENT. A person who otherwise qualifies as a surrogate parent is not an employee of the local school district solely because he or she is paid by the local school district to serve as a surrogate parent. (Eff. / / , Register)

Authority: AS 14.07.060

4 AAC 52.120. CHANGE IN HANDICAPPED CHILD PLACEMENT. The educational placement of a handicapped child identified as one entitled to a surrogate parent may not be changed until 10 days after appointment of a surrogate parent. (Eff. / / , Register)

Authority: AS 14.07.060

4 AAC 52.130. REPLACEMENT OR REMOVAL OF SURROGATE PARENT. (a) A surrogate parent may request to be relieved of his or her responsibility upon ___ days notice to the district if the appointment was made under 4 AAC 52.110(b)(1) or upon application to and approval by the superior court if the appointment was made under 4 AAC 52.110(b)(2) if the surrogate parent

(1) fails to perform his or her duties under 4 AAC 52.090;

(2) has a conflict of interest with the handicapped child; or

(3) engages in actions which threaten the wellbeing of the handicapped child.

(c) A surrogate parent challenging his or her removal may request

a hearing which comports with the procedures set forth in 45 CFR 121a.506.
(Eff. / / , Register)

Authority: AS 14.07.060.

4 AAC 52.190. DEFINITIONS. As used in this chapter

(1) "severe discrepancy" means

(A) grade level achievement of less than 65 percent of the product of $(\frac{I.Q.}{100} \times CGP)$; where

(i) "CGP" is the year of grade placement of students of the same chronological age as the student; and

(ii) "I.Q." is the student's intelligence quotient as measured by a standardized test of intelligence; or

(B) the multidisciplinary team determines that a severe discrepancy exists;

(2) "administrative control" means financial or supervisory responsibility delegated by the superintendent or school board;

(3) "approved program" as used in AS 14.30.350(E) means the program of services approved by the child study team in the student's individual educational plan;

(4) "professional support services" means services related to special education which are required by individual educational plans (I.E.P.).
(Eff. / / , Register)

Authority: AS 14.07.060

STATE OF ALASKA

JAY S. HAMMOND
GOVERNOR

DEPARTMENT OF EDUCATION

OFFICE OF THE COMMISSIONER

POUCH F - ALASKA OFFICE BUILDING
JUNEAU, ALASKA 99811

MEMORANDUM NUMBER 81 - 20

TO: All Concerned with DOE Relations

FROM: Marshall L. Lindland, Commissioner
Department of Education

SUBJECT: Program Planning and Evaluation Regulations

DATE: February 17, 1981

Attached is the material being proposed as regulation. The Department will look forward with interest to your comments relevant to these proposals. Copies of the proposed regulations are available from the Office of the Commissioner, Department of Education, Pouch F, Juneau, Alaska 99811.

Written responses must be received prior to March 12, 1981, and should be sent to the Commissioner of Education, Pouch F, Juneau, Alaska 99811. At any time following that date, the State Board of Education may adopt these regulations substantially as set forth without further notice.

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Attachment: Notice of Proposed Changes
Regulations

NOTICE OF PROPOSED CHANGES IN THE
REGULATIONS OF THE
DEPARTMENT OF EDUCATION

Notice is hereby given that the Department of Education, under authority vested by AS 14.07.060, proposes to amend regulations in Title 4 of the Alaska Administrative Code to implement AS 14.20.070(c) and AS 14.07.020 (1) and (2) as follows:

1. 4 AAC 05.070 is amended to clarify the obligations of school districts in the planning and evaluation of local school programs and provide for reporting of the planning and evaluation process on forms prescribed by the department.
2. 4 AAC 05.020 is amended to clarifying the definition of local school committee.

These changes will not require an increased appropriation.

Notice is also given that any person interested may present written statements or arguments relevant to the action proposed to the Commissioner's Office, Sixth floor, State Office Building, Pouch F, Juneau, Alaska, 99811, before 4:30 p.m. on March 12, 1981.

