

ALASKA LEGISLATURE COMMITTEE FILES 1981-1982 86/2

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SCR

||

POSITION PAPER

SENATE CONCURRENT RESOLUTION NO. 11

"Relating to conflicts between foster parents and social workers."

The Department of Health and Social Services supports Senate Concurrent Resolution No. 11. The Department recognizes that at times conflicts arise between foster parents and social workers over plans made for a child in the foster parents home. While Department policy is that foster parents should be kept informed of the plans and their knowledge of a child's needs should be asked for and considered, it appears that a more formalized procedure for communication is necessary.

Staff from the Division of Family and Youth Services have recently met with officers of the Alaska Foster Parents Association and have jointly established a three-step hearing procedure designed to address conflicts arising over case plans. The first phase would be at the local level, with the foster parent and social worker being joined by the social worker's supervisor and a representative from the local foster parent association in reviewing the situation. If the matter were not satisfactorily resolved at this level, the second step would involve the regional manager and someone from the statewide foster parent association. The third step in the process would involve someone from the Central Office of the Division plus a disinterested party from another organization mutually agreed upon by the parties.

As soon as this procedure is finalized, which is anticipated to occur within the next month, foster parents and staff will be informed of the steps to be followed should such conflicts occur. In the future, this procedure will be given to all foster parents at the time they are approved for placement.

It should be stressed, however, that this procedure applies only to conflicts arising over the handling of children's cases which the court has not ruled on. In those cases in which the court has ordered a specific plan, the Department has an obligation to comply with those orders. Therefore, those cases are not subject to this review procedure.

Also, the appeal procedures does not apply to licensing issues. Foster parents who are not satisfied with a decision that pertains to their being licensed to provide care have an appeal procedure as authorized by AS 44.62.360 and 44.62.370 in the Administrative Procedures Act.

RECOMMENDED BY: John R. Pugh
John R. Pugh, Director
Division of Family and
Youth Services

DATE: 3/10/81

APPROVED BY: Helen D. Beirne
Helen D. Beirne
Commissioner

DATE: 3-19-81

THE LEGISLATURE OF THE STATE OF ALASKA
 TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST

Bill/Resolution No. Senate Concurrent Resolution No. 11
 Title "Relating to conflicts between foster parents and social workers."
 Requested by Parr Date 2/17/81

II. FISCAL DETAIL

Agency Affected Department of Health and Social Services
 Program Category Affected Social Services
 BRU, Program, or Subprogram(s) Affected _____
 (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						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.						
TOTAL	-0-	-0-	-0-	-0-	-0-	-0-

FUNDING (Thousands of Dollars)

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

POSITIONS

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

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

Senate Concurrent Resolution No. 11 has no fiscal impact on the Department of Health and Social Services.

IV. DATE 3/10/81 PREPARED BY John R. Pugh John R. Pugh, Director
 AGENCY Division of Family and Youth Services
 PHONE 465-3170
 Original: Legislative Finance
 cc: Budget and Management
 Prime Sponsor (First Legislator Named) M&B Approval [Signature] Date 3/8/81



Official Business

Alaska State Legislature

Senate

Committee on

Health, Education & Social Services

Charlie Parr, Chairman
Terry Stimson, Vice-Chairman
Vic Fischer
Tim Kelly
Mike Colletta

Pouch V
State Capitol
Juneau, Alaska 99811

465-4907
465-4908

MEMORANDUM

TO: Alaska Foster Parents Association
FROM: Rocky Plotnick Weller, Committee Aide
DATE: April 2, 1981
RE: SCR 11

Senator Parr has asked me to send you a copy of the Department of Health & Social Services position paper on SCR 11. He wants to know if you still feel the resolution is necessary. Please let us know soon, as your reply will help us with our weekly scheduling of bills.

*Thank-you,
Rocky*



ALASKA FOSTER PARENTS ASSOCIATION

Box 8651

Anchorage, Alaska 99508



APPEAL PROCEDURE FOR DIVISION OF SOCIAL SERVICES FOSTER PARENTS

If a conflict arises between a foster parent and social worker that cannot be resolved, either party has a right to call for an appeal procedure. This is carried out in two steps:

1. Formalized Conference between the concerned social worker, foster parent, a Division of Social Services supervisor, and a representative of the Alaska Foster Parents Association may be called within 72 hours and heard within five days. When a hearing is called all decisions and actions will be postponed until a final hearing decision is made (unless the child is in immediate physical danger or the action is ordered by the court).
2. If an agreement cannot be reached within the Formalized Conference a hearing should be set up within 10 days before the Hearing Board. This hearing board should consist of a Division of Social Services representative not involved in the questioned action, a representative of Alaska Foster Parents Association, and one disinterested community citizen (i.e. lawyer, doctor, minister, other child care professional, etc.) The recommendations of the Hearing Board will be final and should be carried out immediately.

At each of the above steps each party has the right and responsibility to present evidence and testimony to back up claims made as well as a chance to answer any questions or comments as needed.

The court should be provided with a copy of the decision and transcript of any appeal hearing when the final decision regarding the child is made.



ALASKA FOSTER PARENTS ASSOCIATION

Box 8651

Anchorage, Alaska 99508



It is the position of the Alaska Foster Parents Association that an appeal procedure is needed for foster parents. This procedure should provide a voice for the foster parent in the casework plan when a decision is being made which is in the view of the foster parent not in the "best interest" of the child.

The reasons we feel this is necessary are:

- 1. The Foster parents view may not be solicited by social services in making a decision for a child even though the child has been in 24 hour care with these people for an extended period of time.*
- 2. The foster parents views may be ignored by social services even though they may have uncovered information vital to the decision being made and the well being of the child.*
- 3. Foster parents may not be given enough information or correct information to enable them to deal with a child's problems.*

POSITION PAPER

SENATE CONCURRENT RESOLUTION NO. 11

"Relating to conflicts between foster parents and social workers."

In March, 1981 the Department submitted a position paper to this Legislature, indicating that an appeal procedure was in the process of being developed. This procedure, a copy of which is attached, was completed and implemented effective September 1, 1981. The procedure provides a mechanism for resolution of conflicts between foster parents and agency staff, exclusive of licensing issues which have a separate appeals procedure. The final step of this procedure provides for a disinterested party (non-agency) to be part of the review committee.

In addition to the appeals procedure, the State Foster Parent Association has worked with the Division of Family and Youth Services to provide resources for prevention of conflict: 1) the Foster Parent Association provide space in their bi-monthly newsletter for a question and answer article written by the family services field administrator; 2) in Anchorage, ongoing training for foster parents was developed and implemented by the Foster Parent Association, the Division's Staff Development Training Center, and the Anchorage District office; 3) foster parent/staff support groups, began in Anchorage in 1981, will now be developed in other areas of the State; 4) the Foster Parent Handbook, which is in the process of being revised, will be reviewed by representatives of the Foster Parent Association prior to finalization; and 5) the Division's family service field administrator meets bi-monthly with the State Foster Parent Association's representatives to share information and explore areas of potential conflict.

There remain areas where improvement is necessary, but the above efforts have proven successful in contributing to a more cooperative relationship and to providing better services for the children and families we serve.

The Department of Health and Social Services continues to support the intent of Senate Concurrent Resolution No. 11, and feels the procedure which has been developed, complies with that intent.

RECOMMENDED BY: John R. Pugh
John R. Pugh, Director
Division of Family and
Youth Services

DATE: 1/25/82

APPROVED BY: Helen D. Beirne
Helen D. Beirne
Commissioner

DATE: 1-25-82

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

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TOTAL	-0-	-0-	-0-	-0-	-0-	-0-

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OTHER (Specify Source)	-0-	-0-	-0-	-0-	-0-	-0-
	-0-	-0-	-0-	-0-	-0-	-0-
	-0-	-0-	-0-	-0-	-0-	-0-

POSITIONS

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

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

Senate Concurrent Resolution No. 11 has no fiscal impact on the Department of Health and Social Services.

IV. DATE 1/26/82 PREPARED BY John R. Pugh John R. Pugh, Director
AGENCY Division of Family & Youth Services
Original: Legislative Finance PHONE 465-3170
cc: Budget and Management
Prime Sponsor (First Legislator Named)
33-001 (Rev. 12/81)

1cc
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METHOD FOR RESOLVING DIFFERENCES ARISING BETWEEN
FOSTER PARENTS AND THE DIVISION OF FAMILY AND YOUTH SERVICES

As a matter of normal procedure, issues arising in case situations which warrant serious discussion. In these instances, an informal conference should be scheduled and may include the foster parent(s), social worker, social work supervisor, and a representative from the local foster parent support group. This conference should be timely to the situation and may be requested by either party.

If a conflict arises between a foster parent and social worker that cannot be resolved, either party has the right to initiate the review procedures outline below. These procedures do not constitute a "legal appeal" and will not be utilized in cases of licensing disagreements, disagreements with a decision made by the court, or disagreements involving payments of any type.

Within steps outlined below, either party has the right to present evidence to substantiate their position. Once this procedure is initiated, all decisions and actions will be postponed until a final decision is made (unless the child is in immediate danger or the action is ordered by the court).

Step #1 Conference:

Time Frame: To be held within 5 working days of the request

- Persons Involved:
1. Those persons involved in the informal conference.
 2. DFYS Regional Manager/Administrator and Staff Manager (if applicable).
 3. A representative of the local chapter of the State Foster Parents Association.

The foster care licensing specialist should be available to provide information to the group, but is not considered a formal part of the convening group. This distinction is made to assure that the licensing specialist does not become involved in conflicting roles. This conference will be taped and a transcript made available in the event that no resolution to the situation is found and a Step #2 conference is necessary.

Step #2 Conference:

- Persons Involved:
1. Persons involved in Step #1 Conference
 2. The Field Services Director, Youth Services Administrator, or another representative from the Division of Family and Youth Services' Central Office designated by the Director.

3. One "neutral" person from the community who is mutually acceptable to the Foster Parents Association and the Division of Family and Youth Services.
4. A representative from the State Foster Parents Association.

Details of the situation will be presented to this committee and a final decision will be made. A report of the findings will be sent to the persons involved in the Step #1 conference.

Steps #1 and #2 of the review procedure must be conducted without the use of identifying information (AS 47.10.090 which prohibits "disclosure directly or indirectly of social record pertaining to a minor subject to a child in need of aid or delinquency proceeding").

A summary report of the decision made at any of the steps in the review procedure will be filed in the child's record and in the foster parent(s)' record. The transcripts of the conference will be maintained in the regional office with a copy of the report.

NOTE REGARDING THE FOLLOWING FRAME ON MICROFILM:

COMPLETE DOCUMENT IS AVAILABLE IN ORIGINAL FILES
IN ALASKA STATE ARCHIVES. TITLE PAGE ONLY HAS
BEEN FILMED.

Rocky

Foster Care Rules

Wednesday
December 31, 1980

Part VI

**Department of
Health and Human
Services**

Office of Human Development Services
and
Health Care Financing Administration

Foster Care



ALASKA FOSTER PARENTS ASSOCIATION

Box 8651

Anchorage, Alaska 99508

Dec. 11, 1981



Our association is calling on you for assistance. You have been willing in the past and we hope you will try now.

Three times in the past two years the Division of Family and Youth Services, for whom many of us care for children, has attempted to move our foster care liscencing workers from the social services District office. There have been logical, if minor reasons for this change. There are major reasons for this not happening.

With those workers in the same office children are placed in better homes the first time around, thus avoiding multiple placements. This "foster home bounce" is extremely damaging to children as I'm sure you can imagine. The liscencing workers also provide support and trouble shooting for foster parents as they go about the "business" of foster care. The social workers have neither the time or the sensitivity to do this. Without it foster parents quit. The state looses experienced homes and must recruit continuously. And the children must be moved and moved..

On the two prior occaisions we have conveyed our feelings and reasons to D.F.Y.S., ourselves and with the help of childrens advocates such as yourself. And always they have found a way to return the liscencing workers to the social service office-- to better serve foster children. We seem to continue to battle this issue however.

We feel very strongly about this issue. Foster Parents are volunteers who work 24 hours a day to provide care for those children in the custody of the State of Alaska. We have nothing personally to gain here, except to see children better served.

We will appreciate your looking into this matter and hope that we can work together to make sure that our state system is always looking out for the "best interests" of our children.

Respectfully,

Ann M. Spahnholz
President, A.F.P.A.

345-2248



ALASKA FOSTER PARENTS ASSOCIATION

Box 8651

Anchorage, Alaska 99508



The Pipeline

EDITOR: MIRIAM SUMNER



JANUARY-MARCH 1981
Vol. 4 No. 5

++HOTLINE FROM THE PRESIDENT++

HAPPY NEW YEAR! I can't help feeling good about our Association as we start this new year. I believe that the agencies we work with are beginning to realize the tremendous importance of foster parents and the job they do; and also of the Foster Parent Associations & the support and training they provide for foster parents. This is good news!

But let us not rest. There is much we have yet to do. This year we are working on an appeal procedure for all foster parents, so that our voice can always be heard when a major decision is being made for our children.

This year too we will have the largest and best statewide conference on Foster Care ever. I'm hoping you will all become involved, by giving us your ideas and your help or by simply participating. Join us as we gather to discuss the joys and frustrations of foster care, as we learn more about our children and ourselves and by our gathering, commit Alaska to the best quality foster care for our kids. Ann

ANN SPOHNHOLZ

Se
TREASURE'S CHEST.....\$64. \$
Contract money due any day..\$5000. \$
Se Se



LEGISLATION
OF INTEREST

For several years AFPA has been working on an appeal procedure for foster parents. Prior to 1981 legislative session several AFPA members talked to legislators about this issue, and we hope to have a representative go to Juneau about February. We are publishing the position paper and appeal procedure we are submitting to the legislators for your information. If you have questions and/or comments, please contact me at 349-1740 or Ann at 345-2248.

Marcia
MARCIA BUKOWSKI

POSITION PAPER-----

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legislation continued...

uncovered information vital to the decision being made & the well being of the child.

3. Foster parents may not be given enough information or correct information to enable them to deal with a child's problems.

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At each of the above steps each party has the right & responsibility to present evidence and testimony to back up claims made as well as a chance to answer any questions or comments as needed.

A copy of the decision and transcript of any appeal hearing is to be placed in the child's permanent file and presented at the next court hearing.

SECRETARY'S REPORT



AFPA quarterly board meeting was held Jan. 5, 1981. The board discussed the possibility of Alaska sponsoring the 1982 Region X conference, the Child Welfare League Conference of 1981, proceeding with the appeal procedure, developing guidelines for helping local associations, and moving the clothing closet to the Anchorage DFYS office and turning the responsibility over to the local support group. Also discussed was workshops to be put on by AFPA in each region, as well as the AFPA statewide conference to be held April 23-25. Ways and Means and possible fund raising was aired, plus the request received from the adoptive parents group to do joint fund raising. The food coop, the newsletter, Fur Rondy activities, & Bylaw changes were discussed. See other areas of the newsletter for in detailed reports. Minutes of AFPA board meetings go to board members with an agenda for the next board meeting. If you have not been receiving one and wish to please send your name & address to me at SR Box 31, Anchor Point, Ak.

