

ALASKA LEGISLATURE COMMITTEE FILES 1983-1984 86/2

2304 SHESS AK SCHOOL & PUB. POLICY CONF. 12/83 (FILE 1 - 2)

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

End of Tape II

Tape III

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### Question and Answer Session

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

Attachment: Jim Schlegel's speech

REMARKS TO:

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

DECEMBER 16, 1983

BY

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SPECIAL PROGRAMS DIRECTOR  
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# Policy Conference on Young Children



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## Conference Summary

November 18, 19 & 20, 1984  
Sheraton Hotel · Anchorage

# Alaska State Legislature

Joe P. Josephson, Chairman  
Vic Fischer  
Paul Fischer  
Rick Halford  
H. Pappy Moss

## Senate Committee on Health, Education & Social Services

Pouch V  
State Capitol  
Juneau, Alaska 99811

Dear Fellow Alaskan:

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

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

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

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

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

Sincerely yours, I am



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

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



# Policy Conference on Young Children

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## THE NATIONAL TRENDS IN CHILD ABUSE AND NEGLECT

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

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

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

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

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

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

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

Dr. Bross

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

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

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

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

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

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

Dr. Bross

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

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

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

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

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

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

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

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

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

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

Dr. Weikart

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

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

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

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

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

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

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

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

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

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

Dr. Weikart

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

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

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

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

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

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

## QUALITY PROGRAMS AND THE EDUCATION OF YOUNG CHILDREN

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

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

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

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

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

Dr. Moore

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

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

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

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

Dr. Moore

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

1. Group size - it does appear to be significantly more difficult to provide a high quality social experience and a good program of cognitive activities in large groups compared to smaller groups, even when the child-to-adult ratio remains essentially the same;

2. Ratio of children to adults - a high ratio of children to adults culminates in the reduction of positive exchanges between the children and the adults, according to various studies;

3. Stability in child care givers - when given a chance to develop a relationship with a stable care giver, the observed children in some center programs did appear to form attachments with their care givers that allowed them to seek affection and help when needed, to play contentedly, to be comforted when distressed, and to express positive enjoyment in the company of the care giver;

4. Training for care givers - training increases the likelihood of a center offering a high quality child care program particularly training in early childhood development and education.

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



# Policy Conference on Young Children

POLICY CONFERENCE ON YOUNG CHILDREN

ISSUES AND RECOMMENDATIONS

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

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

Criminal History Review

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

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

Provide better training on fingerprinting methods and review effectiveness.

Require the registration of convicted criminals entering the state.

Prevention

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

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

Educate children to distinguish appropriate touch from inappropriate touch.

Support increased funding for the Homemakers Program.

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

Promote networking between existing agencies.

(Conference Day No.1)

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

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

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

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

Require mandatory sentencing for "first degree" convicted offenders.

### Training

Require mandatory training for child care providers and educators and allocate resources for this training.

Make available more funding for a statewide media campaign designed to increase public awareness of child abuse and neglect.

Teach parenting skills in High School.

Provide parenting education in the community; provide better family support; and, provide parents with enough information to know how to react and respond.

Provide funding for statewide child care information and referral agencies which may be able to coordinate the sharing of successful techniques between facilities and communities.

Promote networking between existing agencies.

Provide special mandatory training for those working in rural areas to promote cultural relevance and to encourage self-determination.

Centralize training in child abuse treatment, for consistency.

Work toward empowering community residents with resources and confidence to build trust within their communities.

(Conference Day No.1)

Treatment

Obtain better evaluations of child care programs which include perceptions of children.

Apply the mandatory reporting law as intended - protection, prevention, and rehabilitation.

Increase funding for offender treatment and continue support of programs so treatment can be increased.

Include juvenile offenders in the treatment plan.

Study the level of effectiveness of treatment programs.

Increase funding to establish a data base on follow-up studies of victims and offenders.

Treatment should be available to families in all communities.

Other

Stress videotaping of child victims of sexual assault.

Study presumptive sentencing, length of prison sentences and cost impact of mandates to see if they have had the desired effect.

Establish the use of hearsay evidence in grand jury proceedings with minors involved as victims of sexual assault.

Mandate investigations of runaway children.

Clarify reporting statute and add pre-school personnel and social service agency personnel to the list of those required to report.

Correct loophole in child pornography law.

Combine state and municipal licensing requirements and procedures, to eliminate redundancy in the Municipality of Anchorage.

WHO SHOULD RECEIVE EARLY CHILDHOOD SERVICES?  
(Conference Day No. 2)

Funding

Increased funding is essential to support the development of the child and the stability of the family through early childhood programs.

State and federal governments should be urged to provide start-up dollars for early childhood information and referral programs at the local level.

Competition for funds should be broad-based across all state budget priorities with early childhood program funding receiving an appropriate, proportionate, share of social services funding within the over-all state budget.

Develop innovative ways of funding children and youth programs, including children's trust funds with receipts from marriage licenses, and birth certificates, luxury taxes, etc.

Special Needs:

Day care subsidies are needed for handicapped children whose families are above the income limits of the current Department of Community & Regional Affairs regulations.

Physical space needs for special education programs must be included in the facilities planning and design stage of school buildings.

Programs for physically handicapped children must be provided in barrier-free accessible buildings.

Action is required to:

Enforce existing state laws requiring physical accessibility of buildings constructed with public funds.

Improve the process in Department of Transportation & Public Facilities for design specifications and design review of architectural plans for new or remodeled school facilities.

Programs for physically handicapped children must provide opportunities for mainstreaming and normalization.

Rewrite Special Education Definitions.

(Conference Day No.2)

Conduct an analysis of the discrepancy in the number of birth-to-three year old handicapped children served in infant learning programs as compared with three-to-five year olds in pre-elementary special education programs of school districts.

#### Administration and Special Needs

Steps must be taken administratively:

- \* to determine if children are not being served;
- \* to remedy difficulties in referring children from infant learning to special education programs;
- \* to address insufficient school district utilization and funding of Head Start and day care programs to serve these children;
- \* to establish reporting requirements and a data base for planning and services budgeting;
- \* to strengthen identification and screening of three-to-five year old children with special needs.

#### Administration

A mechanism for early childhood policy coordination at the state level, such as a mini-cabinet at the Governor's level, or establishing a new Office of Child Advocacy, is essential given:

- 1) the number of public and private sector agencies involved,
- 2) the fact that early childhood is a multi-million dollar business in Alaska,
- 3) evidence that Alaska far exceeds national rates in the number of families with young children, number of families with both parents working outside the home, and the number of single parent households,
- 4) the lack of coordinated statewide system of early childhood services, and
- 5) decreasing state revenues.

Better coordination is required, including a greater interchange of information among agencies and also between agencies and the public.

(Conference Day No.2)

Some agencies and activities can be consolidated in state administration so as to increase efficiency and prevent duplication.

All early childhood education programs should be licensed and/or certified through a single state agency or a single system coordinated among the various state agencies.

Regulations should be based on group size rather than child/staff ratio.

#### Education/Training/Research

Minimum training level standards, based on current research, need to be established and enforced for early childhood program staff.

The career of early childhood education needs professionalization.

A four-year degree program providing for specific competencies in child development (prenatal through age seven) with sub-specialties in program areas such as handicapped, gifted, child protection, cross-cultural programs, and family needs should be available through the University of Alaska statewide system.

Parenting education should commence in junior high school and continue through high school.

Implement Latchkey Programs for all school age children including kindergarten.

Require school buildings to be available for Latchkey Programs.

Continue research on young children, build data base and more extensive reporting.

Mandate Infant Learning Programs throughout the state.

Parent involvement should be sought throughout the educational system.

Systems that encourage regular parental input should be established in all educational endeavors and programs.

Initiate school curriculum that builds self-esteem in grades K-12.

(Conference Day No.2)

The home-based model of comprehensive services for children and parents should be expanded on a state-wide basis.

Cultural Differences

Bilingual Education needs to be brought to the pre-school level with all programs culturally as well as developmentally appropriate.

Develop child care programs for rural children.

Involve the parent(s) with language skills development.

Prevention

Programs and services that enhance early learning and parenting skills should be expanded to encourage prevention of learning problems and child abuse and neglect.

Determine whether or not the state should begin early prevention programs at birth rather than at age three, the present legal age for intervention.

ACHIEVING, MAINTAINING AND PROMOTING QUALITY IN EDUCATION  
(Conference Day No. 3)

Education/Training/Research

Educate parents as consumers on what to look for in obtaining high quality child care.

Offer parent training classes.

Educate the public regarding the role of child care providers by increasing availability of publications, self-help booklets, and media campaigns.

Provide child care resource and referral services to be monitored through an early childhood agency.

Maintain resource centers and libraries.

Research parent home-based programs.

Training needs to come into the child care provider's home with follow-up visits from licensing office.

An educational process should be required of providers interested in obtaining a license.

Educate policy makers, i.e. legislators.

Improve the quality and availability of training in the University system, in regional schools/skill centers, and in high schools.

Child care providers need access to higher education whether through college classes, correspondence courses, teleconference network.

Funding

Provide a stable, dependable funding source.

Pool resources among different agencies and create partnerships with the business community.

Increase child care grant amounts to \$100 per child.

Relate child care grants to a percentage capture of the maximum and to levels of quality.

Encourage parent cooperatives through funding and technical assistance.

(Conference Day No. 3)

Increase levels available to parents and adjust regional differentials.

Increase funding for infant learning programs and make day care centers eligible for funds.

Review day care assistance income guidelines.

Need tax incentives, credits, and deductions to benefit the individual.

Provide additional loans or grants for equipment for centers for handicapped children.

#### Licensing/Regulations

Improve the quality of licensing.

Generate uniform standards to determine quality in child care.

Reform pre-school regulations. Do not allow exemptions.

Combine and streamline the regulatory process presently practiced by the Municipality of Anchorage, Alaska Department of Health and Social Services, and the Alaska Department of Education.

Waive the \$200 DHSS Licensing Fee.

Provide increased inspections of facilities without prior notice of when they are to occur.

Need distinctions between day care and pre-schools and licensing and regulatory requirements affecting them.

Add more licensing positions.

Teachers and staff should be required to have knowledge of early child educational development.

Provide standardized licensing via Department of Education with enforcement through the Department of Health & Social Services.

(Conference Day No. 3)

Cultural

Incorporate Native language and cultural programs into curriculum.

Increase awareness of cultural diversity by involving Native corporations in early childhood education.

Improving Conditions

Increase staff incentives to remain in the profession, by providing more adequate salaries and increasing employee benefits.

Unemployment insurance should be available for part-time employment.

Information on child care providers should be easily accessible.

Better communication is necessary between home providers and centers and between care providers and the state.

Expand availability of the food program to include for-profit centers.

Set criteria for defining quality pre-school co-ops.

Provide assistance for child care home providers to include a relief system and benefit package.

Develop an Office of Child Development.

Develop quality curriculum, programs and evaluation procedures.