The State Board of Education, upon its own motion or at the instance of any interested person, may thereafter adopt the proposals substantially as described above without further notice or may decide to take no action on them.

Copies of the proposed regulations may be obtained by writing to the Commissioner of Education, Pouch F, Juneau, Alaska, 99811.

DATE

2/6/81



Marshall L. Lind
Commissioner of Education

4 AAC 05 is amended as follows:

4 AAC 05.020.

DEFINITIONS

(4) "local school committee" or "committee" means an elected advisory school board established pursuant to AS 14.08.115 or, if there is no such committee in the community, the BIA advisory school board or an elected borough school district advisory school board established pursuant to AS 14.12.035 or, if there is no BIA advisory school board or elected borough school district advisory school board, the village or city council.

4 AAC 05.070. PROGRAM PLANNING AND EVALUATION. (a) Unless a waiver has been granted under (g) of this section, the chief school administrator of a school district shall develop and have approved by the governing body of that district, annually and no later than that body's first meeting in October, an education plan (i) for each school, partial program, or additional grades established after the effective date of this section under section 40 of this chapter, and (ii) for each school, partial program, or additional grades established on or after the commencement of the 1976-77 school year in communities not having a preexisting school or partial program of the same grades. When the requirements of this section have been met for three consecutive years as to each school, partial program, or additional grades, no further plan for the school, program or grades is required.

(b) Before the close of the school year, and before preparation of the education plan for the following school year, the chief school administrator shall prepare and submit to the governing body of the school district an evaluation of each school, partial program, or additional grades for which an education plan must be developed under (a) of this section.

(c) Districts shall provide for the direct involvement of parents, students, and other members of the community, including the local school committee, in the development of plans and evaluations and improvement of the educational program. Districts shall provide sufficient information, including notice in appropriate media and at community meetings, provide copies of appropriate materials, and allow adequate time for community members to review a draft plan and discuss all aspects of the program with responsible district personnel.

(d) Education plans and evaluations must be submitted, in the form required by the department, to the commissioner of education, Pouch F, Juneau, Alaska 99811. Plans must be submitted by November 1 and evaluations by June 1. The commissioner will promptly review education plans and evaluations, and will notify a district whether it has satisfied the requirements of this section.

(e) A copy of each plan and evaluation developed under this section must be maintained on file for public inspection in the school district office and in the school to which the plan or evaluation applies. The district shall make copies of the plan and evaluation available to each member of the local school committee and, upon request, to members of the community.

(f) A district must use its best efforts to assure that a school is operated according to the education plan. Changes in the plan may be made at any time, and must be reported at a public meeting of the local school committee. The requirements of (e) of this section apply to changes in the plan.

(g) Forms for Program Planning and Evaluation, 1981 Edition, published by the department and dealing with compliance with this section, is adopted by reference.

(h) The chief school administrator may apply to the Commissioner for a waiver of some or all requirements of (a) and (b) of this section. The application must be received by the Commissioner on or before June 15, 1981, must state the year or years for which the waiver is requested, and must include a copy of any plan and evaluation previously developed and a resolution of the local school committee stating that it is in agreement with the request.

A plan or evaluation submitted as part of the application for waiver must represent all or part of three consecutive years of planning and evaluation begun during school years 1978-79, 1979-80, or 1980-81. The local school committee resolution must be adopted at a public meeting after reasonable notice to local residents and an opportunity to be heard. The local school committee shall keep a record of persons speaking at the meeting and the substance of their testimony.

The commissioner shall credit each plan or evaluation submitted as part of an application which meets the requirements of this subsection toward compliance with the requirements of (a) or (b) of this section.