Charlye
Charlye Jones

1980-81 AFPA Membership
Name _____
Address _____
Phone _____
Couple membership \$10. _____
Associate membership \$5. _____
MAKE CHECKS PAYABLE TO
ALASKA FOSTER PARENTS ASSOCIATION
Dues to AFPA are income tax deductible as AFPA is a non-profit group.

Cut out and mail to AFPA
P. O. Box 8651
Anchorage, Ak. 99508

REGIONAL

NEWS



KETCHIKAN--

Laurie Vaughn (Community Care Specialist) is conducting a Parenting Plus training session for foster parents at the Div. of Social Services. Dates are Nov. 24, Dec. 10, Jan. 7 & 22, and Feb. 2 & 17. If you are interested contact Laurie Vaughn at your local office. The foster parents have put out their first newsletter. Some of the local foster parents are trying to put together a local foster parent support group. If you are interested or can help please contact Rene Lawson at 225-5096. Also in November the Ketchikan Daily News interviewed Rene Lawson & Toby (Delia) Duncan, foster mothers and Laurie Vaughn from DSS for a lengthy news article.

FAIRBANKS--

has a local foster parent group going. The president is Joe Carlson, PO Box 1185, Fairbanks, 99701. They have a lot of neat things going and would welcome your support. They are having training session on a fairly regular basis--December was a Cross Cultural workshop, January is Adolescent Treatment issues. In September they had the foster parent training session that has been traveling across the state with numerous outside specialists. Their next foster parent meeting is January 16 at the 1st Presbyterian Church. Since this newsletter is late, please contact Mr. Carlson or your local DSS office for the current meeting time.

JUNEAU--

doesn't have a local group as such, but the interest is there in a few foster parents and the foster care worker. The worker there is Alinio Lobo who can be reached at 586-1862. The local foster parent contact is Nancy Lange at 789-7129. February 5-6 there will be Staff Development training that can include foster parents entitled "Identifying Abnormalities in Children". Contact Alinio Lobo for more details.

NOME--

foster parents have not met since last

year, but there is a training session January 27-31. Please contact Jan Sabo at 443-5247 for more details. This is the foster parent training that has been throughout the state and is excellent for everyone. This should inspire foster parents to begin a local group.

BETHEL--

foster parents do not meet as a group, but many know each other and therefore do get support. There are problems in organizing due to extreme differences in culture, language and life styles; but we do hold hope of getting at least a very informal network organized. No education for foster parents is currently scheduled. For more information contact Joyce Freeman at 543-3141.

ANCHORAGE--

Mat-Su Field Office---had a foster care training program during November for 5 days. This was the traveling group including Joan Poliak, Myra Munson, Jack Hanson, Gary Lichtenstein, Bruce Garberding, Gary Wenet, and Shirley Anderson covering a wide variety of topics. On Wednesday evenings they also held meetings with Jack Hansen, Div. of Corrections and Elvia Torres Cater with Div. of Social Services. January 27 is the date of a foster parent orientation for all persons in the Mat-Su area interested in foster parenting. Contact Elvia at 376-2486.

Anchorage--had the foster parent training session for 5 days in Nov. DSS has also been hosting regular foster parent and social worker support group meetings the 2nd Monday of each month. This group has decided to start the new year with the Parenting Plus series designed specifically for foster parents by the Child Welfare League of America. This nine part series was started Jan. 12th; the next regular meeting is February 9, at DSS office, 400 Gambell, 2nd floor, 7:30 p.m. There was so much interest in the Parenting Plus that it has

REGIONAL NEWS CONTINUED...

been requested we conduct them weekly instead of monthly. No decision has been made at this time, but if you are interested contact Bettye Davis at 274-1615 or Barbara Nutt at 337-7824. Anchorage support group also has a monthly newsletter. A christmas party was held December 15th and was well attended. March 23-27 marks training on the 3rd floor entitled "Adolescent Treatment Issues". Call the above numbers for more details.

EDITORS NOTE---

Thanks to all of those that sent in the regional reports. I had to call a few areas, but as this gets to be more regular I feel it will become a habit and each area will automatically send in their news. I would like items of interest that have happened in the past quarter as well as what will be happening in the next quarter before the next scheduled newsletter. I will need all information for inclusion to be received by me by Feb. 26th. If I do not receive your news by then expect a call shortly. Thanks for your cooperation.

Miriam Sumner



DON'T LET IT REST UNTIL "GOOD" BECOMES "BEST"! is the theme of the 11th National Training Conference sponsored by the National Foster Parent Association. It will be held April 1-4, 1981 at the Hyatt Regency Hotel in Dearborn, Michigan. This year you can learn a little about a lot of topics by attending Forums, spend more time on selected topics by attending Workshops, or choose a single Institute for more intensive coverage. Some topics are sexual abuse, emotional development of foster children, nutrition & behavior, autistic children and other handicaps, child management, keeping the bed dry, citizen's review of foster care, foster parents rights, and let's hear it from foster kids.

AFPA, at this time, plans to help send several representatives. If you are interested in attending, please write to AFPA, PO Box 8651, Anchorage, 99508 for an application and program by Feb. 15th. Write TODAY!!!



CHANGE THIS.....TO.....THIS with foster parent education.

WHAT IS AVAILABLE:

Catholic Social Services workshop COPING WITH EVERYDAY STRESS Monday evenings, 6-9 p.m. beginning Feb. 9 for 5 weeks. Maximum number--10. WHAT YOU'VE ALWAYS WANTED TO KNOW ABOUT YOURSELF BUT WERE AFRAID TO ASK; lasting 8 weeks beginning March 16, Monday evenings 6-9 p.m. Also a maximum of 10. Fee for above workshops are \$15. per week. For information and sign-up call Cindy Book at 277-2554. Pre-registration is a must.

Division of Social Services staff development conducts workshops that foster parents may be included in by calling their local DSS office. Below are listed city and dates of known trainings'

- Jan. 27-31, Nome, Foster parent training
- Jan. 27-31, Ketchikan & Juneau, Foster Parent Training
- Feb. 5-6, Juneau, Identifying Abnormalities in children
- March 23-24, Nome, Identifying Abnormalities in children
- March 23-27, Anchorage, Adolescent Treatment Issues

#####

AFPA has a standing visit with Norma Goodman the 2nd Tuesday of each month. Watch Norma on Channel 11 at 10:30 a.m. for foster parent information. Dates in the future are February 2, March 10, and April 14. Mark your calendars now.

I've had a request to start a problem solving column where a problem is presented and readers send in solutions. This will be started next newsletter--who will write and start us out with a problem????????

TO THE MEMBERS OF THE ALASKA FOSTER PARENTS ASSOCIATION:

A proposal to change the AFPA By-laws has been passed by the Board of Directors and must go to the membership for approval. Please read and consider the following proposal. Ballots will be mailed by Feb. 1 to all paid members. If you have any questions contact Ann at 345-2248.

AFPA by-laws Article IX, Section 3. An annual meeting of the Assoc. shall be held in May of each year for the purpose of electing officers & selecting the Board of Directors, & those elected will take office on June 1 of each year.

Purpose to delete the words "in May" and substitute "in conjunction with the state conference".

Please mark your ballots and mail back as soon as possible. This change would save money and allow others to attend the business meeting and vote in person.

++++++

FUR RONDY is February 13-22, 1981. AFPA will again be selling Fur Rondy buttons again for fund raising. Will you help? If you can sell a few buttons, please call Lutricia Baxter at 338-3221.

AFPA will also have a float in the parade February 21. Chairman of the float committee is Miriam Sumner at 688-3028. Friday night, Feb. 20th there will be a work session; if you can spare a couple of hours of work and fun, please call Miriam. Our float will be a foot making "Footprints in the Snow".



AFPA CONTACT PERSONS

- PRESIDENT...ANN SPOHNHOLZ...344-4905
- V. PRESIDENT...MARCIA BUKOWSKI...349-1740
- SECRETARY...CHARLYE JONES.....
- TREASURER...DONNA MILLER...332-2478
- JAYSMEANS...RON SPOHNHOLZ...344-4905
- EDITOR.....MIRIAM SUMNER...688-3028
- CLOTHING CLOSET.....344-4905

CLIP & SAVE

CHANGES...CHANGES...CHANGES.....

The Division of Social Services (DSS) has gone a "regrouping". Because many children's services overlap (alcoholism, abuse, emotionally disturbed) coordination with other division is mandatory. Therefore, DSS has been charged to the Division of Family and Youth Services (DFYS), and the Division of Adult & Aging Services. In addition, juvenile corrections has been removed from the Division of Corrections and placed under the new youth division. All changes were completed December 1, 1980.

According to figures given by DFYS, during the fiscal year ending June, 1980, 1,042 children were served in foster homes, 429 were cared for in group homes, and 807 children received emergency shelter care. Over 3,533 were aided in their own homes to resolve problems of neglect, abuse, or conflict. Through re-organization better coordination of private resources and more efficiency is expected.

In this newsletter, you will see both Div. of Social Services and Division of Family & Youth Services intermixed. Hopefully, by next PIPELINE time, we will all be used to the new terms and will use DFYS exclusively.

- EVENT: Child Welfare League Conference, NW region
- DATE: May 26-29, 1981
- THEME: "On the Edge: Frontiers in Child Welfare"
- PLACE: Sheraton Anchorage Hotel Anchorage, Ak.
- COST: \$95. **\$50. for foster parents** including 3 breakfasts, one lunch & one dinner
- CHILD CARE: Provided by AFPA, free to members of AFPA, \$30. non-members.

There will be at least 40 workshops, mini-courses, & institutes, with 5 workshops especially for foster parents. For more information call John Garvin, Ak. Childrens Services at 276-4515; Yvonne Walker, DFYS at 465-3173; or Ann Spohnholz, AFPA at 345-2248.

I have been requested to start again including stories of foster care in the PIPELINE. Below is one written by a foster mother about her experience. If you wish this story section to continue, please submit your story by sending it to PIPELINE EDITOR, PO Box 8651, Anchorage, 99508.

HELLO & GOOD-BYE

About a year ago I got a placement of a 3 yr. old hyperactive girl with numerous behavior problems--temper tantrums, head banging, running away in stores, and sleeping only 1-2 hours at a time. Sally couldn't play--only constantly into everything and throwing fits. It took all my patience & knowledge to deal with these behavior problems and keep my sanity. Sally's mother was expecting and planned to place the baby in foster care.

The first few weeks I spent documenting what Sally's behavior was and how she responded to my teaching & discipline. I also checked her development against her age and found her to be severely delayed. After consulting the social worker I contacted the Infant Stimulation program through the Public Health nurse. In first testing Sally was at a low 18 month level in all areas--cognitive, physical, language, etc. For instance Sally couldn't jump or stand on one foot, dress or undress, identify common object by name, or play with toys. We wrote up a program that the Infant Stimulation teacher would work on during her weekly visits and I would continue throughout the week. We first started with potty training and taking off shoes & socks, reading nursery rhymes and pointing out pictures of animals & toys to give names. Temper was to be ignored when possible--when they had to be stopped we used "time out"--5 minutes by herself.

At first Sally couldn't sit still for even 1 nursery rhyme. She cried & fought & closed her eyes. Temper tantrums got longer and "time out" for her became "time in" for me as I had to hold her in the chair. After every day for 2 weeks Sally would sit on my lap for reading like a wooden figure; gradually she wanted to turn the page and finally, identified a cow (in Key, Diddle Diddle)--after 2 months. That seemed to be the breakthrough for each day more pictures were identified. Temper tantrums still were frequent but less severe and she would sit during "time out". She began to ask for a drink instead of crying; potty training began to show some results, and walking improved. She could now jump & go up and down stairs with help. The kid who couldn't even take off shoes you now couldn't keep dressed!! She could now play by herself for 15-20 minutes with toys! Things were much improved!!!!

I had also requested an evaluation by the Child Study Team; by the time this evaluation was done Sally was up to a 2½ year old level in most areas. They found many problems areas still and recommended continued treatment and therapy.

During all this I also had her 1 month old brother Scooter placed in my home. My saddest thoughts were that this infant would shortly be placed back into the home in the situation that had molded Sally into what she was. It was bad enough for one child to be in that condition but why start another? The education I had sought during my foster care years paid off in helping me understand and just do the best I could for these kids while they were in my care. Because I was confident in myself I could also discuss the problems and my ideas with their social worker.

Against all of our wishes Sally & Scooter's mother regained custody when we had had Scooter 1 month, Sally 5 months. Because of our discussions and the documented proof of Sally's behavior & emotional condition we were able to get them placed home one at a time, one month apart. It was very difficult to let these kids return home--Sally, because I felt she would slide back to where she was without continued work and encouragement; Scooter because of what I felt he was going to become in that situation.

My only consolation was that I had done all I could to help Sally & Scooter during their time with us and to pray for their continued security. AND to open my heart and home to some other child who needs my caring.

7
The Foster Family Care Association of Region X (of which Alaska is a part) presented "Today's Children & Youth in Foster Care" Training Seminar in Portland, Oregon July 31-August 3, 1980. AFPA had 7 representatives. Several reports are included below--others will be printed as space allows. For more information on any of these workshops contact the person writing the report at AFPA, PO Box 8651, Anchorage, 99508.

1) FOSTER PARENTS HAVE RIGHTS TOO presented by Karen Brugger, foster parent and Loren Hoffman, social services supervisor from Portland. Mr. Hoffman felt that much of the problem in foster care today is that many people are still dealing with what foster care started out as--volunteer families taking in orphans and abandoned children. Now foster parents deal with physical, emotionally, and mentally handicapped children who are in need of a foster family for various reasons. Foster parents have the right to be treated as part of the caring team working for the child both daily and long term... lack of this right causes confusion and a lack of effectiveness of foster parents. ---Charlye Jones

2) WORKING WITH THE DEVELOPMENTALLY DELAYED CHILD given by Gayle Harris, educational specialist for Learning Impaired Individuals from Portland and Chuck Church, Hope Cottage, Anchorage, Alaska. Ms. Harris talked about a relatively new theory called Interaction Structuring, having to do with creating the ability to learn and using process learning (classify, categorize, store).