**Policy Conference  
on Young Children**

COMMENTS AND OBSERVATIONS

BY

DR. WEIKART AND DR. MOORE

COMMENTS AND OBSERVATIONS OF THE POLICY CONFERENCE ON YOUNG CHILDREN

BY

DR. WEIKART & DR. MOORE

Dr. Weikart

There is a commitment throughout Alaska to the idea of child development - the idea children build and construct their own knowledge, through their action and through participation in programs.

The role of men in early childhood education needs to be expanded.

Diagnostic screening tests and their value requires a look at the statistical sophistication of the instruments in order to predetermine courses of action for children.

The dilemma is actualizing the rhetoric statement of commitment to child growth and development through hard work and extensive effort.

Curriculum is a topic of major importance.

There needs to be a commitment to parents and to cultural issues by early childhood professionals.

Child abuse and reporting and the dilemma surrounding the rights of the individuals and responsibility to the community must continue to be dealt with.

There is a lack of hard data - actual facts and figures. The state should get more clarity as to exactly what the situation is, how it functions and what the relationships are.

The need for and the provision of training and the need for and the provision of supervision are key to staff development.

These two areas (training & supervision) need consideration and continued development with the services provided in Alaska both because of the extensive rural networks and because of the necessity to make programs function and be of high quality.

Dr. Moore

Carry forth - be tenacious and be tough.

Expand the base of support through very broad public awareness campaigns designed to impact people outside the ordinary spheres of influence.

Organize information and distribute it on any items that require action to 300 - 400 influential people throughout the state.

Become involved in the legislative process.

- Go to hearings.
- Get to people who are influential.
- Do your legislative homework.

Above all, be persistent.



# Policy Conference on Young Children

CONFERENCE AGENDA



# Policy Conference on Young Children

## A G E N D A

SUNDAY, NOVEMBER 18

8:00 AM - NOON

Registration

Mezzanine

NOON - 2:00 PM

Conference Luncheon &  
General Session

Ballroom A & B

Opening Remarks & Welcome

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

Welcoming Remarks

The Honorable Bill Sheffeild, Governor  
State of Alaska

Keynote Address

The National Trends in Child Abuse & Neglect

Dr. Donald C. Bross, J.D., Ph.D.  
Assistant Professor, University of Colorado  
School of Medicine and Legal Counsel for C.  
Henry Kempe National Center, Denver, Colorado

Statewide Trends

An Alaskan Perspective on Child Abuse & Neglect

John Pugh, Commissioner, Alaska Department  
of Health & Social Services

SUNDAY, NOVEMBER 18 - CONTINUED

2:30 - 5:00 PM      Concurrent Workshops

TAKING ACTION ON CHILD ABUSE AND NEGLECT

S01-WHAT IS THE LEGAL RESPONSIBILITY OF THE SCHOOLS AND  
CHILD CARE FACILITIES RELATING TO CHILD ABUSE?

Kuskokwim West

The reporting law: what it means to teachers, care givers  
and administrators; interfacing with the law and the legal  
system.

Moderator: Dee Ann Grummett, Social Services Program  
Coordinator, Division of Family & Youth Services

Panelists: Steve Warner, Investigator Youth Services Bureau  
Anchorage Police Department  
Noreen Thompson, Superintendent, Kodiak Island  
School District  
Carolyn Cannava, Kindergarten Teacher and School  
Board Member, Kenai  
Myra Munson, Assistant Attorney General, Human  
Services Section, Fairbanks  
Wanda Spenny, Child Care Provider, Anchorage

S02-HOW DO YOU RECOGNIZE AND TREAT CHILD ABUSE?

Yukon Room

The signs; what to look for. The role of the teacher and  
child care provider on the treatment team - teaching trust  
and teaching sexually appropriate behavior. The aftermath  
of abuse: the view of the child.

Moderator: Carolyn Frichette, Staff Development Coordinator  
Division of Family & Youth Services

Panelists: Dr. Alan MacFarlane, Pediatrician, Fairbanks  
Pam Kirk, Human Relations Center, Anchorage  
Judy Moor, Regional Supervisor, Homemaker  
Program of Alaska, Juneau  
Carol Comeau, Teacher, President, Anchorage  
Education Association  
Susan Humphrey-Barnett, Director Statewide  
Programs, Alaska Department of Corrections

S03-HOW CAN SMALL COMMUNITIES DEAL WITH CHILD ABUSE?

Room 308

Moderator: Kathy Tibbles, Regional Manager, Division of  
Family & Youth Services

Panelists: Representative Peter Goll, Haines  
Jamie Buckner, Education Specialist, Southeast  
Regional Resource Center  
Wes Terwilliger, Director, Gateway Community  
Mental Health Center, Ketchikan  
Carolyn Epple, Project Coordinator for Southeast  
Abuse/Neglect Prevention Program, Southeast  
Alaska Health Systems Agency

S04-WHAT CAN PARENTS, TEACHERS AND CARE GIVERS TEACH  
CHILDREN TO PREVENT CHILD ABUSE?

Ballroom C

What Resources are available: What is "good touch and bad  
touch"? What is available in prevention curricula?

Moderator: Steve Wilson, Social Worker/Counselor  
Division of Family & Youth Services, Fairbanks

Panelists: Dr. Marianne von Hippel, Behavioral Pediatrician  
Anchorage  
Susan Leddy, Education Services Coordinator, S T A R  
Anchorage  
Carol McElroy, Co-Director, Bayshore Learning Center  
Anchorage  
Aileen McInnis, Community Education Specialist,  
Resource Center for Parents & Children, Fairbanks  
Sue Hull, State PTA Liason with the State Board of  
Education, Fairbanks

S05-WHAT IS BEING DONE TO REDUCE RISK?

Kuskokwim East

Regulations, criminal history background checks: screening  
those who work with children. Mandatory inservice training,  
public awareness: what is the future of risk reduction?

Moderator: Kathleen Shaw, Social Worker, Division of Family  
& Youth Services, Anchorage

Panelists: Bill Mellow, Assistant Attorney General, Juneau  
Robert Sundberg, Commissioner, Alaska Department  
of Safety  
Dorcas Lewis, Childcare Licensing Specialist,  
WIN-ANCHORAGE  
Frank Millett, Big Brothers/Big Sisters, Anchorage



## Policy Conference on Young Children

MONDAY, NOVEMBER 19

7:30 - 8:30 AM      Registration      Mezzanine

8:30 - 9:30 AM      General Session      Ballroom A & B

WHO RECEIVES AND WHO PROVIDES  
EARLY CHILDHOOD SERVICES?

Remarks and Introductions  
Senator Joe P. Josephson

Population Projections and Demographics of Alaska:  
The Changing Role of Women in the Workforce  
Greg Huff, Economist, Alaska Department of Labor

Profiles on the Range of Services Available in Alaska  
Ms. Lare, Child Care Coordinator, Alaska Department  
of Community & Regional Affairs

MONDAY, NOVEMBER 19 - CONTINUED

9:30 - 11:00 AM A Panel Debate - Who Should Provide Early Childhood Services? Ballroom A & B

Introduction of Panelists  
Senator Joe P. Josephson

Pro-Government

\*On the State Level

Lisa Rudd, Commissioner  
Alaska Department of Administration

\*On the Local Level

Heather Flynn, Member  
Anchorage Municipal Assembly  
E.E. (Gene) Davis, Superintendent of Schools  
Anchorage School District

What is the government providing and are these services a spending priority for: parents, the administration and the legislature? Day care assistance, child care tax credits, public school education and early intervention programs are only a few programs sponsored by the state.

Pro-Business

Sister Barabara Haase, Administrator,  
Ketchikan General Hospital

The benefits of employer sponsored child care: to the industry, the parent, the child and the family unit.

Pro-Parent

Susan Clark, Chair, The Committee on Women  
Alaska Division, American Association of University  
Women.  
Chris Wright-Ibanez, Sr. Employee Relations  
Specialist, ARCO, ALASKA, Inc.

Parents, not government, have responsibility and control over the care and education of young children.

Summary of the Debate

Senator Joe P. Josephson

MONDAY, NOVEMBER 19 - CONTINUED

11:00 - 12:00 N Special Presentations

Kuskokwim East  
RurAL CAP Early Childhood Planning Project  
Debra Ward, Early Childhood Consultant

Kuskokwim West  
Head Start Training Guide for Preventing  
Maltreatment of Children with Handicaps  
Sharon Fortier, Resource Access Project

Yukon Room  
Changing Roles of Native women and Family  
Structure in Rural Alaska  
Lary Schafer, University of Alaska, Fairbanks

Room 305  
Findings of the Alaska State Employee Child Care  
Survey Commissioned by the Alaska Department of  
Administration  
Richard Smiley, Ph. D., Educational Psychologist  
Southeast Regional Resource Center

Room 308  
Day Care Based Research Concerning Environmental  
Organization and Staff Training  
Dr. Todd Risely, Psychology Department  
University of Alaska, Anchorage

Ballroom C  
"Training For Quality", a film made at Islands  
Community College, the Betty Eliason Center, Mt.  
Edgcombe pre-school and the Infant Learning Program  
in Sitka, showing the need for staff training in  
recognition of developmentally appropriate curricula  
for children.  
Karen Marie, Program Coordinator for Early  
Childhood Education and the Betty Eliason  
Child Care Center

Room 301  
Anchorage Youth At Risk, presentation of a report  
by the Anchorage Commission on Youth.  
Patrick Burke-Reinhart  
Youth Program Coordinator, M O A



MONDAY, NOVEMBER 15 - CONTINUED

1:30 - 4:30 PM Concurrent Workshops

Room 305

Moderator: Ms. Lare, Child Care Coordinator, Alaska Department  
of Community & Regional Affairs

Panelists: Carlos Ovando, Associate Professor, University of  
Alaska, Anchorage  
Mary Jo Hotchkiss, Teacher - Early Childhood Education  
Anchorage Community College  
Betty McCormick, Director, Career Center Lab School  
Anchorage School District  
Karen Lamb, State Coordinator, Infant Learning Program  
Anchorage

Kuskokwim West

Moderator: Pat O'Brien, Social Services Program Officer  
Division of Family & Youth Services

Panelists: Mary Asper, State President, NAEYC  
Margaret Lowe, Principal, Whaley Center, and Special  
Education Administrator, Anchorage School District  
Kerry Reardon, NAEYC Child Care Resource Center  
Theresa Scott, Gastineau Elementary School, Latchkey  
Douglas, Juneau

Ballroom C

Moderator: Annie Calkins, Early Childhood Coordinator, Alaska  
Department of Education

Panelists: Sandi Haynes, Program Supervisor, Anchorage Head Start  
Rural CAP  
Sharon Hodgins, Supervisor, Yukon-Kuskokwim Parent/  
Child Program, Bethel  
Dr. Marjorie Fields, Associate Professor, Early  
Childhood, University of Alaska, Juneau & National  
Governing Board Member - NAEYC  
Patti Dunlap, Principal, Rigel High School, Anchorage