ST. MARY'S SCHOOL DISTRICT

P.O. Box 171 • St. Mary's, Alaska 99658

WILLIAM MAILER
Superintendent

April 9, 1981

Senator Vic Fisher
Alaska Legislature
Pouch V
Juneau, Alaska 99811

1 copy

Re: Senate Bill No. 365, Special Education Funding

Dear Senator:

Passage of SB 365 in the form it is presently in would seriously impact the efforts of St. Mary's School District to provide special education services to all qualified children. While I agree with the general intent of the legislation I encourage you not to support this form. If three modifications were made the adverse impact on St. Mary's could be eliminated. As it presently stands we could receive only one instructional unit after next year with 28 ADM.

My recommendations are:

1. In Section 1. Provide for one computational method for all districts in the State. The smaller districts also have problems addressing the special education requirements imposed by PL 94-142. I respectfully suggest that you consider allowing one instructional unit per eleven students (ADM) for all districts.
2. In Section 1. Allow districts to add a unit for the fraction of 11 or 15 students they would have after dividing special education ADM by 11 or 15. For example: a district with 28 ADM in special education could receive only one instructional unit the way the legislation is presently written by dividing

PAGE TWO

ALASKA LEGISLATURE

RE: SENATE BILL NO. 365, SPECIAL EDUCATION FUNDING

28 ADM by 15 ADM. There is no provision for the remaining 13 ADM.

3. In Section 3. Clarify this section so that the possibility of this section being overlooked and not applied in subsequent years is eliminated. I can imagine the time when only section 1 of the law is applied.

Thank you for taking time to wade through this letter. If I can be of any assistance or provide any more information please do not hesitate to contact me at 438-2311 or 438-2411.

Sincerely,



William Mailer
Superintendent

WM/cmj

PATRICK RODEY
ANCHORAGE

513 365 file
601 W. 5TH AVE. SUITE 820
ANCHORAGE, ALASKA 99501

Alaska State Senate
JUNEAU, ALASKA 99811

DURING SESSION
POUCH V
JUNEAU, ALASKA 99811

April 20, 1981

Mr. David J. Thomas
Director
Special Services
City and Borough of Juneau
School District
P.O. Box 808
Douglas, AK 99824

Dear Mr. Thomas:

Thank you for your letter regarding special education funding.

SB 365, "An Act relating to special education.", is currently in the Senate Health, Education, and Social Services Committee, chaired by Senator Parr. I have taken the liberty of forwarding a copy of your concerns relating to special education to him for his information. He will be able to inform you of any hearing dates set for this legislation.

I fully support funding for handicapped and gifted students and have co-sponsored SB 365 to try to ensure this appropriation.

Your time spent to express your views is greatly appreciated.

Kindest regards,


Patrick M. Rodey
Senator

PMR/ds

cc: Senator Parr

April 3, 1981

RECEIVED

APR 07 1981

The Honorable Patrick Rodey
Pouch V
Juneau, Alaska 99811

Dear Senator Rodey:

The purpose of this letter is to show the Juneau School District's support for Senate Bill 365 which proposes a change in the Special Education Foundation Funding. This proposal change has the support of the Alaska Education Association, Alaska School Boards Association, Parent Teacher Association, Alaska Superintendents Association, the State Board of Education and the Alaska Association of Special Education Administrators.

The current funding system which is based on "levels of service," does not at this time provide the necessary funds to provide exceptional children with an appropriate education as required in State and Federal Special Education Laws. The State funding system as it now reads, only takes into account the time spent with the student and not the handicapping condition; nor does it take into account the following:

1. Diagnosis and assessment of children (ages 3 - 19).
2. Childfind (locating children with handicapping conditions).
3. Severely handicapped students which require low pupil teacher ratio.
4. Related services; Physical Therapy, Occupational Therapy, Speech/Language Therapy, Counseling, etc.
5. Summer school for severely handicapped students.

In FY 81/82, the District will expend approximately \$1,498,000 for special education services, we will generate (under the current foundation program) approximately \$1,157,000. The difference of \$341,000 is taken from regular District funds thus reducing the regular education program by that amount.