Mr. Church believes there are two types of developmentally disabled; the severely profound and the mild-moderate. For severely-profound individuals foster parents should be "professional", receiving \$1200-\$1500/month to draw in people such as behavioral psychologists and social workers as foster parents. They should have intensive training and be a trainer first and parent second. ----Charlye Jones

3) POSITIVE PARENTHOOD by Vince Pfaff, United Learning Institute, Tacoma, Washington. The basic point of this workshop was improving self image, self esteem, and goal direction. He uses "self" talk to build self esteem by eliminating the negative, devaluative,

and destructive phrases that inflict guilt and lower performance. When things don't go just right, tell yourself, "That's not like me, next time I will". When things do go right, silently affirm, "That's like me!" To help build children's self esteem use "It's like you to" for their good points and behavior. ---Charlye Jones

4) The highlight of my time at the Region X conference was a workshop with Dr. Katherine Day entitled "Foster Care of Emotionally Disturbed Children". Dr. Day is a foster parent and she is a clinical psychologist who works with pre-schoolers. She really understands the realities of the foster care situation & was able to give a lot of useful practical advice on the handling of these children. All that I learned from her you could not put into this newsletter, but I can tell you that Katherine Day will be in Anchorage May 27-29 for the CWLA Conference (see page 5) and she will be repeating the same workshop. This is one that foster parents should not miss! ---Ann Spohnholz

5) FOSTER PARENTS HAVE RIGHTS TOO was a workshop I also attended. It was presented by a foster parent (Karen Brugger) and social services supervisor (Loren Hoffman). Although we discussed some specific rights of foster parents, I was most interested in the history of foster care. History points out that until 20 years ago a foster kid came into your home "forever". This explains why we have conflicts with the system today--foster parents wanting and expecting to keep the kids and social workers often seeing the kids as "that sweet young thing with no problems". Today we are dealing with kids and families that are troubled with abuse, neglect, alcohol & drugs, etc. So as foster parents and social workers alike must work together to solve or help the parents solve their problems. Foster parents must be "treatment homes" not just a place to get room & board.--Miriam Sumner



ALASKA FOSTER PARENTS ASSOCIATION is proud to announce its newest service to all paid members--a food cooperative! Every few months (or each \$2000. total orders), AFPA will order groceries, sort them, and set a time for pick up.

This is a service to paid members only. If you have not paid your 1980-81 dues you may pay them any time before ordering. Friends & relatives may also join by paying membership, as AFPA membership is open. BUT, each order will be checked against the membership list to ensure that only members are ordering. Just bring your dues (\$10 per family per year) with you or send it in with your order, if you are not already a paid member. FOOD ORDERS MUST BE PRE-PAID!

Below is a sample list of groceries so that you may compare prices. Various name brands have been used to show brands that are available. Anything available in groceries can be ordered. Please send a list of the things you want--name of item, brand (if there is a preference, size, and how many cases. Ordering must be in case lots. This is only a sample list--many things are cheaper in various sizes (50 lbs. flour, etc.) or different brands. Prices are

available by calling Miriam at 688-3028. Total order prices may vary and refunds or collections will be made at time of picking up orders.

The first order will go in by the end of February. You may mail orders to AFPA COOP, PO Box 8651, Anchorage, Ak. 99508 or call Miriam at 688-3028. You may view the catalog at the Anchorage local meeting Feb. 9 (see page 3) or making arrangements by calling the above number. If you live outside Anchorage you will have to arrange for pickup or delivery of your order.

FOOD ORDERS MUST BE PREPAID. Each person ordering who is able must take a turn on the Coop committee compiling orders and sorting. Call Miriam if you would like to be first!



ITEM	CARRS PRICE*	PRICE	+ 5%	#in case/case price
Sauve Protein Shampoo 16 oz.	2.19	1.22	1.28	6/7.30
Excedrin 100 count	2.99	2.44	2.56	6/14.64
Pampers Overnite 12	2.25	2.09	2.19	18/37.64
Pampers Newborn 90	9.49	8.31	8.73	4/33.23
Kodacolor Film 110-24	2.79	2.19	2.30	20/43.87
Sylvania 75w soft light bulb	1.19	.95	1.00	12/11.36
Wintuk Yarn	1.49	1.13	1.19	6/6.77
School filler paper	1.39	.76	.80	24/18.32
Flavorpak Frozen Mix Veg. 20oz	1.99	1.53	1.61	12/18.40
Flavorpak Broccoli 20 oz.	1.90	1.70	1.79	12/20.36
MinuteMaid Frozen oranges, juice	2.69	2.03	2.13	12/24.35
Blue Bonnet Margarine 1 lb.	1.15	.87	.91	24/29.04
Cigarets (regulars)	5.55	3.96	4.16	each } add 80¢
Cigarets (100's)	5.65	4.07	4.27	each } tax per carton
Baby strained Banana	.29	.26	.27	24/6.20
Baby strained Ham	.63	.55	.58	24/13.20
Junior Vegetable & Ham	.42	.36	.38	24/8.64
Baby Rice Cereal 8 Oz.	.65	.52	.55	12/6.21
Skippy Peanut Butter 40 oz.	4.09	2.95	3.11	6/17.78
Welchs Grape Jelly 32 oz.	2.09	1.44	1.51	12/17.22

Miracle Whip Dressing	32 oz	1.99	1.70	1.79	12/20.70
Kraft Mayonnaise	32 oz.	2.29	1.70	1.79	12/20.43
Delmonte Catsup	Jug size	1.69	1.17	1.23	12/14.08
Jello	6 oz.	.73	.59	.62	24/14.21
Purina Cat chow	4 lb.	3.39	2.66	2.79	12/31.89
Purina Dog Chow	50 lb.	18.99	16.50	17.33	each
HyTop Tomato Paste	12 Oz.	.74	.56	.59	24/13.55
Mission Long Spaghetti	3 lb.	2.49	2.09	2.19	8/16.68
Minute Rice	28 oz.	2.79	2.16	2.27	18/38.88
StarKist Chunk Lt. Tuna	6½oz	1.25	1.19	1.25	18/57.03
DelMonte Whole corn	17 oz.	.65	.46	.48	24/10.98
HyTop Sweet Peas	16 oz.	.59	.47	.49	24/11.31
Libby Fruit Cocktail	17oz.	.89	.63	.66	24/15.02
HyTop Applesauce	16 oz.	.75	.48	.50	24/11.47
Pepsi	6/12oz.	2.35	2.19	2.30	8/17.54
Campbells Vegetable soup	10½	.42	.32	.34	48/15.18
Folgers Coffee	3 lb.	9.84	9.00	9.45	8/72.05
Similac Formula w/iron	13 oz	1.69	1.52	1.60	6/9.13
	ready to feed				
Duncan Hines Cake mix		1.25	.91	.96	12/10.93
Gold Medal Flour	10 lb.	2.99	2.55	2.70	5/12.75
C & H Sugar	10 lb.	6.49	5.78	6.07	6/34.69
Crisco Shortening	3 lb.	2.99	2.75	2.89	12/33.02
Frosted Flakes Cereal	20 Oz	2.09	1.63	1.71	28/45.60
Kelloggs Raisin Bran	20 oz.	1.95	1.53	1.61	12/21.78
Dynamo laundry detergent	64oz	4.19	2.49	3.66	6/20.93
Viva Paper Towels		1.45	.94	.99	30/28.28
M & M candy (bag)		.30	.20	.21	160/32.26

TOTALS FOR THIS SAMPLE 133.70 minus 114.82 = 18.88 you save

* prices as of December 1980 Anchorage Carrs

Alaska Foster Parent Association annual Statewide Conference will be held April 23-25, 1981 at the University of Alaska, Anchorage. Workshops will run Thursday and Friday nights and all day Saturday. There will also be a board meeting and AFPA organizational meeting on Friday making a full conference.

Plans are still in the making, but it is shaping up to be the biggest and best ever. Plan now to attend. Programs will be mailed with registration information when available.

Elections will be coming up soon in AFPA for Vice-President and Treasurer. These position run for a 2 year term, taking office June 1, 1981. Vice-President is legislative chairman and assumes the presidential duties if necessary. Treasurer collects dues, keeps membership list, deposits monies, and signs all checks with the president, plus keeping a record of all monies spent. Miriam Sumner is head of the nominating committee. If you are interested or can recommend someone, call 688-3028.



NATIONAL FOSTER PARENT ASSOCIATION, INC.
 MEMBERSHIP CHAIRMAN - DON HAGHENBECK
 POST OFFICE BOX 12111 • SAN FRANCISCO, CALIF. 94112

Name & address

The next regular Board of Directors meeting for Alaska Foster Parents Association is March 16, 1981, 7:30 p.m. at the Trinity Christian Reformed Church, 16th & Sunrise. This is open to the public, and we urge all interested person to attend.

MEMBERSHIP YEAR - 1980-81

Regular Individual Membership	\$10.00
Couples (Spouses) Membership	\$15.00
Supportive Membership	\$25.00
Local Association	\$30.00
State Association	\$50.00

Make checks payable to NFFA

DON'T FORGET--NFFA Conference, April 1-4 in Dearborn, Michigan. AFPA will be sending several Alaskan representatives, we hope you will be one of those. Please let us hear from you if you are interested in going and having part of your way paid. Write AFPA at PO Box 8651, Anchorage, 99508 or call Ann at 345-2248 today!

AFPA is working toward establishing an advisory board to increase the effectiveness of AFPA. A special board meeting has been set for February 26th at 11:45 a.m. at the home of Louises Rodoni, 2730 Brittainy, 333-2323. The purpose of the meeting is to draw up procedures for this advisory board, list possible candidates, and draw up an application. If you have concerns, ideas, or names to submit, please attend or let your view be heard by calling Ann at 345-2248 or writing AFPA, PO Box 8651, Anchorage, Ak. 99508

Remember-- Statewide foster parent conference set for April 23-25 at UAA, Anchorage. Mark your calendar now and be watching for your program in the mail soon.

ALASKA FOSTER PARENTS ASSOCIATION
 P.O. Box 8651
 Anchorage, Alaska 99501

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26

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319 Seward St., Juneau, Alaska 99801 (907) 586-1790
REPRESENTING ACUTE, LONG TERM AND OUTPATIENT FACILITIES

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Sister Barbara Vaaso
Ketchikan General Hospital
Ketchikan

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Tom Mungen
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Fairbanks

Secretary/Treasurer
John Pavellas
Alaska Hospital & Medical
Center
Anchorage

Immediate Past President
Al Camosin
Providence Hospital
Anchorage

Executive Director
Dennis L. DeWitt
Juneau

April 22, 1981

The Honorable W.E. Bradley
Alaska State Senate
Pouch V, State Capitol Building
Juneau, Alaska 99811

Dear Senator Bradley:

The Alaska State Hospital Association wishes to express our support of Senate Concurrent Resolution 26 which would designate the week of May 10-17 as Nursing Home Week. We believe that this is a most fitting manner to recognize residents, as well as those providing services in nursing homes in Alaska. Further, a proclamation by the Governor would encourage Alaskans to remember the needs of nursing home residents and the wealth of knowledge and experience they have to share.

Sincerely,



Dennis L. DeWitt
Executive Director

DLD/b

cc: ~~Members of Senate HESS Committee~~
Mildred Pelch, Wesleyan Nursing Home
Donna Stephens, Nakoyia Health Care Center
Bill Nettles, Valley Hospital, Palmer
Ed Zeine, Cordova Community Hospital

SCR

45

COMMITTEE REPORT

SENATE

3/5/82

FURTHER: Finance

Date: 4/1/82

Mr. President:

HEALTH, EDUCATION &
SOCIAL SERVICES

The Committee on _____ has had SCR 45

Requesting the Legislative Budget & Audit Committee to establish a task force to study an education endowment fund.

under consideration and (a majority of the committee) (the committee) reports it back with the following recommendations:

- do pass do not pass
- do pass with attached amendments(s)
- replace with CS for _____ same title
- and recommends _____ new title
- AND attaches a "Letter of Intent" New Fiscal Note
- reports it back without recommendation
- referred to the _____ Committee

MEMBERS SIGNING
DO PASS

MEMBERS HAVING
OTHER RECOMMENDATIONS:

[Signature]
[Signature]

[Signature]
CHAIRMAN

Alaska MUNICIPAL League

TELEPHONES
(907) 586-1325
586-6526

204 N. FRANKLIN ST.
JUNEAU, ALASKA 99801

April 7, 1982

to: Senate HESS Committee *Q.C.*
from: Ginny Chitwood, AML Executive Director
re: SCR 45

The Alaska Municipal League endorses the creation of a task force to study an education endowment fund, as proposed in SCR 45.

In addition to the potential improvement to the quality of public education, a source of school funding that is adequate, reliable, and predictable would be a great boon to the local taxpayer. Although education is recognized as a state function, a big percentage of every municipal tax dollar goes for operating and maintaining schools. Anything that can be done to reduce the current inequities would be appreciated.

An endowment fund may not be the solution, but it sure looks like it has possibilities that are worth exploring.

SCR 45

EDUCATION ENDOWMENT FUND
 PROPOSED TASK FORCE BUDGET

PERSONAL SERVICES

1 Administrative Asst.
 @ \$3746 per month for
 7 months. (22-C). \$26,225

Benefits @ 29%. 7,605

1 secretary @ \$2315
 per month for 7 months.
 (15-A). 16,205

Benefits @ 29%. 4,700

\$54,735

TRAVEL

7 monthly meetings for
 9 members plus 2 staff.
 (7 x 12 x \$500). \$38,500

Per diem. (77 trips x
 3 days x \$65). 15,015

\$53,515

CONTRACTUAL

Office rental \$ 2,100
 Telephone (7 x \$300). 2,100
 Financial consultant 60,000
 Printing, advertising 2,500

\$66,700

COMMODITIES

Supplies, stationery,
 postage. (7 x \$300). \$ 2,100

\$2,100

CONTINGENCY

15% \$24,325

\$24,325

TOTAL \$201,375

FISCAL NOTE

I. REQUEST
 Bill/Resolution No. SCR 45
 Title Study of an Education Endowment Fund
 Requested by Sen. Parr's Office Date _____

II. FISCAL DETAIL
 Agency Affected Legislative Budget and Audit
 Program Category Affected _____
 BRU, Program, Or Subprogram(s) Affected _____
 (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 82	FY 83	FY 84	FY 85	FY 86	FY 87
100 PERSONAL SERVICES		54.7				
200 TRAVEL		53.5				
300 CONTRACTUAL		66.7				
400 COMMODITIES		2.1				
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.						
15% Contingency		24.3				
TOTAL		201.3				

FUNDING (Thousands of Dollars)

	FY 82	FY 83	FY 84	FY 85	FY 86	FY 87
GENERAL FUND		201.3				
FEDERAL FUNDS						
OTHER (Specify Source)						

POSITIONS

	FY 82	FY 83	FY 84	FY 85	FY 86	FY 87
FULL TIME						
PART TIME						
TEMPORARY						

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

IV. DATE Apr 12, 1982 PREPARED BY Charles Han, Chairman
 AGENCY SENATE HEED Comm
 PHONE 465-4907
 Original: Legislative Finance
 cc: Budget and Management
 Prime Sponsor (First Legislator Named)
 33-001 (Rev. 12/81)

SCR

51

COMMITTEE REPORT
SENATE

3/29/82

FURTHER: Finance

Date: 4-14-82

Mr. President: HEALTH, EDUCATION &
The Committee on SOCIAL SERVICES has had SCR 51

establishment of a Committee on Employment and Productivity as part of the University of Alaska

under consideration and (a majority of the committee) (the committee) reports it back with the following recommendations:

- do pass do not pass
- do pass with attached amendments(s)
- replace with CS for _____ same title
 new title
- and recommends _____
- AND attaches a "Letter of Intent" New Fiscal Note
- reports it back without recommendation
- referred to the _____ Committee

MEMBERS SIGNING
DO PASS

[Signature]

[Signature]

[Signature]

MEMBERS HAVING
OTHER RECOMMENDATIONS:

[Signature]

CHAIRMAN

SCR 51 & SB 868Concept outline from Discussion with Tom Lane (Institute of Social and Economic Research, Univ. of Ak.)