MONDAY, NOVEMBER 19 - CONTINUED

1:30 - 4:30 PM      Concurrent Workshops

Yukon Room

Moderator: Karen Perdue, Director, Division of Community  
Development, Alaska Department of Community &  
Regional Affairs, Juneau

Panelists: Joan Hurst, Campfire, Anchorage  
Barabara Smith, Ph.D., Co-Director, Preschool Resources  
for Alaskan Special Education, Early Childhood  
Coordination Project, Anchorage  
Mike Travis, Program Manager, BIB Education, Alaska  
Department of Education  
Una Kernodle, Home Economics, Chugiak High School

Kuskokwim East

Moderator: Fran Rose, Special Assistant, Mini-Cabinet on Women,  
Juneau

Panelists: Dr. Marianne von Hippel, Pediatrician, Anchorage  
Phyllis Murray, Bilingual Education Director, Lower  
Kuskokwim School District  
Jackie Schakel, Project Director, Preschool Resources  
for Alaskan Special Education, Early Childhood  
Coordination Project



## Policy Conference on Young Children

TUESDAY, NOVEMBER 20, 1984

8:30 - 10:00 AM      General Session      Ballroom A & B

Opening Remarks & Introductions

Harold Reynolds, Sr., Commissioner  
Alaska Department of Education

Keynote Address

Quality Programs and the Education of Young  
Children

Dr. Shirley Moore, Professor of Child  
Psychology  
Institute of Child Development  
University of Minnesota

Quality like "excellence" is a term we recognize as desirable, but in terms of educating young children, what do we mean? Who determines what criteria define "quality"? What are national organizations doing to promote quality among their members? Are educators solely responsible for the quality of programs, and what is the relationship of the state and federal government to the parent in early childhood development?

10:00 - NOON      Concurrent Workshops

ACHIEVING, MAINTAINING AND PROMOTING QUALITY IN  
EDUCATION

Issues and reality about quality - how has it been achieved, maintained and promoted? These workshops are discussion oriented rather than show-&-tell, to delve into issue exploration with the participants.

T01-FAMILY AND HOME BASED CARE

Kuskokwim West

Moderator: Betty Ramage, Chair, Alaska Women's Commission

Panelists: Julie Stone, Ketchikan Home Based Program  
Deborah Jackson, Juneau Family Day Care Provider  
Mary Carr, Director, Anchorage Infant Learning Program  
Jo Putnam, Director, Kawarek Head Start, Nome  
Pat Brunelle, President, Alaska Family Child Care  
Society, Anchorage  
Sharon Hodgins, Supervisor, Yukon-Kuskokwim Parent/  
Child Program, Bethel

TUESDAY, NOVEMBER 20 - CONTINUED

10:00 AM - NOON Concurrent Workshops

T02-PRIVATE CHILD CARE/PRE-SCHOOL PROVIDERS

Ballroom C

Moderator: Marsha Hubbard, Special Assistant to the Governor

Panelists: Chris Booren, Bidarki Child Care Center, Cordova  
Sue Adams, Director of Day Care, City of Kotzebue  
Marian Estelle, Director, Petersburg Children's Center

T03-PARENT COOPERATIVES

Room 305

Moderator: Carol Richards, Director, Alaska Women's Resource Center, Anchorage

Panelists: Sally Bruce, Teacher/Director, Anchorage Co-Op Nursery  
Gretchen Reynolds, Capitol Elementary School, Juneau  
Linda Padden, New Horizons Pre-School, Anchorage

T04-SCHOOL DISTRICT PRE-SCHOOL PROGRAMS

Kuskokwim East

Moderator: Ernestine Griffin, President State School Board

Panelists: Felice Dunham, Chapter One Coordinator, Ipalook Elementary School, Barrow  
Joe Cooper, Superintendent, Yukon-Koyukuk School District, Nenana  
Mike Baumgartner, Elementary Education, Title VII Coordinator, Iditarod School District, McGrath  
Alice Bosshard, Special Education Curriculum Director, Valdez School District

T05-PRIVATE PRE-SCHOOLS

Yukon Room

Moderator: Dr. Claudia Dybdahl, Assistant Professor, School of Education, University of Alaska, Anchorage

Panelists: Linda Schmidt, Director/Teacher, Mt. Edgecumbe Pre-School, Sitka  
Joy Greison, Jewish Education Center, Anchorage  
Mary Jo Kidd-Thomas, Director/Owner, St. Benedict's Pre-School, Anchorage  
Mary Trospen, Administrator, Chugiak Children's Services

TUESDAY, NOVEMBER 20 - CONTINUED

NOON - 2:00 PM

Conference Luncheon &  
Closing Session

Ballroom A & B

"WHERE DO WE GO FROM HERE?"

Introductions

Senator Joe P. Josephson

Keynote Presentation

Dr. Shirley Moore

Dr. David Weikart

Dr. Weikart & Dr. Moore will review what happened at the conference, the issues identified, and reflect on what they heard Alaskans saying about the future of our young children.

Questions to the Speakers

Conference Evaluation

Closing Remarks

Senator Joe P. Josephson



# Policy Conference on Young Children

CONFERENCE SPONSORS



# Policy Conference on Young Children

## CONFERENCE SPONSORS

ALASKA STATE LEGISLATURE

SENATE COMMITTEE

ON

HEALTH, EDUCATION & SOCIAL SERVICES

CHAIR

SENATOR JOE P. JOSEPHSON

ALASKA DEPARTMENT OF EDUCATION

COMMISSIONER HAROLD RAYNOLDS, SR.

ALASKA DEPARTMENT OF COMMUNITY & REGIONAL AFFAIRS

COMMISSIONER EMIL NOTTI

ALASKA DEPARTMENT OF HEALTH & SOCIAL SERVICES

COMMISSIONER JOHN PUGH

## CONFERENCE ORGANIZERS

NANCY BENNETT

LEGISLATIVE AIDE TO SENATOR JOSEPHSON

KRISTI ANA BYRD

LEGISLATIVE AIDE TO SENATOR JOSEPHSON

LESLIE M. GOSS

THE COORDINATORS

AK. SCHOOL &  
PUBLIC POLICY  
CONFERENCE  
12/83 (FILE 2)

To: Library

From: Senate Health, Education + Social  
Services Committee  
- Senator Josephson, Chair

Date: JANUARY 3, 1985

Included are files from the 1983  
Senate Hess Conference on Alaska Schools  
& Public Policy.

- evaluation reports
- original tapes of workshops
- transcription of these tapes
- Agenda, brochures which were handed  
out to participants
- questionnaires
- letter to Barbara Thompson -  
please note address of  
Beverly Michaels, where videotapes  
are available from conference.
- buttons

Thank you,  
Roemary Karsh

### Sign Up For Dinner

Have dinner with well known government or education leaders in small groups at Anchorage restaurants. Sign up sheets will be available during the conference, and transportation will be available to restaurants.

### Discount Group Air Fares

Discount air fares are available for those traveling in groups of 10 or more. Contact Bob Froscati Sr. at Anchorage Travel Bureau, 523 West Third Avenue, Anchorage 99501; or telephone 278-2581.

### Registration fees

Registration fee for the conference will be \$30. The fee includes a lunch on the first day of the conference. Lunches during the second and third days will cost \$12.50 each. Please indicate on the registration form how many additional lunches you wish to purchase. Official conference activities are planned for each luncheon.

### Accommodations

The Anchorage Sheraton Hotel is giving special rates for those attending the conference. Nightly room rates are:

- Single: \$58
- Double: \$58
- Triple: \$73
- One bedroom suite: \$200 to \$500

Return the enclosed handy registration form before **November 29, 1983** to take advantage of these rates.

## Conference Registration

### Alaska Schools & Public Policy

*We got here, now where are we going?* December 15-17, 1983 — Anchorage, Alaska

\$30 registration fee includes all events, materials, continental breakfast shown in the program schedule and lunch on Thursday. Tickets for Friday and Saturday luncheons are available for \$12.50 each.

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Agency or company: \_\_\_\_\_

Mailing address: \_\_\_\_\_

Telephone: \_\_\_\_\_ wk \_\_\_\_\_ hm

Registration fee \$30.

Lunch Thursday \_\_\_\_\_

Lunch Friday \_\_\_\_\_

Total amount enclosed \_\_\_\_\_

Make conference registration checks payable to Senate HESS/Alder. Send this form in the enclosed envelope to:

Senate HESS Committee  
921 West 6th Avenue, Suite 230  
Anchorage, Alaska 99501

*A Statewide Conference*

## Alaska's Schools and Public Policy



*We got here, now where are we going?*

**Featuring renowned educators and government leaders and policy makers from Alaska and other parts of the United States**

December 15-17, 1983  
Sheraton Hotel  
Anchorage, Alaska

Sponsored by the Alaska Senate Committee on Health, Education and Social Services, Senator Joe Josephson, Chair

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 Lunch Thursday \_\_\_\_\_  
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## A Statewide Conference Alaska's Schools and Public Policy

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**CORRECTION**

**CORRECTION**

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## A Wide Choice of Workshops and Panel Discussions

- ✓ Retaining Alaska's Teachers — Keeping the Best and Brightest
- ✓ Laws, Regulations and Court Decisions; Or How Politicians, Bureaucrats and Judges Affect the Classroom
- ✓ Back to the Basics and "The Common Core:" Are We Moving Forward Or Backward?
- ✓ Extracurricular Activities: Are They Only Fun and Games Or Are They Learning For Living?
- ✓ The Curriculum and the Student: Why Do Students Turn On, Tune In, Drop Out and Come Back?
- ✓ Arts in the Schools
- ✓ Here's Looking At You, Kid: Here's Kids Looking At Schools
- ✓ Teacher Training in Alaska — For Alaskans, By Alaskans
- ✓ Alaska's Program For School Financing: Whither the Foundation Program?
- ✓ Modern Technology and Education — Tool or Trouble?
- ✓ The State of Education in Alaska — A State At Risk?
- ✓ Are Politicians Educable?

## Participate in workshops and panel discussions with: \*

### Mortimer Adler

Mortimer Adler is the author of numerous books and articles, including *The Paideia Proposal* and *Six Great Ideas*, which was made into a miniseries on National Public Television. A proponent of public education and a member of the U.S. Secretary of Education's Commission on Excellence in Education, Dr. Adler will base his address on the commission's report, *A Nation At Risk: The State of Education in America*.