April 3, 1981

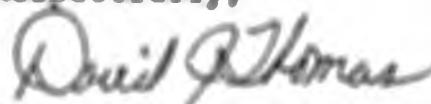
These costs do not provide the maximum quality special education program, but rather a minimum basic special education program for the student. The additional money over what we now generate would allow the District to provide those services guaranteed by State and Federal Law.

We feel that this is one of the most important Bills presently before the Legislature. We know for a fact that if this Bill is not passed, services for exceptional children in the Juneau School District will be reduced even further. With the resources now available to the State, I would hate to see the State's most valuable resource "children," not be given the opportunity for the best education possible.

This District is in total support of SB 365 and would be happy to help in any fashion to see that SB 365 is passed.

Thank you for your time and your support for the exceptional children of the State and if we can be of further assistance, please do not hesitate to call.

Respectfully,



David J. Thomas, Director
Special Services

DT:l

Enclosure



PATRICK RODEY
ANCHORAGE

881 W. 5TH AVE. SUITE 828
ANCHORAGE, ALASKA 99501

Alaska State Senate
JUNEAU, ALASKA 99811

DURING SESSION

POUCH V
JUNEAU, ALASKA 99811

April 20, 1981

Ms. Dorothy Fizer
Box 421
Delta Junction, AK 99737

Dear Ms. Fizer:

Thank you for your letter regarding special education fund-
ing.

SB 365, "An Act relating to special education.", is currently
in the Senate Health, Education, and Social Services Commit-
tee, chaired by Senator Parr. I have taken the liberty of
forwarding a copy of your concerns relating to special
education to him for his information. He will be able to
inform you of any hearing dates set for this legislation.

I fully support funding for handicapped and gifted students
and have co-sponsored SB 365 to try to ensure this appropria-
tion.

Your time spent to express your views is greatly apprec-
iated.

Kindest regards,


Patrick M. Rodey
Senator

PMR/ds

cc: Senator Parr

*education
for handicapped*

Dorothy Fizer
Box 421
Delta Junction, Ak 99737
895-4577

TO: Sens. Eliason, Fahrenkopf, Fischer, Holman, Rodey, Stinson
HRS. Hopkins, Noss, Adams, Buchholt, Cato, Montgomery, Smith, Vaska, Zaroff

RE: Fiscal support of SPED

Please consider the need for increase funding for handicapped and gifted students so as to further ensure them equal educational opportunities. One way this may be accomplished is by creating legislation that directs the state to make up for cuts in federal fiscal educational support.

PATRICK RODEY
ANCHORAGE

601 W. 5TH AVE. SUITE 820
ANCHORAGE, ALASKA 99501

DURING SESSION

POUCH V
JUNEAU, ALASKA 99811

Alaska State Senate
JUNEAU, ALASKA 99811

April 20, 1981

Ms. Belinda Daniels
P.O. Box 723
Delta Junction, AK 99737

Dear Ms. Daniels:

Thank you for your letter regarding special education funding.

SB 365, "An Act relating to special education.", is currently in the Senate Health, Education, and Social Services Committee, chaired by Senator Parr. I have taken the liberty of forwarding a copy of your concerns relating to special education to him for his information. He will be able to inform you of any hearing dates set for this legislation.

I fully support funding for handicapped and gifted students and have co-sponsored SB 365 to try to ensure this appropriation.

Your time spent to express your views is greatly appreciated.

Kindest regards,



Patrick M. Rodey
Senator

PHR/ds

cc: Senator Parr

CRT MESSAGES ARE LIMITED TO 50 WORDS. THESE
MESSAGES ARE TRANSMITTED TO JUNEAU BY OUR STAFF
ON A TIME-AVAILABLE BASIS.

Date 3/5/81

Name (print) BECINDA DANICES

Representing SELF - HANDICAPPED STUDENTS

Address P.O. Box 723

Delta Junction AK

Phone Number 895-4458

To Sen Patrick M. Roden

Re Special ed Funding

Message A decrease in special education funding would

be extremely detrimental to successful programming for
students otherwise often disregarded in regular classrooms.