The concept as discussed involved transmitting research finding from the University into pilot projects based on the research and then after refinement providing practical models which are based on the research as well as the pilot projects which can be used by business and industry to increase productivity.

The intent is to have the costs of the "applied research" covered by the industries which would benefit. The initial "seed" money would only be necessary in the first years of the program, after which, no state funding will be sought.

This project will be guided by a committee of one member of ISER, two members of the academic community and two members of the business community.

A PROPOSAL FOR THE CREATION OF AN ALASKA
COMMITTEE ON EMPLOYMENT AND PRODUCTIVITY (CEP)

February 1982

Institute of Social and Economic Research
University of Alaska

Background and Need

Simply stated, most manpower programs operate exclusively on the public side of the labor market. The unemployed and disadvantaged worker is provided with some mix of basic education, job-related skill training, and work experience to make him or her "employable"; that is, to make him or her both able (capable of doing the work) and willing (equipped with the necessary work discipline) to successfully hold a regular unsubsidized job. Our experience in working with Alaska Natives and American Indian manpower programs during the past decade gives us reason to believe that this emphasis on public solutions to the problems of persistent, high unemployment and low labor-force participation among Native males may be contributing to the unsatisfactory results many of them have reported.

Large numbers of Native men are either unwilling or unable to conform to the traditional 40-hour week for 50 weeks per year. Faced with conventional job definitions, work rules, and employment practices, many males apparently choose to remain outside of or marginal to the labor force. This marginal attachment to the labor force is characterized by a pattern of short periods of employment and several different jobs held during the work year. This is accompanied both by frequent periods of unemployment and total withdrawals from the labor force.

It is our contention that when the hiring practices and work rules of private employers are sensitive to important Native cultural values (such as community cooperation versus individual competition), they have a significant effect on the labor-force participation of the Native males. This implies a cooperative effort to (1) document Alaska employment experiences, (2) make the information available to private employers, and (3) assist private employers in implementing this information into demonstrations of successful, unsubsidized Native employment.

The Alaska Committee on Employment and Productivity (CEP)

To accomplish this, we propose the formation of an Alaska Committee on Employment and Productivity (CEP). The formation of the committee is a recognition that the next decade will witness a significant expansion in Alaska's labor markets. New patterns of employment will emerge, and new occupational requirements will be demanded. The purpose of the CEP is to engage in cooperative efforts with private employers directed toward ensuring that (1) all Alaska residents have the opportunity of participating in the benefits of economic growth through the employment of their production abilities and (2) Alaska businesses are able to grow and expand through the hiring of reliable, productive Natives and other resident workers.

The CEP will organize and direct its efforts toward the following objectives:

- Improving the full employment efficiency of the Alaska economy.
- Providing Alaska's private employers with motivated Native workers.
- Providing economic security for Alaska workers.
- Enhancing the human ecology of Alaska labor markets.

CEP will be a committee attached to the Institute of Social and Economic Research (ISER) of the University of Alaska. It will act as a clearing-house to direct efforts designed to further its purposes and objectives. Annual guidelines will be issued, and both solicited and unsolicited projects will be considered.

CEP will be chaired by Theodore Lane, Professor of Economics of ISER, and will contain seven (7) voting members, including the chair, distributed as follows:

Government (including Native corporations)	2
Business and Industry	3
University Research Community (including ISER)	2

It is our intent to have CEP become a permanent committee attached to ISER. To do this, we will solicit endowments from government, business, industry, and private foundations to create a permanent endowment fund. Income from the permanent endowment fund will be used by CEP to fund its ongoing program. This ongoing program will mature with time as findings accumulate, new issues emerge, and improved hypotheses are developed. We anticipate CEP's eventual agenda will involve all of the following topics:

- Understanding and anticipating major trends in the industrial and occupational structure of the Alaska labor market.
- Studying methods by which public policy can more effectively link the work of school with the world of work.
- Investigating methods to enhance and stabilize job opportunities by better coordination of training and economic development programs.
- Understanding the special labor market needs of the Alaskan elderly, youth, and disadvantaged populations.
- Improving the labor force participation and work site performance of Alaska Natives through research into the relationship of cultural norms, traditional values, and work place structures.

Only the final topic, "Improving the Labor Force Participation Work Site Performance of Alaska Natives," however, will be addressed during CEP's first year. This will involve the work plan described on the following pages.

First-Year Work Plan

OBJECTIVES

The objectives of this proposed project are twofold: (1) to document the influence on the low labor force participation rate of Alaska Native men of work rules and hiring practices that conflict with their Native cultural patterns and (2) to work jointly with

industry to demonstrate how modified work rules and employment practices can contribute to the successful performance of Alaska Native males in the state's labor markets, thereby enhancing their local job opportunities while contributing to the success of private economic development initiatives in rural Alaska.

Recent studies of the Alaska economy show that the gaps between rich and poor, rural and urban, and Native and non-Native are widening. This has occurred partially not only because of the differential impacts inflation has on low-income groups but also because significant numbers of the poor, rural, and Native population remain outside the labor force.

Aggregate statistics describing the labor force behavior of Native males show their participation rate to be 49 percent (compared to 86 percent for Alaska non-Native males and 76 percent for all U.S. males) and their measured unemployment to be approximately 20 percent. Approximately two-thirds of those employed are in manual and service occupations, and less than one-fifth are employed in white-collar occupations.

Three major explanations have been offered for the low labor force participation rate of Alaska Natives: (1) Alaska Natives have inadequate skills or formal education; (2) they live in areas outside of effective labor markets; and (3) they suffer from racial discrimination. However, secondary school enrollments have improved dramatically since statehood, and by 1974, Alaska Native youth were attending secondary schools at the same rate that non-Native youth were. Although the quality of the Natives' education may not yet be comparable to that of non-Natives, undeniable improvement has occurred in the formal education of young Alaska Natives.

Second, the State of Alaska is increasingly decentralizing the delivery of state services which has the direct effect of creating jobs in rural areas. Federal, state, and local governments employ

approximately one-third of the work force directly and larger proportions through various contract services. Consequently, many new job opportunities have been and will continue to arise in rural Alaska.

Third, the Civil Rights Act of 1974 and the Equal Employment Opportunity Act have both had significant impacts on reducing employment discrimination based on race. Public and private employers now actively recruit qualified minorities. This is not to suggest that racial discrimination towards Alaska Natives does not persist as a barrier, rather that it has been significantly mitigated.

Passage of the Alaska Native Land Claims Settlement in 1971 endowed Alaska Native people, through their profit-making corporations, with 962.5 million dollars and 48 million acres of land. Notwithstanding the economic significance of the Settlement Act, research has shown that the benefits resulting from increased Native employment would far exceed Settlement Act benefits in terms of Native per capita income. While the Settlement Act is a significant factor in the development of rural Alaska, Native people will benefit even more if they can successfully join the labor force and take advantage of the state's expanding economic base.

RELEVANCE

Economic development requires the creation of a disciplined industrial labor force. As an industrial labor force emerges from the indigenous population, however, the problem arises of how it is to be integrated with traditional societal (or cultural) norms. This problem has been solved in a variety of ways. The range of these solutions is illustrated by the experience of England, Germany, and Japan. During the industrial revolution in England, traditional codes of authority were rapidly swept away and replaced by new laissez-faire capitalist institutions (E.P. Thompson, The Making of the English Working Class, Random House, 1963). In Germany, an ideology of nationalism was coupled with the modeling of industrial organization

after military patterns to assert authority over non-industrial modes of social organization (H. Hartman, Authority and Organization in German Management, Princeton University Press, 1959). Japanese employers used traditional symbols and practices, grounded in familial ideologies, to gain worker acquiescence of their new employment practices (R.E. Cole, Work, Mobility, and Participation, University of California Press, 1979).

In all successful developing countries, tradition was used to devise new solutions to the emerging problems of industrialization. As pointed out by Neil J. Smeloes ("The Relevance of Economic Sociology for Economics," 1976), ". . . The complex of changes we refer to variously as 'growth,' 'development,' or 'modernization' involves, above all, the growth of more differentiated roles and social structures." It is our hypothesis that the degree to which these "new roles and social structures" are derived from traditional cultural norms determines the success of an indigenous population's short-run adaptation to the process of industrialization.

This hypothesis is supported by a variety of information. Some of it is based on casual (i.e., nonscientific) observation. The Makah Indians of northwest Washington State found that tribal members actively competed for jobs with the tribe's fishing fleet (a traditional activity) even though it meant giving up jobs in the forest products industry and taking a substantial loss in real income (Al Zwintz, personal communication). The Navaho Nation's training and employment programs were improved significantly by the inclusion of an orientation program linking the skilled trades to traditional Navaho activities (Tom Brose, personal communication). Dorothy Jones, Adjunct Professor, ISER, reports a link between successful participation in "cash" activities and traditional fishing and hunting activities in several Aleut and Eskimo villages. The Bureau of Land Management's employment of Athabascan fire fighters appears to have become much more successful after they began using the work tradition of

structured competition among teams from the same village (Judy Kleinfeld, personal communication).

Some formal research studies have systematically examined the effects of adapting employer work rules to the cultural situation of Indian and Eskimo groups. They suggest that culturally sensitive work scales are promising both in terms of meeting employers' needs for a stable work force and also meeting Native people's needs for culturally relevant employment and increased income.

The most careful study of the effects of changed work rules was done by Kupfer and Hobart, who examined an innovative Inuit (northern Eskimo) work program conducted by Gulf Oil Canada in 1972-73¹. Rather than importing oil exploration workers from southern Canada, Gulf representatives contacted an entire Inuit community and offered employment in their MacKenzie Delta drilling program. About half the male work force of the community (55 men) worked for Gulf under a schedule where they worked for 14 days, 12 hours per day, and were then returned to the community for a 1-week break while other villagers replaced them.

A team of anthropologists examined the impact of the innovative employment program in terms of earnings, expenditure patterns, subsistence hunting, family life, and community problems. The research reported such findings as:

- Good working relationships between Gulf and the Inuit community and the expectation that the employment program would continue.
- Almost unanimous approval of the work program by Inuit men, women, and children interviewed.
- Only one instance of a respondent rejecting employment for the coming winter although many community members reported loneliness.
- Increased interest in similar employment among workers' children.

¹Kupfer and C. Hobart, "Impact of Oil Exploration Work on an Inuit Community," Arctic Anthropology, 15:1 (1978), pp. 5867.

In short, this study showed predominantly positive community effects of changed work rules, at least in the short term.

Similar conclusions were reached in another Canadian study which examined the effects of a Canmar exploratory drilling program in the Beaufort Sea.² Canmar developed a special employment and training program for the residents of the community of Tuktoyaktuk during the drilling session. As a result, 127 Natives were employed, drop-out rates were low, and about \$367,000 was added to the local community. The experience was considered to be highly positive by both the company and the community.

To our knowledge, no comparable studies have been done in the United States on these issues. The experience of Alaska Natives in obtaining employment on the trans-Alaska pipeline has been studied, but this situation emphasized Native preference in hiring. It did not involve any special employer adaptation to Native cultural patterns.³ The results were disappointing. While an extremely large number of Natives were hired (5,770), over half worked for only eight weeks or less, and one-quarter worked for two weeks or less. Thus, the majority did not exhibit successful labor force performance patterns, and the substantial social investment in recruitment and education did not have commensurate returns.

Over the years, employers in Alaska have experimented with a variety of work situations in order to increase the stability of Native workers in their organizations. The experiences, for example, of the Public Health Service, Bureau of Indian Affairs, and rural school districts will be a rich source of information. These experiences suggest that alterations of work routines to reflect cultural

²"Assessment made of Social and Economic Impacts of Canmar Program," Beaufort Sea, February 1977, p. 5. Full report available from Mary Collins Consultants, Ltd.

³"Alaska Native Hire on the Trans-Alaska Oil Pipeline Projects," Alaska Review of Social and Economic Conditions, 15 (February 1978): 20 pp.

values are positively associated with the "success" of private economic development projects in employing Alaska Natives.

Studies by the Institute of Social and Economic Research have also provided an opportunity to examine the effects of changed work rules on one Native group, the North Slope Eskimo.⁴ One study involved the Native-organized North Slope Borough which has removed many work barriers usually believed to impede Native participation in employment. For example, subsistence hunting leave is official policy, and people are reemployed despite what non-Natives would view as "unjustified" absences from work. Based on interviews in six villages with 80 percent of the North Slope population and the collection of detailed work histories and employment preferences, these data suggest that different work structures are desired by Native population groups differing in sex, age, and education levels.

The scattered information presently available does suggest a few preliminary conclusions. More extensive analysis will refine these tentative notions and suggest others.

Adapting work situations to Native cultural patterns and values is likely to be a tricky enterprise and much more complicated than allowing time off to pursue subsistence activities and other matters. Successful programs have structured flexibility into the work situation (e.g., Gulf's one-week time off) but retained clear expectations about necessary work time.

External group support for sustained work may be important. In many social contexts, it is much easier to increase individual motivation through influencing significant membership groups. Groups also provide important emotional support for individuals confronted with difficult and unfamiliar work roles.

While most employers assume workers prefer career ladders leading to positions of more authority and pay, such aspirations may not be prevalent among certain Eskimo and Indian groups. In the cultural context of these groups, strong

⁴This research was part of the Man-in-the-Arctic Program funded by the National Science Foundation.

criticism is leveled against people who boss others around.⁵ While such cultural norms are changing as modernization increases, they may remain important determinants of Native labor force performance.

TASK NO. 1: DOCUMENT NATIVE EMPLOYMENT EXPERIENCE

The documentation of Native employment experiences and the lessons to be learned from these experiences will come from a variety of sources. A major source will be the Man-in-the-Arctic Program (MAP). This is a multiyear study of social and economic changes in Alaska funded by the National Science Foundation. As part of this study, a major survey of Alaska Natives on the North Slope Borough was undertaken. It contained approximately 1,500 observations, and these data are available at ISER.