### Harry Wong

Nationally renowned teacher, author, film writer and lecturer in the field of education

### Bill Sheffield

Governor, State of Alaska

### Harold Reynolds Jr.

Alaska Commissioner of Education

### Joe Josephson

Senator, Chair, Senate Committee on Health, Education and Social Services

### Bill McCaughan

Director, Center for Instructional Television, University of Alaska

### Beverly Michaels

LearnAlaska, University of Alaska

### Marshall Lind

Former Commissioner of Education

### Tony Knowles

Mayor, Municipality of Anchorage

### Vi Evans

President, Alaska Congress of Parents and Teachers (PTA)

### Karen Perdue

Director, Alaska Department of Community and Regional Affairs

### Carl Rose

President, Association of Alaska School Boards

### Bruce Botelho

Assistant Attorney General, specializing in education law

### Peter Partnow

Attorney, Anchorage School District

### Gary Thurlow

Manager, Matanuska-Susitna Borough

### Esther Cox

Principal, Romig Junior High School, Anchorage

### Paul Fischer

Senator, Senate Committee on Health, Education and Social Services

### Mary Francis

Curriculum Director, Lower Kuskokwim School District, Bethel

### Elizabeth Hickerson

Senate Advisory Council

### Susan Stitham

Teacher, Lathrop High School, Fairbanks

### Beau Bassett

Teacher, Service-Hanshaw High School, Anchorage

### Robert McHenry

Superintendent, Kuspuuk School District

### Joseph Deacon

Author of *The Electronic Cottage*, University of Texas

### V. Wayne Mergler

Teacher, Bartlett High School, Anchorage

### Jaime Escalante

Garfield High School, Los Angeles, Calif.

### Paula Haley

Executive Director, STAR Domestic Violence, Anchorage

### Merrily Hill

1982 Alaska Teacher of the Year, Fairbanks

### Jill McKelvy

Inst. of Social and Economic Research, Univ. of Alaska, Fairbanks

### Robert Morgan

Alaska Association for Human Development

### Robert Peck

Principal, Career Center, Anchorage

### Alice Bosilhard

Curriculum Director, Valdez School District

### Judy Kleinfeld

Inst. for Social and Economic Research, Univ. of Alaska, Fairbanks

### George Maykowskyj

Superintendent, Valdez City School District

### Jerry Mohat

Dean, School of Education, University of Alaska, Fairbanks

### Rita Strachan

Personnel Director, Anchorage School District

### Bob Bettisworth

Representative, Co-Chair, House Finance Committee

### E. E. "Gene" Davis

Superintendent, Anchorage School District

### Don Gilman

Senator, Former School Superintendent and Teacher

### Peter McDowell

Director, Office of Management and Budget, Office of the Governor

### Michael Adams

Superintendent, Juneau Borough School District

### Ken Burnley

Superintendent, Fairbanks North Star Borough School District

### Gayle Pierce

President, National Education Association/Alaska

### Don Renfroe

Superintendent, North Slope Borough School District

### Susan LaGrande

Fine Arts Center, Anchorage

\* partial list only

### Susan Wingrove

Director of Education, Alaska Repertory Theatre

### Jocelyn Young

Director, Arts Alaska, Inc.

### Robert D. Arnold

Deputy Commissioner, Department of Natural Resources

### Jan Faiks

Chair, Senate Rules Committee

### Niilo Koponen

Member, House Committee on Health, Education and Social Services

### David Outcalt

Chancellor, University of Alaska, Anchorage

### Rosie Peterson

Dir., Ak. State Advisory Council on Vocational and Career Education

### Frank Turpin

President, Alaska Pipeline Service Company

### Gary Holthaus

Executive Director, Alaska Humanities Forum

### Willie Hensley

President, United Bank of Alaska, Anchorage

### Sam Kito

Member, State Board of Education

### Patricia Kwachka

Alaska Native Programs, University of Alaska, Fairbanks

### John Schaeffer

President, NANA Corporation

### Fred Zharoff

Representative, Kodiak teacher

### Rick Halford

Member, Senate Committee on Health, Education and Social Services

### Wayne Mergler

Teacher of Language Arts and Theatre, Anchorage School District

### Jim Robinson

Anchorage Board of Education; Attorney

### Tony Vaska

Representative, Bethel

### B. B. Allen

Mayor, Fairbanks North Star Borough

### Al Ficerwood

President, Anchorage Chamber of Commerce

### Mike Irwin

Assistant to the Vice President, Doyon Limited

### Edward Lee Gorsuch

Director, Inst. of Social and Economic Research, University of Alaska

### Spike Jorgensen

Superintendent, Alaska Gateway School District

### Bob C. Greene

Executive Director, Association of Alaska School Boards

*A Statewide Conference*

# Alaska's Schools and Public Policy



*We got here, now where are we going?*

December 15-17, 1983  
Sheraton Hotel  
Anchorage, Alaska

*A Statewide Conference*

# Alaska Schools & Public Policy



*Where Are We Now? How Did We Get Here? Where Are We Going?*

December 15-17, 1983, Sheraton Hotel, Anchorage, Alaska

**December 14, 1983**

*Wednesday evening*

**6:00 - 9:00 p.m.**

Early Bird Registration, Second Floor,  
Anchorage Sheraton Hotel

**December 15, 1983**

*Thursday all day*

**7:30 - 8:30 a.m.**

Registration

**8:30 - 11:00 a.m.**

**General Session**

**Opening Remarks and Welcome:**

Sen. Joe Josephson, Chairman, Senate Committee  
on Health, Education and Social Services,  
Anchorage  
Hon. Bill Sheffield, Governor, State of Alaska  
Hon. Harold Kaynolds, Jr., Commissioner, Department  
of Education  
Hon. Tony Knowles, Mayor, Municipality of  
Anchorage

**Discussion:**

**Help Wanted: Teachers—Only the Best and  
Brightest Need Apply**

Shirley McCune, President, Learning Trends, Inc.  
Dr. Harry K. Wong, Teacher/Consultant, Las  
Lomitas School District, Menlo Park, California;  
and Director, TKI Curriculum Project,  
San Jose, California

This discussion will review current issues in teacher  
training, recruitment, professional development, reten-

tion, compensation and tenure. In the face of expanding  
opportunities in other professions, how can education  
attract and retain those most qualified to educate? How  
is Alaska doing in attracting and rewarding classroom  
personnel?

After the remarks of the speakers, an Alaska  
panel will question Dr. Wong and Ms. McCune.

**Alaska Panelists will be:**

Sidney R. Bergquist, Dean, School of Education,  
University of Alaska, Anchorage  
Bob Egan, Director, Career Planning and Place-  
ment, University of Alaska, Fairbanks  
Edward Lee Gorsuch, Director, Institute of Social  
& Economic Research, University of Alaska  
Ernestine Griffin, President, Alaska State Board of  
Education  
Jerry Mohatt, Dean, College of Human and Rural  
Development, University of Alaska, Fairbanks  
Sallye Werner, President of the Anchorage Educa-  
tion Association

**11:00 - 12:00 noon**

Registrants are invited to examine display materials  
and to engage in informal discussions.

**Presentation:** (Kuskokwim Room)  
**Restructuring Schools**  
Shirley McCune

**12:00 noon - 1:30 p.m.**

**Luncheon** (Grand Ballroom)  
Moderator: Sen. Joe Josephson

**Keynote Address:**

Dr. Mortimer J. Adler, Institute For Philosophical  
Research, "The Paideia Proposal."

Sponsored by the Alaska Senate Committee on Health, Education and Social Services,  
Senator Joe Josephson, Chair; and the Alaska Department of Education

2:15 - 5:00 p.m.

**Workshop A (Yukon Room)**  
**Laws, Regulations and Court Decisions,  
or How Politicians, Bureaucrats, and Judges  
Affect the Classroom**

This workshop will explore current litigation affecting school funding, including capital projects in Alaska. Panelists will discuss federal statutory and regulatory constraints upon Alaska school policy. This workshop will ask the questions "Who's in control?" "What's Congress up to?" "Who pays the tab?" "Who eats the lunch?" Participants will review the Alaska compiled education laws, especially provisions that might be timely topics for legislative or regulatory change or review.

**Panelists for Workshop A are:**

Moderator: George Maykowskyj, M.Ed.,  
Superintendent, Valdez City Schools  
Bruce Botelho, Assistant Attorney General, State  
of Alaska  
Peter C. Partnow, Hellen, Partnow and Condon,  
Attorney for various school districts in the state  
John Patterson, General Counsel, National Educa-  
tion Association, Alaska  
Gary Thurlow, Manager, Matanuska-Susitna  
Borough, Attorney in Alaska and California

**Workshop B (Ballroom A)**  
**Back to the Basics and The "Common  
Core": Are We Moving Forward or  
Backward?**

This workshop will ask what Alaska students ought to know at the 6th, 9th and 12th grade levels. Who should set the guidelines for curricula? The State School Board? The legislature? Local boards? School officials? What role should teachers be playing in curricula development? How do Alaska's curricula requirements compare with those of other states? How does the "back to basics" movement accommodate cross-cultural and bilingual education goals? Is the curriculum that is relevant in Alaska's cities also relevant in rural Alaska? And vice versa? What is the place of vocational education in the context of the "basic" curriculum?

**Panelists for Workshop B are:**

- ④ Moderator: Robert Peck, Principal, Career Center,  
Anchorage
- ⑤ Susan A. Sutham, English Department Chair,  
Austin E. Lathrop High School
- mod. - William N. Brannian, Principal,  
Austin E. Lathrop High School, Fairbanks
- ② Sen. Paul Fischer, Senate Committee on  
Health, Education and Social Services, Seldovia
- ② Dr. Mary A. Francis, Curriculum Director, Lower  
Kuskokwim School District, Bethel
- ③ Elizabeth J. Hickerson, Senate Advisory Council;  
and attorney

**Workshop C (Kuskokwim Room)**  
**Extracurricular Activities: Are They Only  
Fun and Games, or Are They Learning For  
Living?**

This workshop will consider the proper role of extracurricular activities. What should be their sponsorship and support sources? Do extracurricular activities stimulate and supplement the learning experience—or are they distractions? What educational standards should govern students' eligibility? How do extracurricular activities affect the non-participating student?

**Panelists for Workshop C are:**

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

**Workshop D (Ballroom C)**  
**The Curriculum and the Student: Why Do  
Students Tune In, Turn Off, Drop Out, and  
Come Back?**

This workshop will consider the influences and pressures upon students in the 1980s. Is discipline the best motivator? How can standards be transmitted that encourage students to do their best? What can happen to transform a poor self-image into a positive one? How do students view the question of curriculum relevancy? How can teachers and schools identify the student with special education problems, including the handicapped and gifted? After identification what then?

**Panelists For Workshop D are:**

Moderator: Dr. Robert Morgan, President, Alaskan  
Associates for Human Development  
Sidney R. Bengquist, Dean, School of Education,  
University of Alaska, Anchorage  
LoAnn Larson, Child Services Coordinator,  
AWAIC  
Jill G. McKelvy, Acting Director, Center for  
Alcohol and Addiction Studies, University of  
Alaska  
Dr. Harry K. Wong, Teacher/Consultant

7:30 - 9:30 p.m.