I strongly request ① increased legislation for special
education to cover federal funding which may be cut.

② Funding based upon p's skills receiving services
to facilitate students being worked into the mainstream.

Signature Becinda Danic

Can be contacted at following times evening

Address and phone number if different
from above day phone 199-4696

PATRICK RODEY
ANCHORAGE

601 W. 5TH AVE. SUITE 820
ANCHORAGE, ALASKA 99501

DURING SESSION

POUCH V
JUNEAU, ALASKA 99811

Alaska State Senate

JUNEAU, ALASKA 99811

April 20, 1981

Mr. & Mrs. Bruce Ellingson
Box 1214
Sitka, AK 99835

Dear Mr. & Mrs. Ellingson:

Thank you for your letter regarding special education funding.

SB 365, "An Act relating to special education.", is currently in the Senate Health, Education, and Social Services Committee, chaired by Senator Parr. I have taken the liberty of forwarding a copy of your concerns relating to special education to him for his information. He will be able to inform you of any hearing dates set for this legislation.

I fully support funding for handicapped and gifted students and have co-sponsored SB 365 to try to ensure this appropriation.

Your time spent to express your views is greatly appreciated.

Kindest regards,



Patrick M. Rodey
Senator

PMR/ds

cc: Senator Parr

Box 1214
Sitka, Alaska 99835
April 6, 1981

Senator Roddy
Anchorage
Juneau, Alaska 99801

RECEIVED

APR 07 1981

Sir Senator Roddy:

We are the parents of a handicapped child and are writing to urge your continued support for the passage of Senate Bill No. 365. This bill would provide for special education funding and make it possible for our daughter and others to receive the proper education. Thank you for your consideration.

Sincerely,
Bruce Annie Ellingson

575 365

April 3, 1981

The Honorable Charles H. Parr
Pouch V
Juneau, Alaska 99811

Dear Senator Parr:

The purpose of this letter is to show the Juneau School District's support for Senate Bill 365 which proposes a change in the Special Education Foundation Funding. This proposal change has the support of major educational organizations.

The current funding system does not at this time provide the necessary funds to provide exceptional children with an appropriate education as required in State and Federal Special Education Laws; nor does it take into account the following:


1. Diagnosis and assessment of children (ages 3 - 19).
2. Childfind (locating children with handicapping conditions).
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In FY 81/82, the District will expend approximately \$1,498,000 for special education services, we will generate (under the current foundation program) approximately \$1,157,000. The difference of \$341,000 is taken from regular District funds thus reducing the regular education program by that amount.

These costs do not provide the maximum quality special education program, but rather a minimum basic special education program for the student. The additional money over what we now generate would allow the District to provide those services guaranteed by State and Federal Law.

Thank you for your time and your support.

Respectfully,


Donald L. MacKinnon
Superintendent

ST. MARY'S SCHOOL DISTRICT

P.O. Box 171 • St. Mary's, Alaska 99658

WILLIAM MAILER
Superintendent

April 9, 1981

Senator Donald Gilman
Alaska Legislature
Pouch V
Juneau, Alaska 99811

Re: Senate Bill No. 365, Special Education Funding

Dear Senator:

Passage of SB 365 in the form it is presently in would seriously impact the efforts of St. Mary's School District to provide special education services to all qualified children. While I agree with the general intent of the legislation I encourage you not to support this form. If three modifications were made the adverse impact on St. Mary's could be eliminated. As it presently stands we could receive only one instructional unit after next year with 28 ADM.

My recommendations are:

1. In Section 1. Provide for one computational method for all districts in the State. The smaller districts also have problems addressing the special education requirements imposed by PL 94-142. I respectfully suggest that you consider allowing one instructional unit per eleven students (ADM) for all districts.