The Alaska Public Forum, funded by the Alaska Legislature, conducted a major survey in Kotzebue. Discussions have already been held, and we are assured of the cooperation of the Alaska Public Forum in making all survey data available to us. We are currently holding further discussions with the Public Forum staff to try to develop procedures for obtaining their data in a format compatible with that used in Barrow and the North Slope.

Several of the Native organizations have conducted needs assessment surveys among their people. Probably the best of these is the Tlingit and Haida Central Council's study of "Southeast Alaska Urban Native Needs." The survey had 507 responses, of which 301 were returned by mail and 206 were administered through interviews.

⁵See, for example, R. Nelson, Hunters of the Northern Ice (Chicago: University of Chicago Press, 1969).

Another major source of data will be the so-called 2(C) Report, "Federal Programs and Alaska Natives." Lee Gorsuch, currently director of ISER, was project director for this four-volume study, and through him, we have available all of the basic data.

A wealth of additional reports are available which contain information about the functioning of Alaska Native males in the private labor force. These range from "Profile of Native People in Alaska," developed by the Bureau of Indian Affairs, to such ISER reports as "Native Claims and Native Manpower" by Judith Kleinfeld, Peter Jones, and Ron Evans.

TASK NO. 2: DEVELOP BUSINESS APPROACH TO NATIVE HIRING

The information gathered in Task No. 2 will be presented to CEP for its review, discussion, and consensus interpretation. Tabular and graphic presentations will be used to the maximum extent feasible. Quantitative analysis (in the sense normally used by economists) will not be used.

After consensus is reached, CEP's business and industry participants will be asked to set up meetings and workshops with major Alaska employers to get their review of CEP's consensus approach to making work rules culturally sensitive. We will be particularly interested in identifying institutional barriers to implementing such an approach, such as labor management contracts. This information will be used to refine CEP's consensus approach to Native hire.

TASK NO. 3: DEMONSTRATE WORKABILITY OF BUSINESS APPROACH

Through CEP's business and industry participants and through the meetings and workshops with major Alaska employers, one or two firms will be identified as wishing to voluntarily participate in implementing (on a limited basis) CEP's consensus approach to successful native hiring practices. We will attempt to obtain firms which are fairly

large, both for their potential as large employers and for their ability to isolate a single work unit in which to conduct the demonstration. We will also seek a firm(s) which is (are) contemplating significant resource development investments in "bush" Alaska since this is the location of greatest job opportunity need among Alaska Natives. ~~Approximately \$50,000 of the proposed grant funding will be used to compensate the private employer(s) for expenses incurred in participation in the demonstration.~~

TASK NO. 4: EVALUATION AND DISSEMINATION OF RESULTS

The private sector demonstration on Native hiring practices will be documented and evaluated for the CEP by ISER. CEP will disseminate these findings to Alaska's business and industry community. It will also provide technical assistance to business firms wishing to consider the CEP approach to Native hire if the demonstrations show an ability to produce cost-effective results.

PARTICIPANTS

ISER faculty will comprise the core of the staff supporting the CEP. The project's manager will be Theodore Lane, professor of economics. His efforts will be augmented by ISER staff including Lee Gorsuch, Director of ISER; Dorothy Jones, adjunct professor of sociology; Lee Huskey, assistant professor of economics; Judith Kleinfeld, professor of educational psychology; and George Rodgers, adjunct professor of economics. The resumes attached at the end of this proposal adequately reflect their education and competence to carry out the staff responsibilities for this project.

Business, industry, and Native participation in the CEP will be fully identified immediately upon CEP's organization.

ISER Organizational Qualifications

The Institute of Social and Economic Research has, since its inception in 1961, been devoted to the conduct of research on significant policy issues affecting Alaska. The principal focus of its research, as its name suggests, is on the developmental issues surrounding the human and natural resources of Alaska. The health and well-being of Alaska's Native people continue to be a major concern of the Institute, and much of its attention over the years has been devoted to the problems and opportunities confronting and/or impinging upon Alaska Natives.

Currently, the Institute is under contract to the Alaska State Manpower Services Council to provide an overview of the Alaska labor market and to analyze the role CETA performs within the labor market. For the State Office of Vocational Education, the Institute is contrasting the socio-economic characteristics and the work socialization experiences of employed Alaska Natives to the unemployed in an attempt to improve the design of employment training programs. Both of these research projects are scheduled for completion early this fall.

The Institute has for the past several years been intensively engaged in assessing the impacts of oil and gas development in Alaska. Referred to as the Man-in-the-Arctic Program (MAP), this project, sponsored by the National Science Foundation, has special relevance to manpower planners. First, the project developed statewide and regional econometric models which generate projections not only of population and income but also employment by industry and occupation. With some additional refinement, this powerful tool could be used to support long-term manpower planning efforts. Second, the project has generated through the use of survey research invaluable data

on the North Slope Eskimos' response to development (specifically to high-paying job opportunities). This important data should reveal useful insights into the types of jobs preferred, the time trade-offs people are willing to make, particularly work versus subsistence, and the terms and conditions under which people are willing to work or choose not to work.

Other work the Institute has performed which is relevant to this project is illustrated by the following sample of publications which has culminated from ISER activities:

Manpower Related

A Forecast of Industrial and Occupational Employment in Alaska (ISEGR Report No. 43). Prepared by Theodore Lane for ISEGR's Man-in-the-Arctic Program. 1974: Fairbanks, 219 pp.

Mr. Lane presents statewide forecasts (1973-1983) for twelve industry categories as well as for total employment, civilian labor force, and total population.

Land Claims and Native Manpower (ISEGR Report No. 36). Judith Kleinfeld, Peter Jones, and Ronald Evans. 1973: Fairbanks, 52 pp.

The authors assess the upcoming occupational needs of the Alaska Native corporations as a result of the Native Claims Settlement Act.

Manpower Needs in Alaska State and Government (ISEGR Report No. 26). Judith Kleinfeld and Thomas A. Morehouse. 1970: Fairbanks, 83 pp.

Dr. Kleinfeld and Dr. Morehouse examine the manpower needs in Alaska state and local government and relate these needs to the unemployment and manpower training of Alaska Natives.

Urban Men and Women - Differences in Their Work Adaptations (ISER Occasional Paper). Dorothy M. Jones. 1976: Fairbanks, 45 pp.

This study, based on interviews with Native men and women, seeks to understand why Native women adapt better to low-status, low-paying jobs than Native men.

"Employment, Social Service, and Income Maintenance Programs (for Alaska Natives)." Dorothy Jones. In Federal Programs and Alaska Native Well-Being prepared for the U.S. Department of the Interior. 1974: Fairbanks.

In this series of articles, Dr. Jones descriptively analyzes the impact five major federal employment and income assistance programs have had on Alaska Native well-being.

Education Related

Alaska Natives in Higher Education (ISEGR Report No. 40). Karen Kohout and Judith Kleinfeld. 1974: Fairbanks, 49 pp.

The authors examine the threads of Alaska Natives' participation and success in higher education.

"Increasing the College Success of Alaska Natives," Judith Kleinfeld. In Journal of American Indian Education, 1974 13(3), 27-31.

Dr. Kleinfeld presents a study of the characteristics of Native students who succeed in college.

Some Instructional Strategies for the Cross-Cultural Classroom, Judith Kleinfeld, for Alaska Department of Education. 1972: Juneau, 22 pp.

In this article, Dr. Kleinfeld summarizes for the Alaska Department of Education rural teachers' suggestions on effective teaching techniques.

Institutional Styles and the Intellectual Performance of Indian and Eskimo Students, Judith Kleinfeld, for U.S. Office of Education. 1972: Washington, D.C., 58 pp.

In this report, Dr. Kleinfeld explores effective methods of cross-culture teaching.

Culture Related

"Patterns of Migration, Urbanization and Acculturation," Arthur E. Hippler. In Proceedings of the Twentieth Alaska Science Conference, American Association for the Advancement of Science, Alaska Division, 99-108. 1970: College.

Dr. Hippler analyzes the dynamics surrounding migration into towns by Alaska Natives and stresses the significance of cultural backgrounds and the nature and extent of job opportunities as factors influencing the difficulties of adjusting to changes.

Alaskan and Other Eskimo Acculturation: A Selected Annotated Bibliography of Alaskan and Other Eskimo Acculturation Studies by Arthur E. Hippler (ISEGR Report No. 28). 1970: Fairbanks, 215 pp.

A selected, annotated bibliography of sources related to Alaska Eskimo culture change.

Service Related

"Agency-Community Conflicts" by Dorothy Jones in Science in Alaska, Twentieth Alaska Science Conference, American Association for the Advancement of Science, Alaska Division, pp. 145-158. 1970.

In this paper Dr. Jones analyzes the community and agency representatives' attitudes toward social programs for Natives and the areas in which the attitudes are disparate.

ISER's past experience has included both classroom instruction as well as training and technical. The Director of the Institute, Lee Gorsuch, has worked with ten of the twelve Alaska Native regional corporations, offering various short courses and training programs for both their leaders and staff. Theodore Lane, the proposed principle investigator, has an extensive background in the design and development of manpower training and technical assistance programs as well as labor market research.

THEODORE LANE

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Employment History

Partner, Lane/Langley and Associates: Economic Consultants,
Seattle, Washington, 1979-1981.

Senior Economist, The White House Conference on Balanced National
Growth of Economic Development, Washington, D.C., 1978.

President, Human Resources Planning Institute, Inc., Seattle,
Washington, 1969-1977.

Executive Vice-President, Consulting Services Corporation,
Seattle, Washington, 1967-1968.

Assistant Professor of Economics, University of Wisconsin,
Milwaukee, Wisconsin, 1965-1966.

Education

Ph.C., Economics, University of Washington, 1966.

M.A., Economics, University of Illinois, Champaign-Urbana,
Illinois, 1958.

B.A., Economics, Temple University, Philadelphia, Pennsylvania,
1956.

Awards and Honors

Teaching Fellow, University of Illinois
Teaching Fellow, University of Washington
Pre-Doctoral Associate, University of Washington
Appointed by Mayor of Seattle to the Pioneer Square Historic
Preservation Board

Representative Labor Market and Manpower
Economics Studies Where Principal Investigator

"The Use of State Financial Incentive Programs to Create Jobs for Unemployed Residents" for the Washington State Department of Commerce and Economic Development."

"Linking Job Creation to Employment and Training Programs in Rural Areas" for the Washington State Employment Security Department.

"Creating Operating Standards and Performance Indicators for Federally Funded Manpower Programs" for the U.S. Department of Labor, Region X.

"The Development of an Occupational Demand Forecasting System" for the community college agencies of Washington and Hawaii.

"An Analysis of Potential CETA/DHEW Manpower Program Coordination" for the U.S. Department of Health, Education, and Welfare, Region X.

"Secondary and Indirect Labor Market Impacts of Constructing the Trans-Alaska Pipeline System (TAPS)" for the U.S. Department of Labor, Region X.

Representative Regional Economic
Studies Where Principal Investigator

"Population, Employment, and Economic Impacts of Developing and Operating the Mt. Tolman Copper-Molybdenum Mine on the Colville Indian Reservation" for the AMAX Mining Company.

"An Assessment of the Economic Impact of Implementing the Clean Water Amendments of 1972 (PL 92-500) on the Yellowstone River and Puget Sound Water Basins" for the National Commission on Water Quality.

"A Comprehensive Economic Development and Environmental Plan for the Northwest" for the Pacific Northwest Regional Commission.

"A Cost/Trade-Off Analysis of Washington State's Long-Term Growth" for the Washington State Office of Program Planning and Fiscal Management.

"A Socio-economic Assessment of Alternative Waste Management Treatment Options" for the Municipality of Metropolitan Seattle (METRO).

"A Study of Methods and Techniques for Influencing the Rate, Composition, and Location of Economic Growth" for the Washington State Department of Commerce and Economic Development.

Publications

Lower Cook Inlet Petroleum Development: Economic and Demographic Analysis (with Barbara Withers), Bureau of Land Management, Alaska Outer Continental Shelf Office, Technical Report No. 42, February 1980.

Industrial and Occupational Employment In Alaska, 1974, Institute of Social and Economic Research, Fairbanks.

"The Urban Base Multiplier: An Evaluation of the State of the Art," Land Economics, Vol. 42, No. 3, August 1966.

"The Local Service Sector and the Structure of Income Growth" (with Charles M. Tiebout), Strategies for Regional Development, 1965, University of Iowa Press, Ames.

The Use of Cost-Benefit Analysis to Evaluate Open Space Recreational Projects, 1964, Puget Sound Governmental Conference, Seattle.

"The Effect of Common Market on the Relative Growth of European Economics," Current Economic Comment, Vol. 20, No. 2, May 1958.

Papers Presented

"National and Regional Labor Markets," delivered to the Pacific Northwest Regional Development Conference, Seattle, Washington, May 1978.

"An Overview of the White House Conference," delivered to the Conference on Urban and Regional Development, SUNY, Binghamton, New York, January 1978.

"Inter-regional Manpower Planning as Part of the Development Process," delivered to the Pacific Rim Regional Science Association, Vancouver, British Columbia, Canada, August 1977.

"The Role of Labor Market Analysis in Post-Secondary Education Planning" (with Marc Reeder), delivered to the Annual Meeting of the Conference of College and University Planners, Seattle, Washington, August 1977.

"The Structure of the Alaskan Economy: An Economic Analysis," delivered to the Alaska Science Conference, Fairbanks, Alaska, March 1975.

"Long-Run Growth Prospects for the Pacific Northwest," delivered to the Northwest Regional Economic Growth Conference, Washington State University, Pullman, Washington, 1974.

"An Econometric Model for the State of Alaska" (with Eric Swanson and Rajanikant N. Joshi), delivered to the Western Regional Science Association, Monterey, California, February 1973.

"The Need for Information in the Social Planning Process: A Case Study" (with Rajanikant N. Joshi), delivered to the Western Regional Science Association, - San Diego, California, February 1972.

"Manpower Planning and Operations: A New Approach" (with Ronald W. Bodley), delivered to the Pacific Northwest Economic Growth Conference, Washington State University, Pullman, Washington, May 1971.

"Urban Ghetto Formation: A Problem in Human Capital Formation," delivered to the Northwest Regional Economic Growth Conference, Portland State University, Portland, Oregon, April 1969.

"Migrant Farm Workers and Public Policy in the Labor Market," delivered to the Western Conference of Employment Security Agencies, Portland, Oregon, May 1968.

"Migratory Labor Markets: A Cross-Sectional Labor Study," delivered to the Western Regional Science Association, Las Vegas, Nevada, January 1967.

"The Local Service Sector and the Structure of the Income Growth" (with Charles M. Tiebout), delivered to the Conference on Research Strategy and Regional Development, University of Iowa, Ames, Iowa, October 1964.