Reception for Dr. Mortimer J. Adler and  
Dr. Ruth B. Love, Sheraton Anchorage Hotel,  
Kuskokwim Room

\*\*Workshop seating is on a first-come, first-serve basis\*\*

## December 16, 1983

*Friday all day*

**8:00 - 8:30 a.m.**

Registration continues

**8:30 - 9:30 a.m.**

**General Session** (Grand Ballroom)

### **Panel Discussion:**

**Here's Looking At You, Kid; Here Are Kids Looking At Schools**

This panel will explore from the perspective of students themselves the way school experience is perceived by young Alaskans. Panelists will include a variety of Alaska students, urban and rural; college-bound and trade-oriented; academically "successful" and otherwise.

Moderator: Nancy Seamount, Counselor, Juneau School District

High School Student Panelists:

Sandy Erlich — Kotzebue High School

John Christovich — Bethel High School

Lisa Carney — Wasilla High School

Mike Pauley — Service High School

Sheila Sektomona — East High School

**9:45 - 11:00 a.m.**

### **Panel Discussion:**

**Teacher Training in Alaska, for Alaskans, By Alaskans**

This panel will discuss the recruitment of students for educational careers in Alaska. Do admission requirements need to be upgraded? Are qualified graduates winning placement in Alaska schools? Are Alaska graduates preferred in the market-place? Should they be? Are Alaska students prepared at the secondary level? What special issues must be addressed in Alaska schools of education? (e.g., problems of the "small high school" faculty; bilingual education in an environment where the written materials may be limited; stresses of teachers in remote areas, or urban areas.)

Moderator: Alice J. Bosshard, Director of Instructional Resources, Valdez City Schools

Ray Barnhardt, Professor of Cross-Cultural Education, University of Alaska, Fairbanks

LeRoy Owens, Superintendent, Dillingham City School District

Rita R. Strachan, Director of Personnel Services, Anchorage School District

Dr. Donald McDermott, School of Education, University of Alaska, Anchorage

**11:00 - 12:00 noon**

Registrants are invited to examine display materials and to engage in informal discussions.

**SLIDE PRESENTATION:** (Yukon Room)

**REAA STUDY:** Conducted by Rep. Dick Schultz

**12:00 noon - 1:30 p.m.**

**Luncheon** (Grand Ballroom)

Moderator: Sen. Joe Josephson

Dr. Ruth B. Love, General Superintendent of Schools, Chicago, "Revitalizing High Schools."

**2:15 - 5:00 p.m.**

**Workshop E** (Kuskokwim Room)

**Alaska's Program For School Finances—Whither the Foundation Program?**

This panel will review how Alaska supports the costs of public schools. The panel will discuss the progress of the Department of Education foundation study. How should school construction costs, including debt service, be borne? School modifications, repairs and construction will be reviewed: should they be a part of the State capital budget, project-by-project? Does the present system treat all Alaskans fairly? If not, does it operate to the disadvantage of rural Alaskans in the unorganized borough, to urban Alaskans within the municipalities, or to rural Alaskans living in boroughs—or to all groups?

### **Panelists for Workshop E are:**

Moderator: E. E. (Gene) Davis, Ed.D.,

Superintendent, Anchorage School District

Jay Chambers, Associates of Education, Finance and Planning, Stanford, California

Sen. Don Gilman, Kenai, former School Superintendent and teacher

Dr. Spike Jorgensen, Superintendent of Schools, Alaska Gateway School District

Hon. Peter B. McDowell, Director, Office of Management and Budget, Office of the Governor

William D. Thomson, Director, Management, Law and Finance, Alaska Department of Education

**Workshop F** (Ballroom A)

**Retaining Alaska's Teachers—Keeping the Best and the Brightest**

This workshop will consider proposals for retaining Alaska's best teachers in the career. Are existing rewards and incentives sufficient? What, if any, considerations should be given to so-called "Master teacher" and "Merit pay" proposals? Do they suit Alaska? If so, can they be administered fairly? If so, how? Or, in the alternative, do their demerits outweigh their merits? How can teacher evaluations be improved? What can be done to identify (and cure) teacher "burn-out"? How adequate are staff development and training for teachers already hired? To what extent should there be teacher involvement in decision-making?

*\*\* Workshop seating is on a first-come, first-serve basis \*\**

**Panelists for Workshop F are:**

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

**Workshop G (Ballroom C)**

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

**Panelists for Workshop G include:**

- Moderator: Beverly Michaels, LearnAlaska Program Manager
- Dr. Bill Bramble, Director, Educational Technology and Telecommunications, Department of Education
- Dr. Joseph Deken, Professor, University of Texas at Austin, Author of *The Electronic Cottage*
- Dr. Marshall Lind, Visiting Professor, University of Alaska, Juneau, (former Commissioner of Department of Education)
- Bill McCaughan, Director, Center For Instructional Telecommunications, University of Alaska, Anchorage

**Workshop H (Yukon Room)**

**Can Alaska Train Alaskans for Alaska's Jobs?**

**Panelists for Workshop H include:**

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

Dr. Adler will be addressing the World Affairs Council at the Anchorage Historical and Fine Arts Museum. His topic will be "How to think about War and Peace." 7:30 - 9:30 p.m.

**December 17, 1983**

**Saturday all day**

**7:30 - 9:30 a.m.**

**Continental Breakfast (Grand Ballroom)**

**Panel Discussion:**

**The State of Education in Alaska; a State "At Risk"?**

This workshop takes up where the keynote remarks by Dr. Adler, Dr. Wong, Shirley McCune and Dr. Love, and the other presentations to this conference have left off. This workshop will examine how well Alaska public schools are performing, both in rural and urban settings, and at elementary and secondary levels. How is performance measured? Are the yardsticks for measurement at hand? How well do Alaska youth perform in college entrance examinations, and in institutions for higher learning? Are Alaska High School graduates job-ready - by training, by habit and discipline, and by mastery of basic skills? (Dr. Adler will participate in a Socratic dialogue.) Other panelists will be:

- Moderator: Hon. Patrick Williams, Member, U.S. House of Representatives, Montana, Member, House Committee on Education, Labor, Budget Subcommittee on Education, and former school teacher
- Sen. Jan Faiks, Chair, Senate Rules Committee and former school teacher, Anchorage
- Dr. Alexander Hazelton, Supervisor of Research/Director of Assessment, Alaska Department of Education
- Rep. Niilo E. Koponen, Ed.D., House Committee on Health, Education and Social Services, Fairbanks
- Roger Neunsinger, Superintendent, Yukon Flats School District
- David Outcalt, Chancellor, University of Alaska, Anchorage
- Noreen Thompson, Superintendent, Kodiak School District

**\*\*Workshop seating is on a first-come, first-serve basis\*\***

**9:45 - 11:00 a.m.**

**General Session** (Grand Ballroom)

**Panel Discussion:**

**Arts in the Schools**

Moderator: John Blaine, Executive Director

Visual Arts Center of Alaska

Susan LaGrande, Fine Arts Center, Anchorage

Susan Wingrove, Director of Education, Alaska

Repertory Theatre, Anchorage

Jocelyn Young, Director of Arts in Education

Programs, Arts Alaska, Inc.

**11:00 - 12:00 noon**

Registrants are invited to examine materials and to engage in informal discussions.

**SLIDE PRESENTATION:** (Yukon Room)

**REAA STUDY:** Conducted by Rep. Dick Schultz

**Panel Discussion:** (Kuskokwim Room)

**Rural Higher Education — Services to Students at a Distance**

Moderator: Ralph Eluska, Director of Instructional Support

Vin Pelletier, Coordinator, AA Program & Humanities

John Tabor, Coordinator Vocational-Technical Programs

Peggy Wood, Director, Learning Resources

**12:00 - 1:30 p.m.**

**Luncheon** (Grand Ballroom)

**Address:**

Dr. William G. Demmert, Jr., Acting Dean,  
School of Education and Liberal Arts, University  
of Alaska, Juneau

**Panel Discussion:**

**Contemporary Issues in Cross-Cultural,  
Rural and Native Education**

This panel will review developments in rural and Native education since statehood, notably the development of the REAAs, the "Hootch" schools, and a changing federal (Bureau of Indian Affairs) role in Alaska. Panelists will discuss the proposed Mount Edgcombe school opening, "pro" and "con"; the quality of education for rural Alaskans in terms of students' readiness for the college experience; the degree to which standard achievement tests are adequate measurements for comparing Native and non-Native academic attainment; special problems (and opportunities) in the small village high school; the implications of bilingual education, television, and technology for rural schools; the recruitment and utilization of Alaska Natives as teachers and teacher aides; and the challenges to teachers unfamiliar with the mores, traditions, and conditions of village life.

**Panelists will include:**

William Lynn Hensley, Chairman of the Board,  
United Bank Alaska,

Member, Anchorage Board of Regents

Sam King, Member, State Board of Education and  
former Regent, University of Alaska, Anchorage

Dr. Patricia Kwachka, University of Alaska, Fairbanks, Alaska Native Programs

John Schaeffer, President of NANA Corporation, Anchorage

Rep. Fred F. Zharoff, teacher, Kodiak Island Borough School District, Kodiak

Gary Holthaus, Executive Director, Alaska Humanities Forum, Anchorage

**1:45 - 3:00 p.m.**

**Closing Session** (Grand Ballroom)

**Discussion:**

**Are Politicians Educable?**

This panel will review what policy-makers have learned from the conference and what—if any—new ideas have surfaced about Alaska education because of the conference.

**Panelists will be:**

Moderator: Sen. Joe Josephson

Robert C. Greene, Executive Director,

Association of Alaska School Boards

Sen. Rick Halford, Senate Committee on

Health, Education and Social Services,

Eagle River

Hon. Harold Reynolds, Jr., Commissioner,

Department of Education

Jim Robinson, attorney and past president,

Anchorage School Board

Rep. Tony Vaska, Bethel

Video tapes of the conference will be provided by LearnAlaska, University of Alaska, Anchorage.

## *Acknowledgements*

This event is being sponsored by the Senate Committee on Health, Education and Social Services.

Sen. Joe Josephson, Chair

Sen. Vic Fischer, Vice Chair

Sen. Paul Fischer

Sen. Rick Halford

Sen. Pappy Moss

in cooperation with the Department of Education,  
Harold Reynolds, Commissioner.

Special thanks to:

Alaska State Bank

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Anchorage School District

The Northern Institute

Alaska Youth Advocates

LearnAlaska

Special thanks to legislative staffers who have volunteered their time.

Conference coordinators:

Henry M. Lancaster II

Kristi Ana Byrd

*\*\* Workshop seating is on a first-come, first-serve basis \*\**

***Extracurricular Activities: Are they only fun and games,  
or are they learning for living?***

Moderator: Bob R. McHenry  
Superintendent of Schools, Kuspuks, Alaska

When a young child enters school for the first time, it is usually with a great degree of hope and high expectations. A multitude of unknown challenges await him. He's about to be asked to change, to reach, to cope and to learn. His quest for discovery in a structured setting is underway.

School districts provide the facilities, programs, professional staff, materials and equipment to challenge and to enhance his opportunities for success.