2. In Section 1. Allow districts to add a unit for the fraction of 11 or 15 students they would have after dividing special education ADM by 11 or 15. For example: a district with 28 ADM in special education could receive only one instructional unit the way the legislation is presently written by dividing

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ALASKA LEGISLATURE

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28 ADM by 15 ADM. There is no provision for the remaining 13 ADM.

3. In Section 3. Clarify this section so that the possibility of this section being overlooked and not applied in subsequent years is eliminated. I can imagine the time when only section 1 of the law is applied.

Thank you for taking time to wade through this letter. If I can be of any assistance or provide any more information please do not hesitate to contact me at 438-2311 or 438-2411.

Sincerely,



William Mailer
Superintendent

WM/cmj

RACERAGE BOND
SOUTH WORTH CO. U.S.A.
45% COTTON FIBER

<u>REAA's</u>	<u>% OF INCREASE*</u>
Adak.....	146
Alaska Gateway.....	62
Aleutian Chain.....	21
Annette Island.....	126
Bering Strait.....	90
Chatham.....	66
Chugach.....	97
Copper River.....	60
Delta-Greely.....	80
Iditarod.....	53
Kuspuk.....	57
Lake & Peninsula.....	54
Lower Kuskokwim.....	125
Lower Yukon.....	95
Northwest Arctic.....	93
Pribilof.....	55
Railbelt.....	73
Southeast Island.....	94
Southwest Region.....	67
Yukon Flats.....	54
Yukon Koyukuk.....	68

* This is the total increase for FY 81-82 funded by SB 199 of the 11th Legislature.

ANCHORAGE SCHOOL DISTRICT
 SCHEDULE OF REVENUES
 Fiscal Years 1979-80, 1980-81, 1981-82

	<u>ACTUAL</u> 1979-80	<u>%</u>	<u>BUDGET</u> 1980-81	<u>%</u>	<u>PROPOSED BUDGET</u> 1981-82	<u>%</u>
Local Revenues	\$ 31,648,186	24.2%	\$ 30,392,966	21.8%	\$ 31,098,995	19.2%
State Revenues	90,534,930	69.2%	104,524,499	74.9%	123,983,392	76.5%
Federal Revenues	8,379,777	6.3%	4,552,981	3.3%	6,963,255	4.3%
Other Revenues	<u>328,710</u>	<u>.3%</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total	<u><u>\$130,891,603</u></u>	<u><u>100.0%</u></u>	<u><u>\$139,470,446</u></u>	<u><u>100.0%</u></u>	<u><u>\$162,045,642</u></u>	<u><u>100.0%</u></u>

- 1) Fund Balance Appropriation Not Included in Revenue:
 - 1979-80 - \$5,424,937
 - 1980-81 - \$1,733,338 General Fund, \$2,916,587 Debt Service Fund
 - 1981-82 - \$2,364,161

- 2) Revenues Presented for the Following Funds Combined:
 - General Fund
 - Food Service Fund
 - Debt Service Fund
 - State and Federal Projects Special Revenue Fund

*Charlie -
 Here's summary of the info
 you requested re: the Anch
 School District's funding
 sources - Fed, State, local.
 Bill Miles*

ALASKA RESOURCES FOR THE MODERATELY / SEVERELY IMPAIRED

~~1111 EAST DOWLING ROAD - ANCHORAGE, ALASKA 99502 - PHONE (907) 349-2647~~
3401 East 42nd Avenue, Anchorage, Alaska 99504 - Phone (907) 277-5633

Roy Anderson
Coordinator

March 25, 1981

Senator Terry Stimson
Vice-Chairman
Health, Education and Social
Services Committee
Pouch V
Juneau, AK 99811

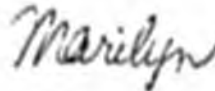
Dear Senator Stimson:

The Rural Service Delivery Model program, through Alaska Resources, has been implementing a pilot project to provide assistance to the special education students and staff at Selawik Schools. One of the responsibilities of the program was to prepare a monograph for this project.