Professional Affiliations

American Economic Association
Western Economic Association
Western Regional Science Association

References

Available on request.

Personal Information

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SCR

55

COMMITTEE REPORT

SENATE

5/28/82

FURTHER: Finance

Date: _____

Mr. President: HEALTH, EDUCATION &
SOCIAL SERVICES

The Committee on _____ has had SCR 55

Creating the Blue Ribbon Commission on the Status of Mount Edgecumbe High School

under consideration and (a majority of the committee) (the committee) reports it back with the following recommendations:

do pass [] do not pass

[] do pass with attached amendments(s)

replace with CS for _____ same title
[] new title

and recommends _____

[] AND attaches a "Letter of Intent" [] New Fiscal Note

[] reports it back without recommendation

[] referred to the _____ Committee

MEMBERS SIGNING
DO PASS

MEMBERS HAVING
OTHER RECOMMENDATIONS:

CHAIRMAN

MT. EDGE CUMBE HIGH SCHOOL 1981-82

MISS ELEANOR WEEDMAN

IT IS A GREAT PRIVILEGE TO BE HERE WITH YOU TODAY TO SHARE MY FEELINGS, AS WELL AS THE FEELINGS OF THE STUDENTS, PARENTS, AND MANY CONCERNED PEOPLE ABOUT A VERY SERIOUS MATTER WHICH WILL HAVE SUCH A TREMENDOUS IMPACT ON THE STATE OF ALASKA.

THERE ARE MANY REASONS WHY WE FEEL THE CLOSURE OF MTE. DGE CUMBE HIGH SCHOOL WILL BE A TERRIBLE MISTAKE. YOU ARE PROBABLY WELL AWARE OF THE IMPORTANT ROLE MT. EDGE CUMBE HAS PLAYED IN ALASKA SINCE 1947. MT. EDGE CUMBE HAS EARNED A NEXCELLENT REPUTATION FOR QUALITY EDUCATION AND HAS BEEN RESPONSIBLE FOR PRODUCING OUTSTANDING LEADERS IN THE STATE OF ALASKA. THERE ARE THOSE WHO HAVE BECOME OR PRESENTLY TRAINING TO BECOME DOCTORS, LAWYERS, TEACHERS, SOME IN COLLEGES AND A FEW WHO ARE TRAINING TO WORK FOR THEIR NATIVE CORPORATIONS OR MAKING MANY OTHER KINDS OF VALUABLE CONTRIBUTIONS TO THEIR STATE.

THE GOVERNMENT AND PEOPLE OF ALASKA HAVE BEEN WANTING MORE NATIVE ALASKAN LEADERS IN THE STATE OF ALASKA WHICH REQUIRES GOOD EDUCATION. WE BELIEVE THAT MT. EDGE CUMBE OFFERS THAT EDUCATIONS THAT WILL PREPARE STUDENTS TO GO ONT TO TRAINING OR HIGHER EDUCATION.

IF MT. EDGE CUMBE CLOSES, I BELIEVE THAT THER WILL BE A GREATER INCREASE OF DROPOUTS. THERE ARE STUDENTS I HAVE KNOW FROM MY REGION, AS WELL AS FROM OTHER AREAS, WHO HAVE DROPPED OUT AND LATER ATTENDED MT. EDGE CUMBE AND THEN SUCCESSFULLY COMPLETED THEIR HIGH SCHOOL EDUCATION, MAKING USE OF THEMSELVES AS GOOD CITIZENS.

MT. EDGE CUMBE DOES NOT ONLY HAVE COURSES FOR INTELLEAGENT & TALENTED STUDENTS, BUT HAS COURSES FOR AVERAGE STUDENTS AND STUDENTS WHO NEED SPECIAL EDUCATION.

WE HAVE TEACHERS & DORIMTORY STAFF WHO VERY OFTEN SPEND MANY HOURS TO TAKE TIME WORKING WITH STUDENTS PERSONAL NEEDS. SOME HAVE BEEN WORKING FOR 29 YEARS OR MORE AND STILL ENJOY WORKING FOR MT. EDGE CUMBE AND TEACHING THE STUDENTS. BECAUSE OF THE FACT THAT MANY OF THE TEACHERS AT MT. EDGE CUMBE DO REMAIN FOR A LONG PERIOD OF TIME, THIS IS AN ADVANTAGE FOR THEY LEARN HOW TO UNDERSTAND AND WORK WITH THE STUDENTS, WHEREAS IN THE VILLAGES, FROM MY OBSERVATION, THE TEACHERS DO NOT STAY VERY LONG. BECAUSE OF THIS, THEY DO NOT ADJUST TO THE STUDENTS OR CONDITIONS AND GET TO KNOW AND UNDERSTAND THEM AS WELL. THERE IS NOT THE CONTINUITY THAT MT. EDGE CUMBE HIGH SCHOOL PROVIDES.

WHEN I WAS ATTENDING THE SCHOOL IN MY HOMETOWN I WAS IN A CLASSROOM WHICH CONSISTED OF 3 SUBJECTS. IN ONE PART OF THE ROOM A SUBJECT WAS BEING TAUGHT, IN THE OTHER PART THERE WERE 2 SUBJECTS BEING TAUGHT BY ONE TEACHER.

THE CLASSES IN MANY VILLAGE HIGH SCHOOLS ARE INADEQUATE AND USUALLY DON'T HELP STUDENTS TO BENEFIT FROM THEM AS ACADEMIC WORK IS NOT COMPETITIVE. THIS IS MAINLY BECAUSE IT IS VERY DIFFICULT FOR THE SMALL STAFF IN THE BUSH HIGH SCHOOLS TO PROVIDE ALL THE COURSES HIGH SCHOOL STUDENTS NEED. BECAUSE OF THIS LACK OF CHALLENGING WORK AND ACTIVITIES, MANY YOUNG PEOPLE IN THE VILLAGES ARE BECOMING INVOLVED WITH DRUGS AND ALCOHOL. THE NUMBER IS DRASTICALLY INCREASING EACH YEAR. IN CONTRAST AT MT. EDGE CUMBE THERE ARE A WIDE RANGE OF ACTIVITIES, NUMEROUS OPPORTUNITIES FOR INTERACTION AND CHALLENGING ACADEMIC WORK WHICH HELPS THE STUDENT TO STAY OCCUPIED.

IN MT. EDGE CUMBE THERE IS A STRICT POLICY CONCERNING DRUGS AND ALCOHOL WHICH HELPS TO DISCOURAGE MANY STUDENTS FROM USING THEM.

ANOTHER STRICT POLICY WHICH IS BENEFICIAL, IS THE POLICY THAT FORCES ALL STUDENTS TO BE ON TIME AND ATTEND ALL CLASSES UNLESS IT IS INAVOIDABLE; WHEREAS IN THE VILLAGES TARDIES AND ABSENCES ARE A BIG PROBLEM.

SOME STUDENTS WHO ARE YET STILL IN GRADE SCHOOL ARE LOOKING FORWARD TO COMING TO MT. EDGE CUMBE FOR THEIR HIGH SCHOOL. I HAVE NOT ONLY GOTTEN MY EDUCATION AT MT. EDGE CUMBE BUT I'VE LEARNED TO MAKE CERTAIN DECISIONS, BECOME SELF-RELIANT, AND BE MORE RESPONSIBLE BECAUSE OF THE WORK WE ARE REQUIRED TO DO, BOTH IN THE DORM AND CLASS, AND THE ACTIVITIES I HAVE PARTICIPATED IN SUCH AS, CORSS-COUNTRY, TRACK, DRILL TEAM, GYMNASTICS AND CLASS SECRETARY. THIS YEAR I AM ASSUMING RESPONSIBILITIES AS VICE-PRESIDENT OF THE STUDENT COUNCIL. THE OPPORTUNITIES TO DEVELOP LEADERSHIP ARE LIMITLESS. I HAVE ALSO COME TO KNOW MY PERSONAL SAVIOR.

IF IT HADN'T BEEN FOR MT. EDGE CUMBE, I WOULDN'T HAVE THE KNOWLEDGE I GAINED WHICH WILL GREATLY AFFECT MY FUTUER PLANS. THIS IS NOT PROVIDED IN MY HOMETOWN. THERE, BECAUSE THERE ARE FEWER SUBJECTS AND EVERYONE KNOWS ONE ANOTHER WELL, THE STUDENTS AREN'T MOTIVATED TO DO THEIR WORK IN OR OUTSIDE CLASS. WHEN I ATTENDED MT. EDGE CUMBE I SAW A BIG DIFFERENCE IN ATTITUDE AND IN EFFORT IN DOING MY WORK IN AND OUTSIDE OF CLASS.

THE CHANCE OT INTERACT WITH MANY DIFFERENT NATIVES IN VARIOUS PARTS OF ALASKA IS ALSO A GREAT OPPORTUNITY STUDENTS HAVE AT MT. EDGE CUMB LIVING AND WORKING TOGETHER HELPS US TO GAIN UNDERSTANDING AND A FEELING OF UNITY. THIS HELPS US TC ADJUST TO SITUATIONS WE WILL HAVE TO FACE LATER IN LIFE WHERE WE WILL NEED TO MEET AND DEAL WITH PEOPLE FROM OUR VAST STATE.

BECAUSE MY MOTHER AND A FEW OTHER PEOPLE FROM MY HOME CANNOT READ, WRITE OR SPEAK VERY GOOD ENGLISH THEY WANTED ME TO SAY A FEW THINGS AT THIS MEETING. QUOTE: "WE FEEL THAT MT. EDGE CUMBE HAS AFFECTED STUDENTS IN MANY DIFFERENT WAYS WHICH PROBABLY NO OTHER SCHOOL IN ALASKA WOULD. THE STUDENTS ARE LUCKY TO HAVE THE VARIETY OF EDUCATIONS, ACTIVITIES, STAFF WORKERS AND PROVIDED TRANSPORTATION. WE ARE THANKFUL FOR ALL OF THAT, BUT TO HEAR THAT IT MIGHT BE CLOSED IS MORE THAN A PITY. UNQUOTE.

MANY OF THE PEOPLE WHO FAVOR CLOSING MT. EDGE CUMBE HAVE NEVER ACTUALLY VISITED OUR SCHOOL OR TALKED WITH STUDENTS WHOSE FUTURES WILL BE GREATLY AFFECTED. IS IT FAIR TO MAKE SUCH A DECISION WHICH WILL GREATLY AFFECT MANY OF OUR FUTURES WITHOUT MAKING AN EFFORT TO PERSONALLY INSURE THAT IT IS THE RIGHT DECISION?

FOR THE LAST TWO YEARS THE STUDENT COUNCIL, AS WELL AS THE STUDENT BODY, HAS BEEN DOING EVERYTHING WITHIN OUR POWER TO DELAY THE CLOSURE OF OUR SCHOOL. WE JOYFULLY AND GREATFULLY RECEIVED THE NEWS THAT MT. EDGE CUMBE HIGH SCHOOL WILL BE OPEN FOR ANOTHER YEAR. HOWEVER, THE BATTLE IS NOT YET OVER. WE MUST INSURE THAT MT. EDGE CUMBE HIGH SCHOOL WILL BE HER FOR MANY YEARS TO COME IN ORDER TO MEET THE NEEDS OF THOSE FUTURE LEADERS OF ALASKA WHO STILL HAVE NEED OF A SCHOOL SUCH AS THIS IN ORDER TO REACH THEIR FULLEST POTENTIAL. WE MUST NOT REST UNTIL THIS GOAL IS ACHIEVED. WE CANNOT AFFORD TO BECOME LAX JUST BECAUSE THIS SCHOOL HAS BEEN GIVEN A YEAR'S REPRIEVE. THERE IS MUST WORK TO DO. WE WHO WILL GRADUATE NEXT YEAR AND THOSE WHO HAVE GRADUATED AT MT. EDGE CUMBE THE PAST YEARS OWE IT TO THOSE WHO WILL FOLLOW US TO GUARANTEE THAT THEY WILL HAVE THE SAME OPPORTUNITITES THAT HAVE BEEN AVAILABLE TO US. THIS IS A DEBT THAT WE OWE TO OUR PEOPLE, OUR STATE AND OUR SCHOOL. THAT IS WHY I HAVE COME TO SPEAK TO YOU TODAY.

I UNDERSTAND THE REASONS FOR THE POSSIBLE CLOSURE OF OUR SCHOOL, BUT ISN'T ADEQUATELY MEETING THE NEEDS OF THE NATIVE PEOPLE WITH ANY COST? IF ALL THE SMALL SCHOOLS PROVIDED AN EQUAL EDUCATION, WOULD IT NOT COST MORE?

WE ARE ALSO VERY CONCERNED ABOUT THE FACT THAT AT THE PRESENT TIME MT. EDGE CUMBE WILL NOT BE ABLE TO ENROLL FRESHMEN FOR THE 1982-83 SCHOOL YEAR. THIS A BIG DISAPPOINTMENT BECAUSE WE FEEL THAT THOSE FRESHMEN WHO WOULD LIKE TO ATTEND MT. EDGE CUMBE SHOULD HAVE THE SAME CHANCE TO SHARE THE SAME VALUABLE EXPERINEECE. IT IS OUR HOPE THAT PERHAPS THE HOUSE BILL NUMBER 812 WOULD PROVIDE THE FUNDING FOR A FRESHMEN CLASS.

IS IT FAIR TO TAKE AWAY THE OPPORTUNITY FOR THOSE WHO STRONGLY AND DEEPLY BELIEVE THAT THIS SCHOOL IS NEEDED TO HELP THEM ACHIEVE THEIR FUTURE GOALS?

WE WOULD ALSO LIKE VERY MUCH TO SEE THE STATE LEGISLATURE PASS A MEASURE THAT WOULD INSURE FUNDING FOR MT. EDGE CUMBE FOR THE YEARS TO COME.

WE STRONGLY BELIEVE IT WOULD BE UNFAIR TO USE WHO ARE PRESENTLY ATTENDING AND THOSE WHO WISH TO ATTEND IN THE FUTURE TO TAKE AWAY THIS OPPORTUNITY TO DEVELOP LEADERSHIP WHICH HAS ALREADY BENEFITTED SO MANY OF US WHO ARE STUDENTS AND GRADUATES OF MT. EDGE CUMBE HIGH SCHOOL.

WE FEEL THAT MT. EDGE CUMBE IS ESSENTIAL. IT IS VERY HARD FOR ME, AS WELL AS THOSE WHO BELIEVE SO STRONGLY IN MT. EDGE CUMBE TO TELL HOW VERY DEEPLY MANY OF USE FEEL ABOUT OUR SCHOOL, AND HOW MUCH WE RESPECT MT. EDGE CUMBE AND WHAT IT STANDS FOR.

I CANNOT URGE YOU ENOUGH TO DO EVERYTHING WITHIN YOUR POWER. WE NEED YOUR HELP!!!!!!