While considering the proper role of "Extra Curricular Activities" I had a difficult time trying to define "extra curricular."

I was taught that the curriculum was "all the experiences a child has in school" rather than the formal course-work taken by students. Any total education program is dedicated to educating the whole child. To say that music, art, athletics, debate, drama, aviation and mining are extras and are outside or added on to the curriculum simply does not support the "total education" theme. Such "extras" develop character, self-discipline, self-esteem, motivation, ability and citizenship. These activities help to illuminate social realities and to clarify values.

These "extra" activities play an enormous role in keeping our children in school and often are the pivotal reasons for remaining. We are certain that our district has one of the lowest dropout ratios in the state. We attribute this to one "extra" activity, our Incentive Aviation Program.

Such worthwhile activities provide the seasoning in our recipe for a total education program. They are extremely worthy and must be maintained and improved upon.

# Laws, Regulations and Court Decisions, or how Politicians, Bureaucrats and Judges Affect the Classroom

Moderator: George Maykowskyj  
Valdez City Schools

**QUESTION:** *Are school administrators being required to hold juris doctoral degrees or hire as part of the full-time staff attorneys specially trained in school-related matters in order to maintain a trouble-free district?*

**COMMENT:** It seems that with the never-ending litigation affecting school districts and with the fears of the courts and attorneys deciding the future economic impact on schools, that colleges should start cranking out legal students specifically trained in educational matters in both instruction and capital improvement. School districts could then hire them as an integral part of their staff on a daily basis. On the other hand, the school districts and attorneys may be making mountains out of mole hills. If the regulations were clear and legitimate, we wouldn't have to determine their intent in a courtroom. We are supposedly the most intelligent in education but make rules and regulations that no one can interpret except the attorneys and judges.

**QUESTION:** *The State government could provide a system of even equalized funding for education which includes a cost for capital improvements for each local education agency and that capital funding would be made available in a restricted account for that community and when application based on need was made, be dispersed. The local community could add funds to the projects if desired. Naturally emergency funding would have to be con-*

*sidered and planned for unexpected growth in certain geographic areas. Wouldn't it be nice to know that in ten years or so you could build that needed improvement and not have to fight the political process? As a side effect the State wouldn't be paying three times the cost due to local bonding agreements and then possibly not fulfilling the commitment due to lack of sufficient appropriation and then spending more money to fight school districts and communities because the regulations were unclear. The fund would also generate interest and make additional money. Better to make money than to lose money through debt retirement and plan ahead at the same time.*

**QUESTION:** *Who makes the laws and regulations that affect education in the local communities?*

**COMMENT:** If educators are given the responsibility to provide quality education, they should become more involved in the legislative process and/or be encouraged to become more involved through an established process. The highly competent School Board Association together with administrators and teachers could develop working regulations through a task force structure. The politicians and government employees should tell us *what* they want based on public input and let us provide the means or *how* it will work.

## SCHOOL LITIGATION INVOLVING THE STATE DEPARTMENT OF EDUCATION

There are five general categories of litigation in which the State Department is currently engaged. They are

### I. Litigation involving legislative audits

Under AS 24.20.271, the Division of Legislative Audit routinely audits the Department of Education to monitor the Public School Foundation Program (AS 14.17). Where the division concludes that a district has been overpaid, it always recommends that the department seek repayment. Litigation involving legislative audits includes:

1. *St. Mary's School District v. State*; and
2. *Copper River School District v. State*

### II. Pupil Transportation

The Alaska State Legislature has designated pupil transportation as the responsibility of the state. AS 14.09.010(a) reads, in pertinent part, "the department may provide for the transportation of pupils who reside a distance from established schools." The department has chosen to exercise this discretionary statutory power to "provide for the transportation of pupils," by establishing a pupil transportation program through 4 AAC 27 under the general guidelines set forth in AS 14.09.010.

This system has generated several lawsuits:

1. *Tiundra Tons v. Fairbanks North Star Borough School District v. State*;
2. *State v. Northern Bus Company*;
3. *Kenai Peninsula Borough School District — Pupil Transportation Reimbursement*; and
4. *Transnorth v. Lower Kuskokwim School District v. State*.

### III. School Finance Litigation

Two lawsuits challenge the constitutionality of the legislative scheme providing for different funding of school construction for REAA's and municipal districts. These are

1. *Kenai Peninsula Borough v. State*; and
2. *Matanuska-Susitna Borough v. State*.

An additional case, *Southwest Region School District v. State*, challenges the failure of the department to make direct payments of cigarette tax disbursements to REAA's.

### IV. State-Alaska Native Affairs

1. *Tobeluk v. Lind (Molly Hootch)*;
2. *Akiak Native Community IRA Council v. State* (challenge to the department's denial of permission for the IRA Council to contract to contract for certain services with the Lower Kuskokwim School District); and
3. *State v. George Jim, et al.* (determination of the owner of the Thunderbird Screen, a totemic screen in the State Museum.)

### V. Other Miscellaneous

1. *State v. Southcentral Regional Resource Center* (suit to determine legal status of the Center and to resolve Center's debts);
2. *Aleutian Region Teachers Association v. Aleutian Region School District v. State* (teacher housing); and
3. *Mickerson and University within Walls v. DOE* (challenge to a contract award).

# Retaining Alaska's Teachers — Keeping the Best and the Brightest

Panel Member: Kenneth S. Burnley, Superintendent  
North Star Borough School District

Work has become increasingly important as a focus for our identities. Perceiving a real purpose in life, gaining a sense of worth and competence, achieving social position and success — all are inexorably intertwined with the notion of work.

In recent years, motivation research has dramatically extended our knowledge of what makes successful work experiences. At every organizational level, a combination of "hygiene" and "motivators" (to use Herzberg's terminology) have been keys to individual and organizational productivity:

## HYGIENE

"The Environment"

Policies and Administration  
Supervision  
Working Conditions  
Interpersonal Relations  
Money, Status, Security

## MOTIVATORS

"The Job Itself"

Achievement  
Recognition for Accomplishments  
Challenging Work  
Increased Responsibility  
Growth and Development

As we approach the topic of "the best and brightest" for education, we might first examine these factors. Perhaps our questions should be: (1) Do we really want the best and brightest? (2) Do we want to keep them? (3) Do we want them to perform at their full potentials?

If we answer "yes" to these questions, what environmental and job factors must be put in place to insure the desired outcomes? Some of these factors are found in the specific proposals to be considered by this workshop:

1. *How good are existing rewards and incentives?* If we were once satisfied with public education's product, and are now uncertain or dissatisfied, something must be wrong with the production process. Indeed, our concern suggests something needs to be done to address teacher rewards and incentives:

- A. Merit Pay: Perhaps a good concept, but not a single-source solution. Any attempts in this area, however, must avoid the following mistakes.
  1. Low entry level salaries.
  2. Insufficient competition.
  3. Not open to all employees.
  4. Lack of real opportunity for financial reward above the base salary (5-25% above the base).
  5. Evaluation not tied to outcomes.
  6. Lack of time for full community understanding.
  7. Affected parties not involved in the development process.

Productivity must be the key: more knowledge, more skills and more students learning. Where base teacher salaries are inadequate, merit pay doesn't seem to work. With the base teaching salaries found in Alaska, this proposal might be very worthwhile. In addition, Scarcity Bonuses should not be confused with Merit Pay.

Moreover, national surveys report that teachers uniformly reject the idea of scarcity bonuses.

- B. Master Teacher Plans and/or Differentiated Staffing: Offer good possibilities for making the work environment more rewarding. Responsibility for instructing new teachers and suitable remuneration should be specified.
- C. Career Ladders: Although not spelled out in the Agenda, progression opportunities must be a part of a viable career plan. The importance of teacher growth and development with increases in responsibility should be features of such a plan.
- II. *How can evaluations be improved?* A perception of fairness must be the centerpiece of any effective evaluation plan. Written procedures, democratically developed by supervisors and teachers are vital. Clearly stated goals and objectives are also important. Specific assessment items must be clearly defined for all participants.
- III. *How can we identify and cure teacher burnout?* It is hard to imagine a lifetime at the same specific job. Indeed, the well-known assembly line studies revealed the problem of unchanging routines. We must provide varied work experiences for teachers, and not expect 20-30 years of teaching the same subjects in the same classrooms. To do otherwise is to drive away the "best and brightest," either directly by resignation or indirectly through burnout.
- IV. *How good are staff development and training programs?* We must first realize that these are not just the college courses and in-service programs we all know well. Real staff development is much more pervasive in that it leads to real changes both for students and teachers. As such, it is also more expensive in that our true staff development costs actually include every certified salary dollar we pay in excess of entry level teaching pay. Looked at this way, could we not profit by rewarding academic credit only when earned in courses that enhance or broaden job performance capabilities? Similarly, could we not pay teachers for completing in-district training tailored to address needs in the local classroom?

As we approach these topics, we should remember all ideas are worth some level of examination.

However, rather than only examine individual proposals, we might also strive to work toward an overall, multi-faceted plan. In so doing, we must consider the following hygiene factors (Herzberg): policies and administration, supervision, working conditions, interpersonal relations, money, status and security. When working well, these may insure that an employee is not unhappy. Yet beyond these, most people seem to become really excited and motivated when they enjoy their work and have a chance for achievement, recognition, advancement and increased responsibility.

## *Back to the Basics and "The Common Core": Are we moving forward or backward?*

Moderator: Robert M. Peck, Principal  
Career Center, Anchorage, Alaska

*"Schools are a reflection of ourselves. Our high schools are what we have made them, and they will become no more than what we wish them to be."*

Each generation of Americans has (consciously or not) modified the public school system so that the schools better reflected the hopes, values, and standards of that particular generation. In reality, public education is a system in which such things as equity, equality, excellence and liberty are in a state of movement and tension. For example, in the 60s and 70s, massive changes in society significantly influenced education. Minority groups desirous of equity and equality demanded curriculum reform. We are by now all familiar with P.L. 94-142, Title IX, multicultural and bilingual programs. In traditional terms there was movement to the left.

*"Equality is at once an achievement to be celebrated and a deprivation to be avoided."*

Now we are hearing calls for improved standards in education, excellence in education, and a return to the basics. In traditional terms this can be viewed as a move to the right and the establishing of more conservative values and concepts in the education system. This is an inevitable result of the problems (declining SAT scores for one) which have arisen during the 60s and 70s. In fact, this change in direction could probably have been predicted by following the results of the PDK Gallup Poll which revealed that for some time now the public has felt there is not enough discipline in the classrooms. As a result of this shift in attitude, the 80s and 90s will probably bring about attempts to increase test scores, stricter discipline, and attempts to increase achievement in all areas both quantitatively and qualitatively.