For your information, I am enclosing a copy of the monograph which appeared in "Reaching Beyond the City," a publication produced under a contract from the United States Education Department, Office of Special Education and Rehabilitative Services. In this publication, the unique conditions of Alaska's Rural Service Delivery Model for School Aged Handicapped Children are addressed and compared to other federally funded rural special education programs in the United States.

In continuing to provide assistance to Northwest Arctic School District, the second project year has been expanded to include the villages of Kotzebue, Deering and Buckland. During the third year, the project will be expanded to serve the entire district.

Sincerely,



Marilyn Stack
Project Coordinator
Rural Service Delivery Model

MS:cy

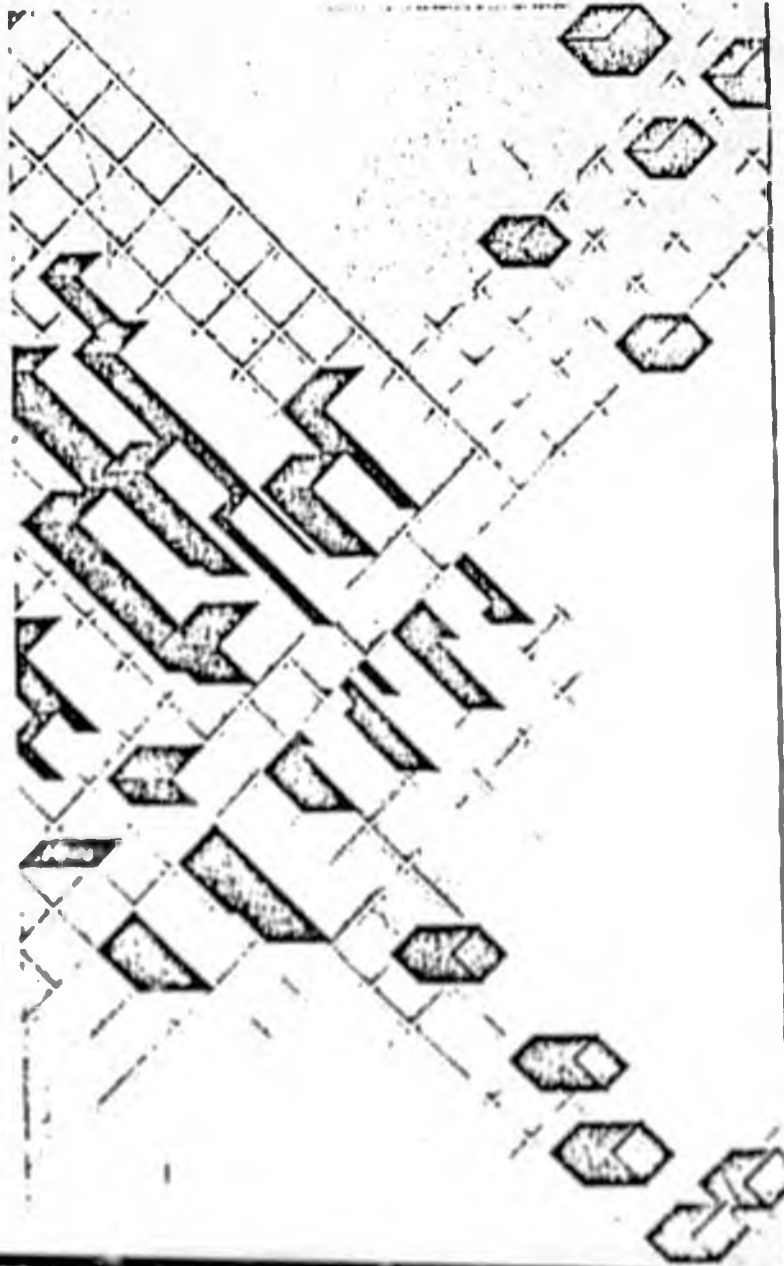
Enc.