WE ARE PROUD OF OUR SCHOOL AND FEEL THAT A FRESHMEN CLASS SHOULD BE
ALLOWED TO ENROLL AND THAT MT. EDGECLUMBE SHOULD REMAIN OPEN,
NOT ONLY NEXT YEAR BUT FOR MANY YEARS TO COME. WE WILL GREATLY APPRECIATE
YOUR FULL AND ACTIVE SUPPORT IN HELPING US TO KEEP OUR PROUD TRADITION
GOING STRONG!!!

MT. EDGE CUMBE HIGH SCHOOL 1981-82

MY NAME IS BENNY STEVENS, I AM A JUNIOR AT MT. EDGE CUMBE HIGH SCHOOL. I AM SPEAKING TO YOU TONIGHT FROM THE STUDENTS' STANDPOINT. THANK YOU FOR GIVING ME THE OPPORTUNITY TO SHARE WITH YOU THE REASONS WHY I FEEL MT. EDGE CUMBE IS NEEDED.

MANY OF THE VILLAGES, LIKE MY OWN, STEVENS VILLAGE, ARE VERY SMALL AND HIGH SCHOOLS BUILT IN THESE VILLAGES WOULD BE INADEQUATE IN PROVIDING THE QUALITY EDUCATION THAT MT. EDGE CUMBE PROVIDES. IT IS VERY DIFFICULT FOR ONE OR TWO TEACHERS TO TEACH ALL THE SUBJECTS THAT THE AVERAGE HIGH SCHOOL STUDENT HAS TO KNOW TO EQUIP THEM TO BE SUCCESSFUL IN LIFE OR TO PREPARE THEM TO BENEFIT THE MOST FROM A COLLEGE EDUCATION.

WITHOUT TRAVELING TO DIFFERENT AREAS OF ALASKA, HOW ARE WE SUPPOSED TO LEARN ABOUT DIFFERENT PEOPLE AND CULTURES? IF WE ARE EXPOSED TO ONLY A FEW PEOPLE WHO WE KNOW VERY WELL OR ARE RELATED TO IT IS TOTALLY IMPOSSIBLE TO EXPECT US TO ASSUME POSITIONS AS FUTURE LEADERS WHO WILL BE ABLE TO MEET AND DEAL WITH DIFFERENT PEOPLE. IT IS GOOD TO HAVE THE OPPORTUNITY TO MEET AND LEARN ABOUT OTHER PEOPLE AND THEIR CULTURES AND THIS IS ONE OF THE DEFINITE ADVANTAGES OF MT. EDGE CUMBE. ANOTHER MAJOR ADVANTAGE OF MT. EDGE CUMBE IS THAT THE SCHOOL IS ABLE TO MEET THE NEEDS OF EVERY INDIVIDUAL. FOR EXAMPLE, IF A STUDENT IS BEHIND OR IS NOT CAPABLE OF THE WORK THAT HIS CLASS IS DOING, HE WILL BE PUT IN A REMEDIAL CLASS. OR IF A STUDENT IS AT A HIGHER LEVEL OF ACHIEVEMENT, ADVANCED CLASSES ARE PROVIDED--EVEN COLLEGE CLASSES IN SOME INSTANCE. STILL ANOTHER MAJOR ADVANTAGE IS THAT AT MT. EDGE CUMBE STUDENTS ARE ON TIME & ATTEND ALL CLASSES BECAUSE THE POLICY IS STRICTLY ENFORCED.

ON THE OTHER HAND, IN MANY VILLAGE GRADE SCHOOLS AND HIGH SCHOOLS THE STUDENTS ARE OFTEN TARDY OR EVEN SKIP CLASSES. STUDENTS ARE OFTEN NOT MATURE ENOUGH TO REALIZE THAT THE CLASSES THAT THEY SKIP WOULD BENEFIT THEM AND HELP THEM PREPARE FOR THEIR FUTURE EDUCATION. OFTEN THIS IS REALIZED TOO LATE. THIS IS WHY THE DISCIPLINE THAT MT. EDGE CUMBE MAINTAINS IS SO NECESSARY IN THE HIGH SCHOOL YEARS.

NOW COMING TO THE PROBLEM OF ALCOHOL & DRUGS WHICH IS A MAJOR PROBLEM THAT MUST BE DEALT WITH IN ALL HIGH SCHOOLS TODAY. I FEEL THAT MT. EDGE CUMBE HAS A GOOD STRICT POLICY IN THIS MATTER. BECAUSE OF THIS THERE IS MUCH GREATER CONTROL & THUS, STUDENTS ARE LESS LIKELY TO BECOME INVOLVED IN DRUGS & ALCOHOL. AT MT. EDGE CUMBE THERE ARE MANY ACTIVITIES & CHALLENGING WORK THAT HELPS KEEP THE STUDENTS INTERESTED & BUSY. IN MANY OF THE SMALL VILLAGES THE ISOLATION & LACK OF THINGS TO DO IS A CONTRIBUTING FACTOR TO THE INVOLVEMENT IN ALCOHOL AND DRUGS.

IF MT. EDGE CUMBE CLOSES NOT ONLY IS THERE THE PROBLEM OF SMALL SCHOOLS THAT CANNOT PROVIDE EQUAL OPPORTUNITIES, THERE IS ALSO THE PROBLEM OF STUDENTS LIKE ME WHO DO NOT EVEN HAVE A HIGH SCHOOL IN OUR VILLAGES. I AND MANY OTHER STUDENTS DO NOT FEEL THAT THE STATE BOARDING HOME PROGRAM IS THE ANSWER. WE DO NOT FEEL THAT THERE IS ANY OTHER ACCEPTABLE ALTERNATIVE BUT TO KEEP MT. EDGE CUMBE OPEN. BECAUSE OF ALL THE REASONS I HAVE MENTIONED AND SO MANY MORE I HOPE THAT YOU WILL SEE THE NEED FOR MT.EDGE CUMBE AND WILL CHANGE THE LATEST DECISION THAT WAS MADE THAT WOULD NOT ALLOW A FRESHMAN CLASS TO ENROLL NEXT YEAR. I HOPE THAT A FRESHMAN CLASS WILL BE ALLOWED TO ENROLL AND THAT FUNDING FOR THE SCHOOL WILL BE PROVIDED FOR FUTURE YEARS.

THANK YOU ALL FOR YOUR TIME AND ATTENTION.

My name is Margaret Phillips. I am from Chuathbaluk and a Senior at Mt. Edgecumbe High School. I would like to share some of my reasons why Mt. Edgecumbe should remain open after the 1982-83 school year.

Mt. Edgecumbe has many different classes which the students need to get a good education and from having the opportunity of taking these classes students will be able to make a better choice about their career. While being here they get better acquainted with the outside world. The students learn their own and other cultures by associations with students from all over the state.

They also learn to be more independent and blend into their own culture and the world around them.

Mt. Edgecumbe has helped students develop leadership ability throughout the years it has been open. What the Native people want is more young natives to become native leaders.

What is going to become of the Natives of Alaska if they close this school. This a question we can not really answer. I would appreciate your support in keeping Mt. Edgecumbe open and in helping to make it possible for a freshmen class to attend Mt. Edgecumbe.

Thank you for your time.

EVERY EVENING, MY NAME IS BRENDA WALUNGA. I AM FROM GANWELL, AN ISOLATED ISLAND NEAR SIBERIA. OVER THE THREE YEARS I HAVE ATTENDED MT. EDGE CUMBE I HAVE COME TO HAVE A VERY DEEP FEELING TOWARDS MY SCHOOL. THAT IS WHY I FEEL I SHOULD SHARE MY FEELINGS ABOUT THE NEED FOR MT. EDGE CUMBE. IF I HAD NOT ATTENDED MT. EDGE CUMBE I WOULD NEVER HAVE HAD THE OPPORTUNITIES TO EXPERIENCE THE MANY AND VARIED THINGS THAT HAVE COME MY WAY. I WOULD NOT HAVE BEEN ABLE TO TAKE THE NUMEROUS AND CHALLENGING COURSES AND BECOME INVOLVED IN ABUNDANT EXTRA CURRICULAR ACTIVITIES SUCH AS DRILL TEAM, CLASS ACTIVITIES, BEING SELECTED AS A CANDIDATE IN AN EXCHANGE PROGRAM WITH JAPAN AND HAVING TO COMPETE IN THE SEMI-FINALS. I DEFINITELY WOULD HAVE NEVER HAD THE DESIRE TO SPEAK IN PUBLIC. I STRONGLY BELIEVE THAT MT. EDGE CUMBE SHOULD REMAIN OPEN. COMPARING THE VILLAGE SCHOOLS OF ALASKA WITH MT. EDGE CUMBE REVEALS A TREMENDOUS CONTRAST.

IN MANY VILLAGE SCHOOLS THERE IS NO UNITY AMONG THE STUDENTS AND ALSO THE TEACHERS. IN MT. EDGE CUMBE THIS IS A ONENESS THAT IS OBVIOUS. WE COULD TRULY SELECT THE THEME "WE ARE FAIMLY" FOR THE ALL CLASS REUNION WHICH WAS HELD RECENTLY. THE WORK IN MANY OF THE VILLAGES IS NOT CHALLENGING AS IT IS HERE, OFTEN THE WORK THERE IS LIKE GRADE SCHOOL. THE TEACHERS TEACH MORE THEN THEY CAN HANDLE. YET THERE'S STILL NOT ENOUGH CLASSES TO PROVIDE ALL THAT THE STUDENTS WILL NEED IN THE LONG-RUN.

IN MANY VILLAGE SCHOOLS DISCIPLINE IS OFTEN A PROBLEM, BECAUSE IT IS NOT GIVEN SERIOUS ATTENTION. STUDENTS OFTEN GET AWAY WITH ALMOST ANYTHING SUCH AS SMOKING POT, SKIPPING CLASS, BEING TARDY, NOT DOING HOMEWORK, TALKING BACK TO SCHOOL OFFICIALS. YOUNG PEOPLE NEED DISCIPLINE.

AT MT. EDGE CUMBE HIGH SCHOOL THERE IS STRICT DISCIPLINE BUT IT IS APPLIED WITH A CALM ATTITUDE THAT INVITES STUDENTS TO DEVELOP INTO MATURE ADULTS.

STUDENTS OFTEN DO NOT HAVE AS MANY OPPORTUNITIES TO DEVELOP RESPONSIBILITIES IN MANY VILLAGE SCHOOLS. MT. EDGE CUMBE TEACHES RESPONSIBILITY AND LEADERSHIP. HERE IN MT. EDGE CUMBE WE ARE LEARNING ALL THE TIME, EVEN WHEN WE'RE NOT IN SCHOOL.

BECAUSE OF ALL THESE CONTRASTS, I FEEL THAT OTHER YOUNG PEOPLE SHOULD HAVE THE OPPORTUNITY TO ATTEND MT. EDGE CUMBE HIGH SCHOOL. I REALLY FEEL THAT FRESHMAN SHOULD BE ALLOWED TO ENROLL. IF FRESHMAN ARE ONLY ALLOWED TO ATTEND VILLAGE SCHOOLS MANY WILL GET A BAD PICTURE OF WHAT HIGH SCHOOL IS LIKE. IF THEY ARE ALLOWED TO ATTEND MT. EDGE CUMBE HIGH SCHOOL, THEY WILL GET A TOTALLY DIFFERENT VIEW OF HIGH SCHOOL. IT IS MY HOPE THAT THE FEDERAL GOVERNMENT WILL REVERSE THE DECISION AND ALLOW FRESHMAN TO ATTEND NEXT YEAR AND THE FOLLOWING YEARS. IT IS ALSO MY HOPE THAT FUNDS WILL BE APPROPRIATED TO OPERATE MT. EDGE CUMBE AFTER THE 1982-83 SCHOOL YEAR.

IN A WORLD GRAVELY CONCERNED WITH CONSERVING OUR NATURAL RESOURCES, WHY NEEDLESSLY WASTE THE GREATEST NATURAL RESOURCES OF ALL? FUNDS MUST BE PROVIDED FOR THE ADEQUATE EDUCATION OF THE YOUNG PEOPLE. AFTER ALL, WHAT BETTER NATURAL RESOURCE DO WE HAVE TO CULTIVATE THAN OUR YOUNG PEOPLE. THEY ARE THE FUTURE!

THANK YOU FOR YOUR TIME.

MY NAME IS VIVIAN JOHNSON. I AM THE PRESIDENT OF MT. EDGE CUMBE HIGH SCHOOL STUDENT BODY FOR THE 1981-82 SCHOOL YEAR. I AM A SENIOR. THIS WILL BE MY THIRD YEAR ATTENDING MT. EDGE CUMBE HIGH SCHOOL. I AM FROM EMMONAK, WHICH IS ON THE LOWERYUKON RIVER.

I AM REPRESENTING THE MT. EDGE CUMBE STUDENT BODY. TODAY WE COME TO DISCUSS THE TOPIC OF MT. EDGE CUMBE HIGH SCHOOL. WE DEEPLY APPRECIATE THIS OPPORTUNITY TO VOICE OUR OPINIONS AND WE ALSO APPRECIATE THE FACT THAT YOU HAVE CALLED ALL OF US TOGETHER TODAY TO HEAR THE REASONING OF ALL CONCERNED.

THIS PAST SUMMER I WAS VISITING RELATIVES. ONE COUPLE, WHO ARE FORMER GRADUATES OF MT. EDGE CUMBE WERE DISCUSSING THEIR TWO-MONTH OLD DAUGHTER'S PLACE OF ATTENDING HIGH SCHOOL. ONE PARENT WANTED HER TO ATTEND THE LOCAL HIGH SCHOOL AND THE OTHER PARENT WANTED HER TO ATTEND MT. EDGE CUMBE HIGH SCHOOL. THEY FINALLY DECIDED ON MT. EDGE CUMBE. THEY CHOSE MT. EDGE CUMBE BECAUSE THEY REALIZED FROM THEIR OWN EXPERIENCES THAT IT WOULD PROVIDE A BETTER EDUCATION FOR THEIR CHILD. I THINK THIS SHOWS THE TREMENDOUS EFFECT MT. EDGE CUMBE HIGH SCHOOL HAS ON ALASKAN NATIVES.

AT MT. EDGE CUMBE HIGH SCHOOL, IF A STUDENT NEEDS SPECIAL AND IN-DEPTH HELP THERE ARE PROGRAMS AVAILABLE IN ALL AREAS. ALSO FOR STUDENTS LIKE MYSELF WHO PLAN TO GO ON TO HIGHER AND BETTER EDUCATION IT PROVIDES CHALLENGING CURRICULUM WITHIN THE HIGH SCHOOL AS WELL AS ACCESS TO NEARBY COLLEGES. I HAVE BEEN TAKING SEVERAL COLLEGE CLASSES DURING MY SENIOR YEAR TO HELP ME MAKE THE TRANSITION FROM ONE PHASE OF EDUCATION TO ANOTHER.