The question which probably needs to be addressed is how can the educational system (bureaucracy, establishment, etc.) be modified without changing its basic structure or restricting freedom? After all, we do have one of the highest literacy rates in the world and probably a majority of the elements of our system do not need to be changed very much. In an attempt to answer some of the questions posed by this topic, I would make the following general recommendations as to how I feel public education can be improved during the 80s and 90s:

1. Secondary and post secondary education institutions need to foster better and more extensive ties with the community and the working world.
2. Vocational planning and counseling needs to be improved and expanded in the public schools and in post secondary institutions.
3. Activities of all kinds need to be provided for the majority of students, particularly those who are not in the 10 to 20 percent who do all the participating presently, so they are part of the total educational system.

4. Increase teacher salaries.
5. Increase standards in all areas.

The specific questions along with my comments which the panel was asked to address are:

1. *Who should control the curricula; the State Board of Education, the legislature, the teachers or the local boards?*

Local control has always been and probably always will be an ideal in American education but this is changing, i.e. federally mandated busing for one. In Alaska, because the State provides the funds for the largest share of the cost of education, it is only natural that State officials responsible for these funds will want more to say about how they are used. With the call for higher standards I see the need for increased State control.

2. *Should standards for rural schools be the same as those for larger school districts in Alaska?*

For those students who want to be socially and economically mobile, Yes! This is the same for Anchorage. We need to prepare students not just for jobs in Anchorage but for jobs nationally.

3. *What role should teachers be playing in curricula development?*

Working with state and local boards as advisors and consultants.

4. *How do Alaska's curricula requirements compare with those in other states?*

In terms of the number of credits required for graduation, probably above average in quantity. I'm not convinced this is necessarily a reflection of the quality of the curricula.

5. *How does the "Back to Basics" movement accommodate cross-cultural and bilingual education goals?*

I don't believe these are mutually exclusive, particularly bilingual education. Multicultural concepts can be worked on by using appropriate resource materials. Standards can be raised and maintained at the same time multicultural goals are achieved.

6. *What is the place of vocational education in the context of the "Basic" curriculum?*

There is nothing more basic than jobs, employment and/or careers. In students' junior and senior years this should be the top priority, i.e. training for employment and/or careers particularly for those students not going on to post secondary education. This means more involvement with business, industry and government agencies, but in order to improve our educational system and in order to prepare students for basic employment this must be done.

## *The Curriculum and the Student: Why do Students Tune-In, Turn Off, Drop Out and Come Back?*

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

This panel will attempt to take a unique view of the student as an individual learner. We will examine the relationship between the realities of that student's world and the performance expectations placed upon him by the social and educational system. Our panel represents a broad spectrum of professionals involved with the individual's learning program at levels reaching from the university, to the public schools, to treatment agencies and beyond. We will, as a group, illuminate the realities of our rapidly changing society and the type of forces that change creates. We will examine the manner in which those forces affect the learning relationship that exists between the individual student and the professionals who are attempting to guide and stimulate his education. In a more specific sense, we will specify from our own experience the problems we are facing in our educational system because of the reality of change; environmental change, social change, and educational change. With the latter, we will attempt to speak to the present educational structure and the attempts it has recently made to adjust to the realities of today's world. To that point, we will examine the manner in which those attempts have succeeded and failed. The panel will explore instances in which the efficiency of the educational process has crumbled in the face of rejection by youth, the reasons for it and the potential remedies. We will demonstrate how those remedies, if they are to be effective, must involve the efforts of insightful, involved and creative educators.

To be more specific, the panel will examine the unnoticed or ignored pressures that occur in youth at a time of social and technological transition, the time between the giving up of the old and the finding of the new. We will investigate the manner in which emphasis on the group to the detriment of the individual creates many of the problems that it attempts to solve. We will examine individual instances of students who, through the avenues of passive and active dissent, by disinvolvement, by non-achievement, by drug usage and by rejection indicate to us that they consider themselves disenfranchised, disassociated from the present process and the present effort. From these realities we will specifically suggest methods and procedures that can be instigated to enhance the present educational systems to the point that they can greet each individual child's entrance into formal education with a program that shows respect for him as an individual and as a learner. We will suggest the process for encouraging a system that

will be prepared to work with a child to continue his growth and to encourage him as an active agent in his own learning process. We will speak to the need to hold as one of our major purposes the realization of the student's need to be an individual, to be one who will be counted, to be one who matters. We will make recommendations for changes that can result in the construction of educational process that excites the mind and can meet the challenge of divergent stimulations, that indeed will become a process of which the child can say, "this is where I choose to spend my time, this is what matters."

We will examine these realities with our audience. We will debate, dissect and then re-develop existing theories into products that the audience can take back with them to their respective situations and implement as changes that are necessary to create systems that both challenge and attract the youth of today. These must be systems that excite the interest as well as structure effort. These must be systems that can respond to the individual as he stands, and give the supports and stimulations necessary for him to move through the educational process effectively.

The panel agrees that every student is a special student, that every problem is a special problem. The panel is also logically aware of the facts of modern financing, population pressure, and legislative State and Federal programs that, in a sense, disenfranchise some students from the process of special assistance, while emphasizing service to others. This panel recognizes that we cannot isolate one aspect of education or one area of a child's life from another and work only on that. We recognize that the home, school and community need to work together to enable the child to make the most of his abilities. We recognize that, as any one of these areas become contradictory to any other, it reduces the possibility that one child is going to develop his inherited ability to the maximum. To this end, this panel attempts to look at education, in a total sense, as a process in which the child's social and intellectual development go hand in hand. The panel recognizes that this conference represents efforts that have occurred in previous decades in many states, under many banners. Our effort in this workshop will be to motivate our audience to serve as agents of change in the manner necessary to ensure that educational systems will move, to develop a functional form that can challenge and hold the interest of youth.

## *Can Alaska Train Alaskans for Alaska's Jobs*

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

For the past ten years vocational educators and administrators throughout the state have been seriously concerned that vocational education and employment and training programs could be more effective in preparing people for jobs.

In response the Alaska State Legislature, in May of 1982, passed legislation creating the Vocational Education and Employment Training Task Force. The Task Force was charged with examining vocational education and employment training in the state and their relationship to economic development, and to recommend legislative and/or administrative action that would improve vocational technical education and employment and training for Alaskans and further the economic development of the state.

In its deliberations the Task Force saw the following issues affecting occupational preparation in Alaska:

1. Fragmentation and duplication of programs;
2. Lack of statewide standards program standards;
3. Lack of comprehensive planning;
4. Insufficient utilization of labor market data for planning;
5. Inadequate vocational education and employment training for rural Alaskans;
6. Lack of statewide policy and planning linking occupational preparation and economic development;
7. Lack of standards for equal access to employment training and opportunities for minorities, women, handicapped and disadvantaged;
8. Inadequate emphasis on career education as an essential component of vocational education.

Since the Task Force released its recommendations in March of 1983, many new directions have been taken to bring better organization and delivery to vocational education and employment training programs in Alaska.

Much is yet left undone.

The state does not have an economic development plan. There is no state policy on economic development and training to serve as a guide to the expenditure of funds for occupational training. There is a lack of accountability for what funds are spent on training in Alaska. There is no quality control on programs paid for by the state. Rural training delivery is still viewed as inadequate. Placement rates for graduates of occupational training programs are not driving forces behind the creation of new training centers. Employers feel that vocational students are not adequately prepared for entry level jobs.

The panel will look at the issues mentioned above from their own particular perspective, and will each develop new strategies that need to be employed to guarantee quality training in Alaska. The bottom line question that will be answered by each panelist is whether "Alaska Can Train Alaskans for Alaska's Jobs."

## *The New Technology — Gadgets or Gifts for Alaskan Students*

Moderator: Beverly Michaels

Learn Alaska

*"Today's information technology — from computers to cable television — did not bring about the new information society. It was already well underway by the late 1950s. Today's sophisticated technology only hastens our plunge into the information society that is already here. The problem is that our thinking, our attitudes and consequently our decision making have not caught up with the reality of things."*

John Naisbitt  
*Megatrends*  
Warner Books

For centuries, teachers used the technology at hand . . . the human voice and mind, the mandolin and song, the classroom, book and blackboard . . . to pass information to their students — and they used what was available effectively.

Each generation has experienced additions to these educational tools. Some were more useful than others, all were developed to help us better understand ourselves and our world.

For the most part, these technological tools were controlled and integrated (and sometimes not integrated) based on the school's belief in their value and dependent on the school's timeline.

But today's technology and the world it is helping to create does not appear to be as patient.

*"When we talk about what schools should do to serve the public in guaranteeing universal computer literacy, the question is not whether the public schools do it sooner or later. It may be the case that the public educational system either does it now or loses the opportunity to do it because much of the constituency has gone elsewhere. If that misfortune does occur, public schools will be only the last resort of the underprivileged."*

Dr. Joe Deken  
author *Electronic Cottage*  
from a speech prepared for the  
Alaska Dept. of Education

It appears that schools today have little choice. The changes that are occurring are so compelling that those responsible for teaching people how to function in this world must respond. It also appears that the technological tools at hand — computers, television and telephones — can help Alaskan educators do that.

But how? What is already being done? What are the prospects for the future? The panel gathered for this conference will pay attention to these questions and others.

We will hear from Dr. Joseph Deken, author of the *Electronic Cottage* and assistant professor of computer science at the University of Texas, about the way computers will change students' thinking, computers and socialization and computers of the future. We will hear from former commissioner Marshall Lind about the state of educational technology in Alaskan schools — and how that status developed. Dr. Bill Bramble, director of the office of Educational Technology and Telecommunications, will tell us more about the level of computer development and acceptance in Alaska and Bill McCaughan, director of the Center for Instructional Television will discuss television and telephones for learning.

While the primary questions that guide us will be "Is this electric gadgetry useful to Alaskan students and if it is, how can we best help them use it?" the panel will also respond to our audience's concerns.

Is there any hope for the electronic dolt?

Television: Instructive or destructive?

Technology in the classroom when there's already too much to do?

What level of state commitment is needed to make full use of these tools?

are among the questions that will be raised.

This panel looks forward to exploring with the participants a topic that concerns everyone involved in providing the best and most useful education to Alaskans.

## *Teacher Training in Alaska, for Alaskans, by Alaskans*

Moderator: Alice J. Bosshard  
Valdez City Schools

After nearly a hundred years of educating teachers, it is clear to see that teacher training has come a long way. Historically, teachers and schools were extensions of the home and the community. Educational needs were thus met through simple schools staffed modestly by educated people without special training. By the late 1800s normal schools were established by the states to raise the level of education and competence of teachers while still recognizing the rural and community aspects of teaching. Around the turn of the century normal schools became universities and teacher training was formalized as an undergraduate program. Today there are approximately 1400 institutions preparing teachers in the United States.

The customary pattern of teacher education is two years of professional and specialized academic preparation following completion of general education requirements. Within this two year period, future teachers are expected to become competent both in the academic subjects they will teach and in the knowledge and skills of the profession. Usually included in this preparation is a field-based experience in a local school.