PDAS
Program Development
Assistance System
University of Washington

Reaching Beyond The City Special Education in Non-Urban Settings

Co-Editors
Julie D Becklund
Marie P Gaasholt
Nancy G Haring
Series Editor



Alaska Rural Service Delivery Model for School-Aged Handicapped Children

Marilyn Stack
Roy Anderson

Educating handicapped students who live in remote areas of Alaska is not an easy task, considering the state's land mass of 586,500 square miles. Alaska is larger than California, Montana and Texas combined. Other factors, such as severe weather conditions, almost nonexistent road systems and substantial distances between villages offer a real challenge to the delivery of service to handicapped students in these remote areas. In an effort to facilitate the delivery of appropriate services to these children, the Rural Service Delivery Model was initiated. The project's site is the Northwest Arctic School District's village of Selawik.

The Rural Services Delivery Model project is concerned with delivering free and appropriate special education services to school-aged handicapped students in a remote village in Alaska. The project provides intense training of special education personnel in the village to prepare them for varying kinds and degrees of handicapping conditions, and it provides consultants as necessary to assure that each handicapped student's needs are provided for.

Community Characteristics

Selawik is located on the Arctic Circle in the northwest portion of Alaska, and its climate is characterized by long, cold winters and cool summers. Temperatures range from 83 °F in summer to -50 °F in the winter. The average temperature for the year is 20.7 °F. Annual precipitation includes 35-40 inches of snow and seven inches of rain for a total of only 10 inches of moisture. Agriculture is not attempted on a large scale because of the cool climate.

Like many other villages in Alaska, Selawik has no roads, highways, or railway connections. Thus, air transportation is the only feasible way for project staff to travel back and forth from Anchorage. There is daily jet service between Anchorage and Kotzebue, where the district administrative offices are located. From Kotzebue it is possible to charter a small plane or to fly on the mailplane that makes two trips to Selawik per day; however, because of weather, it is not uncommon to contend with last-minute schedule changes and delays.

Within the village, people travel by snowmobile, boat and foot. Snowmobiles are usually followed by a sled which carries gear and supplies. Occasionally, sled dogs are used for transportation, but this once common sight is becoming a rarity as technology advances into rural Alaska. A system of ribbon-like boardwalks that runs throughout the village allows for foot movement over the boggy tundra. Because the Selawik River separates the village into separate parts, it is impossible during "freeze-up" or "break-up" for people to move from one bank to the other. Since the school and airport are on opposite banks, consultants sometimes cannot make their appointments.

Television, new to the village this year, is the most recent communications medium. With a good antenna it is possible to receive the public service radio station in

Kotzebue, 86 air miles from Selawik. Phone service operates via satellite and is not always reliable.

The once common semisubterranean dwellings made of driftwood and sod are being replaced by state and federal government housing. Unfortunately, these homes are less efficient in terms of heat loss than the indigenous dwellings and have problems holding up to the severe arctic conditions. Rent and heating oil costs, however, are government subsidized.

Professional resources, such as health care, social services and legal services, are available to the people of Selawik, but are not always accessible. In general, this inaccessibility stems from a lack of knowledge about what these professional resources are and how they can benefit the villagers. Because the resource centers are understaffed and responsible for servicing a large geographic area, the few individuals in the village who are aware of these resources frequently find it difficult to contact resource personnel. Selawik, for instance, has two full-time health aides who can perform limited on-site medical treatment, but if villagers need hospitalization they must fly to Kotzebue, 86 miles away, or in some cases, to Anchorage, 560 miles away. The offices for social services, legal services and the school district operate out of Kotzebue.

Opportunities for education beyond the twelfth grade are not readily available. The Cross-Cultural Education (X-CED) Program, which is available through the University of Alaska, allows villagers to work toward teacher certification without having to leave the village. Students complete their courses through correspondence, local school practicums and itinerant instructors. The only other option for a villager wishing to take college courses is to move to a larger urban area, such as Fairbanks or Anchorage.