MT. EDGECEMBEE HIGH SCHOOL ALSO HAS A HIGHLY DEVELOPED INTERSCLASTIC AND INTERMERIAL SPORTS PROGRAM AS WELL AS MANY EXTRA-CURRICULAR ACTIVITIES.

IT ALSO PROVIDES STUDENTS WITH ACCESS TO BETTER HEALTH FACILITIES. A COMPARISON WOULD BE THAT AT HOME I LIVE 200 MILES AWAY FROM A HOSPITAL OR DOCTOR AND AT MT. EDGECEMBEE I LIVE LESS AND A CITY BLOCK AWAY. THIS NOT ONLY HELPS STUDENTS IN CURING BUT ALSO IN PREVENTION OF HEALTH PROBLEMS.

BESIDES THESE, AND MANY OTHER REASONS, I THINK THAT THE SCHOOL IS A VERY IMPORTANT BYWAY. IT NOT ONLY PROVIDES QUALITY EDUCATION BUT IT IS IMPORTANT TO ALASKA IN MANY OTHER WAYS.

IT IS A COMMUNICATION POINT FOR THE STATE. STUDENTS COMING FROM SMALL VILLAGES HAVE LITTLE IDEA ABOUT OTHER PEOPLES AND AREAS OF ALASKA. AT MT. EDGECEMBEE STUDENTS GAIN AN UNDERSTANDING OF ALL THE OTHER ALASKAN NATIVE GROUPS INCLUDING THEIR BACKGROUND AND PERSONALITIES. A FEELING OF UNITY IS FOUNDED THAT LASTS A LIFETIME. BECAUSE OF THIS WE FIND THAT STUDENTS EASILY ADAPT TO SITUATIONS IN WHICH THEY MUST WORK WITH OTHER PEOPLE FROM THROUGHOUT ALASKA. THIS HAS BEEN AN IMPORTANT FACTOR IN PRODUCING MANY LEADERS FOR OUR STATE.

IT PROVIDES A DOOR TO THE OUTSIDE WORLD. STUDENTS ARE EXPOSED TO MANY NEW AND BROADENING EXPERIENCES WHILE STILL HAVING THE SECURITY OF A HOME-LIKE ATMOSPHERE. THESE EXPERIENCES HELP PREPARE STUDENTS TO GO ON TO COLLEGE OR INTO OTHER SOURCES OF FURTHER EDUCATION.

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THAT IS WHY THE STUDENT BODY WISHES TO TAKE MEASURES TO SEE THAT THE FRESHMAN CLASS OF 1983 HAS THE OPPORTUNITY TO BE ADMITTED TO A SCHOOL SUCH AS MT. EDGE CUMBE. THE DECISION MADE DENYING THIS OPPORTUNITY TO THESE STUDENT IS WRONG AND UNFAIR. IT IS OUR HOPE THAT THE STATE LEGISLATURE WILL APPROPRIATE MONIES THAT WILL MAKE IT POSSIBLE FOR INCOMING FRESHMAN TO BE ADMITTED TO MT. EDGE CUMBE HIGH SCHOOL.

WE WOULD ALSO HOPE THAT CONTINUED FUNDING WOULD BE PROVIDED SO THAT THE EDUCATIONAL ADVANTAGES THAT MT. EDGE CUMBE HAS OFFERED TO THE STATE OF ALASKA FOR THE LAST 35 YEARS WILL CONTINUE TO BE AVAILABLE TO THE MANY INDIVIDUALS WHO MIGHT NOT OTHERWISE HAVE THE OPPORTUNITY TO DEVELOPE TO THEIR FULL POTENTIAL. I ASK THAT YOU GIVE US YOUR FULL SUPPORT AND BACKING TO MAKE THIS POSSIBLE.

MY NAME IS VIVIAN JOHNSON. I AM THE PRESIDENT OF MT. EDGE CUMBE. HIGH SCHOOL STUDENT BODY FOR THE 1961-62 SCHOOL YEAR. I AM A SENIOR. THIS WILL BE MY THIRD YEAR ATTENDING MT. EDGE CUMBE HIGH SCHOOL. I AM FROM EMMONAK, WHICH IS ON THE LOWERYUKON RIVER.

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MT. EDGE CUMBE HIGH SCHOOL 1981-82

MY NAME IS LEAH THOMPSON AND I AM FROM BETTLES FIELD, A SMALL TOWN AT THE FOOT HILLS OF THE BROOKS RANGE. I AM REPRESENTING THE STUDENT BODY OF MT. EDGE CUMBE, WHERE I AM PRESENTLY A FRESHMAN.

I AM VERY GLAD I MADE THE CHOICE TO COME HERE BECAUSE MT. EDGE CUMBE PROVIDES A QUALITY EDUCATION THAT VILLAGE SCHOOLS CAN'T PROVIDE. MT. EDGE CUMBE HAS A LARGE STAFF OF TEACHERS TRAINED IN MANY DIFFERENT SUBJECT AREAS. IT ALSO HAS A WIDER RANGE OF SUBJECTS WHICH PREPARE STUDENTS FOR THE CHALLENGES OF THE FUTURE. THE TEACHERS ARE MORE WILLING TO HELP STUDENTS WHO MIGHT NEED SPECIAL HELP. THEY CARE ABOUT THE STUDENTS AND ARE VERY INVOLVED IN THEIR EDUCATION.

IN ADDITION TO THE LARGER CURRICULUM, MT. EDGE CUMBE ALSO HAS MANY EXTRA CURRICULAR ACTIVITIES WHICH HELP STUDENT DEVELOP INTERESTS AND BECOME WELL-ROUNDED INDIVIDUALS.

MT. EDGE CUMBE HAS COUNSELORS THAT ARE INFORMED AND GIVE STUDENTS INTELLIGENT ADVICE WITH PERSONAL AND ALCOHOL AND DRUG RELATED PROBLEMS. THEY ALSO HELP THE STUDENTS WITH CAREER CHOICES, COLLEGE APPLICATIONS, AND FINANCIAL AID FOR FURTHER EDUCATION.

AT MT. EDGE CUMBE NOT NOT ONLY DO WE LEARN FROM BOOKS, BUT WE ALSO LEARN HOW TO LIVE AND GET ALONG WITH OTHER STUDENTS. THIS DEVELOPS A GREATER SENSE OF SELF RESPECT AND RESPECT FOR OTHERS. ALSO, GETTING TO KNOW PEOPLE FROM OTHER AREAS RESULTS IN GREATER UNITY FOR THE STATE. GOING TO SCHOOL IN A DIFFERENT PART OF THE STATE EXPOSES STUDENTS TO LIFE OUT OF THE VILLAGES. THIS IS PARTICULARLY IMPORTANT IN A STATE WITH MANY OF ITS VILLAGES LOCATED IN ISOLATED AREAS.

THIS ISOLATION COUPLED WITH THE DRUG AND ALCOHOL PROBLEM WHICH EXIST IN MANY VILLAGES CAUSES MANY STUDENTS TO BECOME INVOLVED DEEPLY WITH DRUGS AND ALCOHOL AND THEREFORE DROP OUT OF HIGH SCHOOL. COMING TO MT. EDGE CUMBE HELPS THE STUDENTS TO GET AWAY FROM THE ATMOSPHERE OF DRUGS AND ALCOHOL THAT IS PRESENT IN MANY VILLAGES. USUALLY THESE STUDENTS GO ON TO GRADUATE FROM HIGH SCHOOL BECAUSE THEY HAVE POSITIVE SURROUNDINGS WHICH MOTIVATES THE STUDENTS TO DO THEIR BEST IN THEIR ACADEMIC WORK AND BECOME INVOLVED IN EXTRA CURRICULAR ACTIVITIES.

THIS WAS TRUE IN MY CASE. LAST YEAR WHEN I WAS ATTENDING THE SCHOOL IN MY HOMETOWN, I WAS BOTHERED BY THE FACT THAT THE SCHOOL WAS SO CROWDED TOGETHER IN ONE ROOM. ACTUALLY THERE ARE TWO ROOMS WHICH MAKE UP THE SCHOOL IN MY VILLAGE. ONE SMALL ROOM IS FOR GRADES ONE THROUGH FIVE, AND THE OTHER IS FOR GRADES SIX THROUGH TWELVE. THEY ARE NOT BIG ROOMS AND IT WAS VERY HARD TO CONCENTRATE ON THE WORK ASSIGNED TO ME BECAUSE SEVERAL DIFFERENT SUBJECTS WERE BEING TAUGHT AT THE SAME TIME. THE WORK WAS ALSO TOO EASY AND I BECAME BORED AND NEVER DID MY SCHOOLWORK. AS A RESULT, I GOT BAD GRADES.

THEN I CAME TO MT. EDGE CUMBE AND I AM DOING VERY WELL BECAUSE THE CLASSES ARE MORE CHALLENGING AND I AM IN SURROUNDINGS THAT MOTIVATE ME TO DO MY BEST.

I AM GLAD THIS OPPORTUNITY WAS AVAILABLE TO ME AS A FRESHMAN AND I DO NOT FEEL THAT IS FAIR TO EXCLUDE THE STUDENTS WHO WILL BE FRESHMAN NEXT YEAR FROM ALL MT. EDGE CUMBE HAS TO OFFER.

IN CONCLUSION I WOULD LIKE TO STATE THAT CLOSING MT. EDGE CUMBE HIGH SCHOOL WOULD BE A BIG MISTAKE. THERE IS NO SUBSTITUTE ANYWHERE IN THE STATE THAT PROVIDES THE EDUCATION THAT CAN BE RECEIVED AT MT. EDGE CUMBE.

IF OUR HIGH SCHOOL IS CLOSED MOST OF THE STUDENTS WILL JUST GO BACK TO THEIR VILLAGES AND NOT DEVELOP TO THEIR FULL POTENTIAL.

WE HOPE YOU WILL CONSIDER ALLOWING A FRESHMAN CLASS TO ENTER NEXT YEAR, WE ALSO HOPE THAT THE FEDERAL GOVERNMENT WILL PROVIDE FUNDING AFTER THE 1982-83 SCHOOL YEAR, OR SOMEHOW REACH AN AGREEMENT WITH THE STATE GOVERNMENT TO SHARE FUNDINGS FOR OUR SCHOOL.

THANK YOU FOR GIVING ME YOUR ATTENTION.

CIRI COOK INLET REGION INC.

April 5, 1982

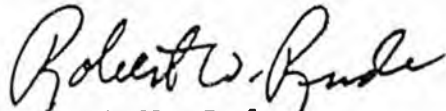
The Honorable Frank Ferguson
The Alaska State Senate
Pouch V (Mail Stop 3100)
Juneau, AK 99811

Dear Senator Ferguson:

Cook Inlet Region, Inc. (CIRI) endorses and supports the continuation of Mount Edgumbe High School. Mount Edgumbe is important to future generations of Alaskans and therefore a freshman class should be allowed to enter next year. CIRI also supports the passage of House Bill 812 and Senate Bill 844.

Sincerely,

COOK INLET REGION, INC.



Robert W. Rude
Senior Vice President

psh

cc: ✓ Senator Charles H. Parr
Representative Albert Adams
Vivian Johnson, President
Mt. Edgumbe Student Council

April 7, 1982

REPORT OF THE SENATE HEALTH, EDUCATION
AND SOCIAL SERVICES COMMITTEE ON
MT. EDGE CUMBE HIGH SCHOOL, SITKA, ALASKA

Introduction: The federal government has notified the state that Mt. Edgecumbe High School will be closed after the 1982-1983 school year. As a preparatory step, the school has been told not to enroll any first-year students in that year. A number of persons have suggested that the state take over the school.

To inform its members and the Senate at large, the Senate Health, Education and Social Services Committee, (as well as Senator Eliason and Representative Grussendorf) visited the school on March 18, 1982. All buildings associated with the educational program, including dormitories, were toured. The Committee met with administrators, staff members and counselors and later with student representatives. Mr. Leroy Demmert, the superintendent, was very cooperative. In response to a previous letter he had much written information ready and together with his staff supplied additional information on the spot.

The Senate HESS Committee received a petition signed by 183 students, and 51 letters in support of the continuation of Mt. Edgecumbe. Discussion with student leaders revealed many reasons, similar to those noted by all students, for attending the school, as well as a desire to complete their education in the place of their choice with the option open for their younger siblings in the future.

Facility: The school, a World War II naval station, is a large complex of buildings which include several classroom structures, two dormitories and two hangars converted into a double gymnasium and a vocational training area (including wood shop, sheet metal, welding and auto mechanics).

Because the complex is so large and requires operation of utilities for the whole island (provided on a contractual basis with the PHS hospital), there are significant demands on human and financial resources. The high cost of operation and maintenance spawned the Comprehensive Consolidation Plan drafted by the B.I.A. in 1980. The plan reduced the size of the installation and the operational cost through elimination of staff housing and road maintenance. Part of this area has been conveyed to the Shee Aitka and plans are underway for the development of a new boat harbor near the school.

Although the structures are dated, they appear to be well maintained. Mt. Edgecumbe has been eliminated for several years from federal funding for structural upgrading. An evaluation of the facility, completed in 1979 by the B.I.A., recommends over \$23 million (in 1982 dollars) to bring the buildings included in the consolidation plan up to fire and life/safety codes.

Personnel and Curriculum: Staff has been decreased in recent years. There are now 135 total employees in education and facility management, most of them local hire. The B.I.A. predicts no federal opportunities for rehire for these employees due to massive personnel cut-backs nationwide. Educational staff, if hired by the state, bring 5 years B.I.A. service under the state retirement plan.

The staff members who met with the Committee gave an impressive overview of the school. In addition to required educational programs, the school offers art, music, Alaska and native studies, business education, psychology, nutrition and socialization, audio-visual training and aviation education.

A significant factor at the boarding school is an atmosphere demanding responsibility and self control. Adult staff are available on a 24 hour basis and counselors work with the students in an ongoing basis to de-emphasize cultural differences, improve socialization skills and encourage healthy living habits. Alcohol and drug problems do occur, but the resources are available to deal with these areas, and the variety of recreational opportunities supply alternatives for the student's energy.

Students: The student population of Mt. Edgecumbe represents a variety of urban and rural settings, with heaviest enrollments from the northern and southcentral parts of the state. Nearly half of the school's students come from the Bethel area. Enrollment now is 323 students.

A 1980 survey indicated that half of the MEHS students come from villages where there is no high school, or only a partial school that does not include their grade level.

Parents and students have indicated their reasons for attending Mt. Edgecumbe as: isolation at home, socialization, more curriculum opportunities coupled with a competitive atmosphere and academic achievements. Also noted was a perception of easier access to alcohol and drugs at home, as well as discrimination in local public schools. Many students also come from families whose past generations have attended Mt. Edgecumbe, and view the school as a tradition.