Despite the distance teacher training has covered since its rudimentary beginnings, its programs are by no means perfect. Inherent in program growth is the need to analyze vital aspects in order to promote even better results. This is especially true in light of the national call for increased standards that education has experienced lately. To this end, critical areas must be examined to determine what needs to be done to improve teacher training to its most effective level.

In order to comprehensively analyze the issue of

teacher training in Alaska, the scope of this panel's discussion will include the following aspects: college recruitment efforts, school of education admission standards, university teacher training programs and their accreditation, state certification requirements for teachers, district hiring policies, and placement of Alaska teacher graduates in Alaska school systems. Currently in Alaska, many resources and programs necessary for a comprehensive statewide teacher training effort are available:

- undergraduate elementary and secondary teacher training programs at Alaska Pacific University and on all three University of Alaska campuses;
- university teacher training programs accredited by The National Association of State Directors of Teacher Education and Certification;
- a teacher education and certification unit within the Division of Management Law and Finance, Alaska Department of Education;
- the Teacher Placement Program at the University of Alaska that maintains placement files and assists districts in recruiting and placing teachers;
- hiring practices in school districts that address Alaska graduates and provide new hire orientation.

Teacher education is an issue of vital concern to all educators. In order to ensure that beginning teachers are fully prepared for effective classroom practice, educators at all levels of the profession must work collaboratively in setting goals, developing long range plans, and identifying and allocating resources appropriately and efficiently towards this end. The purpose of this panel is to facilitate a better understanding of the components of the teacher training issue and an awareness of the fact that when teacher training is upgraded, the schools are upgraded as well.

# ALASKA STATE SENATE

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COMMITTEES  
HEALTH EDUCATION & SOCIAL SERVICES (CHAIR)  
JUDICIARY (VICE CHAIR)  
FINANCE  
MAJORITY CAUCUS (CHAIR)

January 9, 1984

Ms. Barbara A. Thompson  
Adult Education Coordinator  
South East Regional Resource  
Center  
538 Willoughby Avenue  
Juneau, Alaska 99801

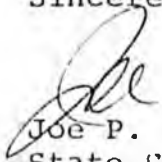
Dear Ms. Thompson:

Videotapes of the Alaska's Schools and Public Policy Conference can be obtained through Beverly Michaels of Learn Alaska. Her mailing address is:

Ms. Beverly Michaels  
Learn Alaska Program Manager  
VAITS  
Center for Instructional Telecommunications  
2533 Providence Drive  
Building K, Room 217  
Anchorage, Alaska 99508

I hope your staff members who attended enjoyed the conference. Any comments your staff members have regarding the conference would be appreciated.

Sincerely,

  
Joe P. Josephson  
State Senator

JPJ:rak



SOUTH EAST REGIONAL RESOURCE CENTER  
S.E.R.R.C. INC.

538 Willoughby Avenue, Juneau, Alaska 99801  
Phone: (907) 586-6806

January 3, 1984

Senator Joe Josephson  
Alaska State Legislature  
Pouch V (MS 3100)  
Juneau, Alaska 99811

Dear Senator Josephson:

Several members of our staff attended the Alaska's Schools and Public Policy Conference held in Anchorage, December 15-17, 1983. We are interested in viewing selected videotapes of conference presentations. Would you please supply the necessary information for securing these videotapes? We feel several of these videotapes would benefit our teaching and administrative staff members who were unable to attend the conference.

Thank you for your assistance.

Sincerely,

Barbara A. Thompson  
Adult Education Coordinator

Evaluation Questionnaire  
Alaska Schools and Public Policy Conference  
December 1983

T0: Senator Joe P. Josephson  
Chairman  
Senate Committee on Health, Education  
and Social Services

Commissioner Harold Reynolds  
Department of Education  
State of Alaska

1. I am a:
  - a) teacher
  - b) school board member
  - c) school administrator
  - d) legislator
  - e) State DOE official
  - f) concerned parent and citizen
  - g) student
  
2. I found this conference to be:
  - a) excellent
  - b) good
  - c) fair
  - d) poor
  
3. I would (would not) recommend a follow-up conference in 1984.
  
4. If the conference were held, I would like more emphasis to be placed on:
  - a) teaching techniques
  - b) parent and community support
  - c) teacher training, recruitment and retention
  - d) curriculum
  - e) school finance
  - f) computers and related technologies
  - g) other: \_\_\_\_\_
  
5. For me, the most positive experience of this conference has been \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluation Questionnaire  
Page Two

6. For me, the most negative aspect of this conference has been \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. This conference would have been better if \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. I am checking on the following list all items which I believe would help most to increase Alaska public schools' effectiveness:

- a) longer school day
- b) longer school year
- c) recognition of the "master teacher"
- d) "merit pay"
- e) higher pay for all teachers
- f) smaller class size
- g) adoption of "Paideia" curricula reforms
- h) teacher-in-service exposure to presentations like Dr. Wong's
- i) pre-kindergarten education
- j) teacher certification tests or internships
- k) academic "coaches" to help students obtain pre-emminence
- l) increased local tax effort
- m) increased state appropriations
- n) closer ties between school and community
- o) increased requirements for student promotion or graduation
- p) other curricula reforms, specifically, \_\_\_\_\_  
\_\_\_\_\_

q) changes in teacher recruitment practices, specifically \_\_\_\_\_  
\_\_\_\_\_

r) administrative reforms, specifically \_\_\_\_\_  
\_\_\_\_\_

s) other, \_\_\_\_\_  
\_\_\_\_\_

9. If I could say one thing to Senator Josephson and state legislators about education, it would be \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



ALASKA STATE LEGISLATURE  
HOUSE OF REPRESENTATIVES  
RESEARCH AGENCY

Pouch Y, State Capitol  
Juneau, Alaska 99811  
(907) 465-3991

April 4, 1983

MEMORANDUM

TO: Representative Milo Fritz  
Attention: David Schade

FROM: Christine Johnson, Research Staff

RE: Teacher Salaries in Other States  
Research Request No. 83-117

David Schade of your staff has requested the following information regarding teacher salaries:

- (1) How do the salaries of Alaska teachers compare to the salaries of teachers in other states?
- (2) How does the schedule for increases in teacher salaries in Alaska compare to schedules in other states?

We have had to rely on 1980-81 data in most instances; more current information about teacher salaries in other states was not readily available.

Teacher Salaries

Average salaries. The following table lists average teacher salaries in the five states (and the District of Columbia) which paid the most in 1980-81 and the five states which paid the least. Alaska ranks first on this list, with average salaries for teachers of \$29,000 in 1980-81. This was 27 percent more than the average salary in Washington, D.C, which ranked second, and 67 percent more than the national average.

A more complete table showing average salaries for teachers in 47 states is attached see Attachment 1.

Table 1  
Teacher Salaries  
1980-81 School Year

State or Government	Average Salary
<u>Top Five</u>	
Alaska	\$29,000
Washington, D.C.	22,883
Michigan	21,057
Hawaii	20,993
Washington	20,702
<u>National Average</u>	
\$17,413	
<u>Bottom Five</u>	
Maine	\$13,994
South Dakota	13,636
Arkansas	13,269
Vermont	13,235
Mississippi	13,000

Source: Ohio Bureau of Employment Services

Cost-of-living differences. One explanation for higher teacher salaries in Alaska is the higher cost of living compared to other states. Until recently, the federal Bureau of Labor Statistics prepared an annual estimate of the amount of money needed to support an urban family for a year at low, intermediate, and high income levels; estimates were based on surveys of buying habits of various income groups.

The following table shows household budgets for intermediate income families in the fall of 1980 in the five most expensive metropolitan areas and the five least expensive. Anchorage, with an intermediate family budget of \$29,682, was the most expensive place to live of the metropolitan areas listed. The intermediate family budget in Anchorage was 18 percent higher than the budget in Washington, D.C., and 28 percent above the national average for metropolitan areas.

Table 2  
 Annual Budget for an Intermediate Income Family  
 Fall 1980

Metropolitan Area	Intermediate Income Budget
<u>Five Most Expensive</u>	
Anchorage, Ak.	\$29,682
Boston, Ma.	27,029
New York, N.Y.	26,749
Washington, D.C.	25,203
San Francisco, Ca.	24,704
<u>Urban U.S. Average</u>	<u>\$23,134</u>
<u>Non-metro U.S. Average</u>	<u>\$21,070</u>
<u>Five Least Expensive</u>	
St. Louis, Mo.	22,248
Honolulu, Hi.	21,933
Houston, Tx.	21,572
Atlanta, Ga.	21,131
Dallas, Tx.	20,776

Source: Bureau of Labor Statistics

Salary Increase Schedules

Each Alaska school district has its own salary schedule for teachers. During the 1980-81 school year, salaries for a beginning teacher with a bachelors degree ranged from \$17,400 in the Kake School District to \$23,038 in the Northwest Arctic Regional Educational Attendance Area. Maximum teacher salaries ranged from \$27,265 in Kake to \$42,982 in the North Slope Borough. To earn the maximum salary, teachers must usually have a masters degree with at least 15 semester hours of additional coursework and 11-16 years of teaching experience. In the North Slope Borough, a teacher must have a masters degree plus 36 additional semester hours of coursework and at least 13 years of teaching experience. Attachment 2 lists minimum and maximum salaries in each of Alaska's 52 school districts.

On the following pages, we have listed teacher salaries at various steps for entry-level teachers with bachelors degrees, teachers with

Representative Fritz  
April 4, 1983  
Page No. 4

masters degrees, and teachers with the maximum amount of education recognized by the district. This data is shown for six Alaska school districts (Anchorage, Kenai Peninsula Borough, Ketchikan Gateway Borough, Fairbanks North Star Borough, Lower Kuskokwim REAA, and Yukon-Koyukuk REAA) and six school districts in other states (Los Angeles, Washington, D.C., Chicago, St. Louis, Albuquerque, and Philadelphia). The six Alaska districts serve roughly two-thirds of the state's students.

In the six out-of-state districts, the average salary for a beginning teacher with a bachelors degree and no previous experience was \$13,160. The average salary for an entry-level teacher in the six Alaska districts was \$20,411, or roughly 55% higher. Maximum salaries paid by the six Alaska districts averaged \$37,620, or 33% more than the average maximum salary of \$28,201 paid in the out-of-state districts.

In the Alaska districts, teachers with five years of experience (at step 5 on the salary schedule) were receiving an average of 23% more than teachers with little or no teaching experience (at step 0 on the salary schedule). In contrast, in the out-of-state districts, teachers at step 5 were receiving approximately 27% more than teachers at step 0.

The data suggests that teachers in the six Alaska school districts start out with much higher salaries than their counterparts in other states; however, they appear to receive slightly lower salary increases as they become more experienced than do teachers in other areas.

If you would like a full teacher salary schedule for 1980-81 for any Alaska school district, please let us know.

\* \* \* \* \*

Please don't hesitate to contact us if you have any questions about this information or if we can provide further assistance.

CJ/sj

Attachments